Connectivity

LEVEL 5



Student's Book and eBook

with Online Practice

Joan Saslow
Allen Ascher

Pearson

GSE
Global Scale of English

Connectivity

LEVEL 5

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow
Allen Ascher

Connectivity: Connecting People through English Level 5

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Joan Saslow is a foreign language teaching specialist and author. She is co-author with Allen Ascher of a number of award-winning* best-selling English-language textbook series for adults and teenagers, most recently Pearson's *Top Notch* and *Summit*.

In addition, Ms. Saslow is author of the *Workplace Plus*, *Ready to Go*, and *Literacy Plus* series, as well as of *English in Context: Reading Comprehension for Science and Technology*. Earlier, she was series director of *True Colors* and *True Voices*.

Ms. Saslow is a frequent speaker at international teachers' conferences and participates in the English Language Specialist Program of the US Department of State's Bureau of Educational and Cultural Affairs. She has lived and taught in Chile and is fluent in Spanish.

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Allen Ascher

Allen Ascher has been an ELT teacher, teacher-trainer, academic director, consultant, and publisher. He is co-author with Joan Saslow of the award-winning* six-level *Top Notch* and *Summit* series for adults and young adults. He also authored the "Teaching Speaking" module of *Teacher Development Interactive*, Pearson's online multimedia teacher-training program. In addition to living and teaching in Beijing, China, he served as academic director of the intensive English language program at Hunter College and taught in the teaching certificate program at the New School in New York City.

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**Top Notch* and *Summit* are each recipients of the Association of Educational Publishers' Distinguished Achievement Award, as well as the TAA (Textbook and Academic Authors Association) Textbook Excellence Award.

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LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **Planning for a Career** page 2	• Describe someone's background • Discuss career and study plans • Discuss the qualities of a good résumé • Interview for a job	• Collocations for career and study plans **Word Study:** • Collocations with have and get for qualifications	• Simultaneous and sequential past actions: Review and expansion • Completed and uncompleted past actions closely related to the present **GRAMMAR EXPANDER** • Describing past actions and events: review • Stative verbs: non-action and action meanings
2 **Building Character** page 12	• Discuss when telling a lie might be acceptable • Accept responsibility and express regret • Identify the origins of moral principles • Describe the values you live by	• Accepting or avoiding responsibility • Some values	• Adjective clauses: review and expansion • "Comment" clauses introduced with which **GRAMMAR EXPANDER** • Adjective clauses: overview • Grammar for Writing: adjective clauses with quantifiers • Grammar for Writing: reduced adjective clauses
3 **Confronting Difficulty** page 24	• Describe how fear affects you physically • Express frustration, empathy, and encouragement • Explore the nature of heroism • Discuss overcoming disabilities	• Physical effects of fear • Expressing frustration, empathy, and encouragement **Word Study:** • Expanding vocabulary by using parts of speech	• Using so . . . (that) or such . . . (that) to explain a result • Clauses with no matter **GRAMMAR EXPANDER** • Count and non-count nouns: review and expansion • Embedded questions: review and common errors
4 **Building Relationships** page 34	• Introduce and respond to criticism • Give someone positive feedback • Explain how you handle anger • Explore your relationships with friends	• Shortcomings • Expressing and handling anger	• Cleft sentences: review and expansion • Adverb clauses of condition **GRAMMAR EXPANDER** • Cleft sentences: more on meaning and use • Grammar for Writing: more conjunctions and transitions
5 **What's Funny?** page 46	• Respond to humor • Explore the potential benefits of laughter • Analyze what makes people laugh • Discuss when joking "crosses the line"	• Types of humor • How to respond when someone tells a joke • Common types of jokes	• Questions in indirect speech • Indirect speech: statements: backshifts in tense and time expressions **GRAMMAR EXPANDER** • Indirect speech: review and expansion • Say, tell, and ask • Grammar for Writing: other reporting verbs

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
• Ask, "What brings you here today?" to formally invite someone to request help or express a need. • Use "Correct me if I'm wrong, but . . . " to confirm something you believe to be true. • Say, "I've given it some thought, and . . . " to introduce a thoughtful opinion or change of mind. • Informally ask for advice with "I was hoping you could steer me in the right direction." • Formally express willingness to do something with "I'd be more than happy to . . . "	**Listening Skills:** • Listen to activate vocabulary • Listen for main idea • Listen to confirm content • Listen for supporting details **Pronunciation:** • Sentence stress and intonation: review	**Texts:** • A questionnaire about dreams, goals, and plans • An article about someone's career decision • An article on résumé writing • A résumé **Skills / strategies:** • Understand from context • Infer information • Apply ideas	**WRITING HANDBOOK** **Task:** • Write a cover letter for a job application **Skill:** • A formal cover letter **SOFT SKILLS BOOSTER** • Positive attitude: Encourage and offer suggestions to support others.
• Introduce an admission that you made a mistake with "I'm really sorry, but . . . " • Accept responsibility for a mistake with "It was totally my fault." • Express remorse for one's actions with expressions like "I'm so embarrassed," "I feel awful about it, etc." • Relieve someone's self-blame with "Look, these things happen." • Offer to make good on financial harm one has caused with "I insist on paying for it."	**Listening Skills:** • Listen to draw conclusions • Make personal comparisons • Listen to summarize • Understand from context • Listen for main idea and supporting details • Critical thinking **Pronunciation:** • Emphatic stress and pitch to express emotion	**Texts:** • A survey about taking or avoiding responsibility • An article about being truthful • An article about core values **Skills / strategies:** • Classify vocabulary • Understand vocabulary from context • Relate to personal experience	**WRITING HANDBOOK** **Task:** • Write a college application essay **Skill:** • Restrictive and non-restrictive adjective clauses **SOFT SKILLS BOOSTER** • Integrity: Indicate when your values are similar or different.
• Express concern for someone's state of mind with "Is everything OK?" • Begin an explanation with "Well, basically" to characterize a problem in just a few words. • Express empathy with "That must be tough." • Say "Hang in there" to offer encouragement to someone facing a difficulty. • Say "Anytime" to acknowledge someone's expression of gratitude.	**Listening Skills:** • Listen to activate vocabulary • Word study practice • Listen for supporting details • Listen to summarize a story **Pronunciation:** • Vowel reduction to /ə/	**Texts:** • A self-test about how chicken you are • A description of how fear affects someone physically • An article about Stevie Wonder and Evelyn Glennie **Skills / strategies:** • Relate to personal experience • Understand from context • Infer information	**WRITING HANDBOOK** **Task:** • Write a report about an event **Skill:** • Reducing adverbial clauses **SOFT SKILLS BOOSTER** • Effective communication: Use self-correction to repair errors or slips of the tongue.
• Politely introduce criticism or an uncomfortable topic with "There's something I need to bring up." • Say "I didn't realize . . . " to acknowledge your acceptance of someone's criticism. • Say "I didn't mean to . . . " to acknowledge how your behavior might have been interpreted. • Say "On the contrary" to assure someone you don't feel the way they think you might. • Express gratitude for someone's negative yet helpful feedback with "You've done me a favor."	**Listening Skills:** • Listen to activate grammar • Listen for main idea • Listen to infer **Pronunciation:** • Shifting emphatic stress	**Texts:** • Descriptions of people's shortcomings • Perspectives on feedback for employees • An interview about friendship **Skills / strategies:** • Identify main idea • Summarize	**WRITING HANDBOOK** **Task:** • Write an essay troubleshooting a common shortcoming **Skill:** • Transitional topic sentences **SOFT SKILLS BOOSTER** • Adaptability: Use hesitation expressions to prepare for unanticipated questions.
• Say "Come see this" to invite someone to look at something you think he or she will find interesting. • Say "Wait, what?" to informally express incredulity at what someone has just said. • Say "That cracks me up, actually" to admit that you find something pretty funny.	**Listening Skills:** • Listen to activate vocabulary • Listen for details • Listen to paraphrase • Listen to summarize **Pronunciation:** • Intonation of sarcasm	**Texts:** • An article about the health benefits of laughter • An article about what makes people laugh **Skills / strategies:** • Critical thinking • Understand main idea • Understand from context • Identify supporting details	**WRITING HANDBOOK** **Task:** • Write a story with dialogue **Skill:** • Writing dialogue **SOFT SKILLS BOOSTER** • Decisiveness: Offer a strong or weak hypothesis.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **On the Move** page 56	• Describe how you deal with commuting • Help others avoid hassles while traveling • Talk about property lost, damaged, or stolen on a trip • Discuss protecting Internet security	• Travel hassles • Ways to politely ask for a favor **Word Study:** • Participial adjectives as noun modifiers	• The unreal conditional: continuous forms for actions in progress • The unreal conditional: statements with If it weren't for . . . / if it hadn't been for . . . **GRAMMAR EXPANDER** • Real and unreal conditionals: summary and expansion
7 **Belief and Reality** page 68	• Describe a scam • Describe fears and phobias • Talk about the power of suggestion • Discuss superstitions	• Phobias • Superstitions **Word Study:** • Noun and adjective forms	• Nouns: Indefinite, definite, unique, and generic meaning (review and expansion) • Reporting beliefs: It + a passive reporting verb **GRAMMAR EXPANDER** • Article usage: summary • Definite article: additional uses • Non-count nouns with both a countable and an uncountable sense • Grammar for Writing: passive reporting verbs with an infinitive phrase
8 **Achievement and Intelligence** page 78	• Identify your unique strengths • Talk about how you study • Discuss the effect of the environment on intelligence • Evaluate your emotional intelligence	• Ways to describe strengths and talents • Interpersonal and intrapersonal intelligence	• Using auxiliary do for emphatic stress • The subjunctive **GRAMMAR EXPANDER** • Grammar for Writing: emphatic stress • Infinitives and gerunds in place of the subjunctive
9 **Looking Ahead** page 90	• Discuss the pros and cons of innovative technologies • Make predictions about science and technology • Talk about preparing for future pandemics • Explain social and demographic trends	• Expressing and dismissing concern • Demographic and social trends	• The passive voice in unreal conditional sentences • The passive voice: the future, the future perfect, and the future as seen from the past **GRAMMAR EXPANDER** • Grammar for Writing: when to use the passive voice
10 **Global Ties** page 100	• React to international news events • Talk about the influence of foreign imports • Discuss the ways your culture might cause culture shock • Understand the impact of globalization	• Phrasal verbs for discussing events and issues • Discussing culture shock	• Separability of transitive phrasal verbs **GRAMMAR EXPANDER** • Phrasal verbs: expansion

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Grammar Expander ..... page 118
Pronunciation Lessons ..... page 134

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
• Ask a stranger for help with "I wonder if you could do me a favor." • Agree to offer assistance with "How can I help?" • Confirm willingness to perform a favor with "I'd be happy to." • Announce your return with "I'm back."	**Listening Skills:** • Listen to activate vocabulary • Listen to activate grammar • Listen for main idea • Listen to confirm content • Listen for supporting details **Pronunciation:** • Regular past participle endings • Reduction in perfect modals	**Texts:** • A travel hassles self-test • Interview responses about commuting hassles • An article about laptop disasters while traveling **Skills / strategies:** • Identify supporting details • Summarize • Discussion	WRITING HANDBOOK **Task:** • Write an essay comparing and contrasting two means of transportation **Skill:** • A comparison and contrast essay SOFT SKILLS BOOSTER • Problem solving: Give constructive feedback non-judgmentally.
• Indicate you've guessed someone's news with "Don't tell me . . . " • Say "Why am I not surprised?" to suggest an outcome should have been predictable. • Respond to a question with "Don't ask" to imply that the answer will be disappointing. • Begin a statement with "Let's just say . . . " to indicate you're going to make a long story short.	**Listening Skills:** • Listen for main idea • Listen for details • Listen to confirm content **Pronunciation:** • Linking sounds	**Texts:** • A fact sheet about scams • Two accounts of phobias • An article about placebos and nocebos **Skills / strategies:** • Understand from context • Infer information • Critical thinking	WRITING HANDBOOK **Task:** • Write an essay about superstitions **Skill:** • Subject-verb agreement: expansion SOFT SKILLS BOOSTER • Leadership: Encourage others to support their ideas.
• Indicate that you have prior knowledge about a situation with "So I understand (that) . . . " • Use "Would you say you . . . ?" to encourage someone to express a point of view. • Say "So here's what I'd suggest" to announce you're going to propose a plan. • Say "You can't go wrong" to support someone's tentative decision.	**Listening Skills:** • Listen to confirm content • Listen to clarify • Listen to draw conclusions **Pronunciation:** • Emphatic stress with auxiliary verbs	**Texts:** • A questionnaire on ability to focus and stick to a task • Descriptions of strengths and talents • Study tips • An article on measuring intelligence **Skills / strategies:** • Understand main idea • Understand details • Find supporting details	WRITING HANDBOOK **Task:** • Write an essay about staying focused on a task **Skill:** • Explaining cause and result SOFT SKILLS BOOSTER • Respectfulness: Interrupt and delay an interruption.
• Respond with "Seriously?" to express disbelief. • Use "I'd think twice before . . . " to advise cautiousness about a decision. • Agree with someone's statement of personal belief with "That makes two of us!"	**Listening Skills:** • Listen for point of view • Listen to summarize • Listen to activate vocabulary • Listen for facts and figures • Listen to draw conclusions **Pronunciation:** • Reading aloud	**Texts:** • A survey on beliefs about the future • An article on preparing for future pandemics **Skills / strategies:** • Understand writer's purpose • Understand from context • Activate language	WRITING HANDBOOK **Task:** • Write a formal essay about future trends **Skill:** • The thesis statement in a formal essay SOFT SKILLS BOOSTER • Conflict resolution: Respectfully acknowledge disagreement.
• Say "You name it" to indicate the list could be a lot longer. • To add to an already long list, say "To say nothing about . . . " • Begin a statement with "At least . . . " to express mild approval or relief.	**Listening Skills:** • Listen to infer meaning • Listen to summarize • Listen for details **Pronunciation:** • Intonation of tag questions	**Texts:** • A quiz on English today • An article on efforts to reduce hunger • People's opinions about foreign imports • An interview about the effects of globalization **Skills / strategies:** • Activate prior knowledge • Identify supporting details	WRITING HANDBOOK **Task:** • Write an essay about globalization **Skill:** • Rebutting an opposing point of view SOFT SKILLS BOOSTER • Negotiation: Attempt to come to agreement by supporting your view with respect.

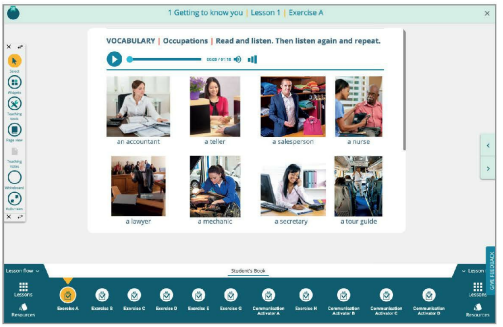
Writing Handbook ..... **page 144**
Soft Skills Booster ..... **page 154**

For the Teacher

Connectivity **makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.**

Presentation Tool

A digital tool for presenting the content of the Student's Book (and optional Workbook) in class, accessible through the Pearson English Portal.



Allows you to:

- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including Keep Talking Videos and *Connect TV* sitcom (lower levels) and authentic video (upper levels).
- plan dynamic lessons using the embedded teacher's notes.
- assign homework and tests.

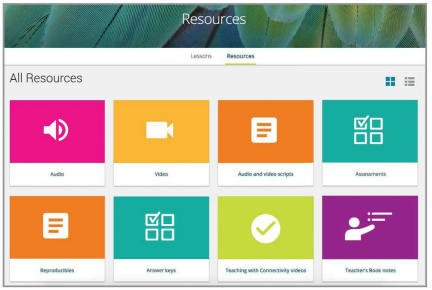
… and much more!

The Presentation Tool is also available to download, enabling you to teach offline.

Teacher's Book and Lesson Planner

Detailed interleaved lesson plans, language and culture notes, optional activities, and more. Available in print and as a pdf in the Teacher's Resources on the Portal.

- Ideas for extension activities, differentiated instruction, teaching tips, alternative ways to do activities, advice on dealing with tricky language items, and notes on how to remediate and motivate students.
- Annotated answers on the facing Student's Book pages.



Teacher's Resources

Comprehensive, easy-to-access resources for planning, teaching, and professional development.

Includes:

- a wide variety of downloadable worksheets to enhance and extend each lesson.
- a dedicated *Connectivity* Methods Handbook which highlights *Connectivity's* course pedagogy and offers best practices for teaching a communicative course.
- *Teaching with Connectivity* videos, for overview, planning, and teacher support.
- answer keys and audio/video scripts.
- Global Scale of English mapping booklets, for efficient planning.
- Soft Skills Mapping Document to build awareness of the essential soft skills students are acquiring as they engage in course activities.
- ready-made Unit, Midterm, and Final achievement tests, with a test generator.

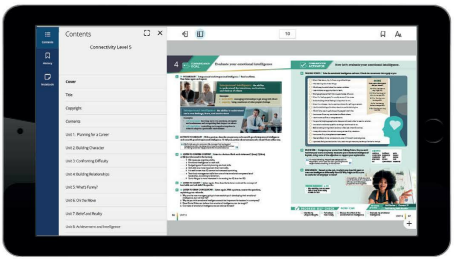
For the Student

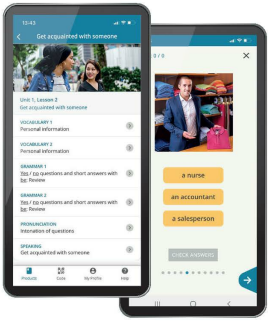
A code gives students access to the digital components: the Student's eBook, a Student's app, and Online Practice. A separate print Workbook is also available.

Student's eBook

The Student's Book in digital format.

The eBook enables students to access their Student's Book materials on their computer and mobile devices, wherever and whenever they want. The digital format enhances student engagement with interactive activities, and audio and video at the point of use.





Student's app

Digital practice that empowers students to take charge of their learning outside of class, online and offline.

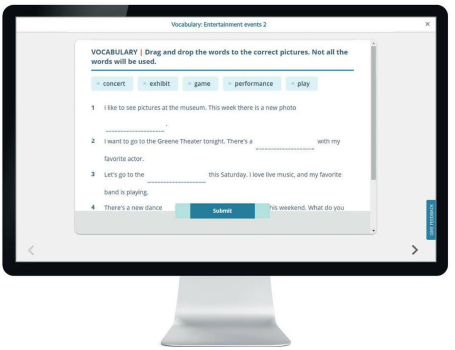
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. The app content is available on the Pearson Practice English App.

Online Practice

Lesson-by-lesson exercises to accompany the Student's Book with an abundance of interactive practice activities in all skills.

Offers:

- immediate feedback on wrong answers.
- a listen-and-record feature that allows students to compare their pronunciation to a model.
- extra reading and writing practice.
- a perfomance area that helps students keep track of their progress and plan future practice.



Workbook

Lesson-by-lesson written practice activities to accompany the Student's Book, providing extra practice for vocabulary, grammar, conversation, social language, reading, and writing.

Offers:

- open-ended, personalized activities to increase student engagement.
- full-color design with numerous illustrations and photos.
- additional exercises for the Grammar Expander and Writing Handbook.

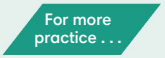
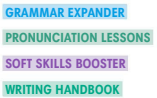
KEY TO ICONS IN THE STUDENT'S BOOK

Digital resources are available on the **Pearson English Portal** (the access code is provided on the inside front cover). Audio and video are also available in the **Student's eBook** and **Pearson Practice English App**.

CORE MATERIAL

Student's Book icon	What is it?
	Student's Book audio
	*Keep Talking* videos that provide dramatized models of extended conversation, discussion, and role play to accelerate students' communicative competence

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
	An abundance of digital resources comes with every *Connectivity* Student's Book: • Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video • Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)
	End-of-unit review and extension material offered in several formats: • Unit Review: Printable exercises for extra listening comprehension and language practice • *Connect TV*: Engaging authentic video for language consolidation and fun • Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests
	Optional lessons that align with the content in each unit, covering grammar, pronunciation, writing, and soft skills. These lessons appear at the back of the Student's Book.

***Connectivity* is a six-level course for adults and young adults who need to use English fluently and confidently in their life and work, and to interact with people from a variety of language backgrounds and cultures.**

Ideal for students who lack opportunities to observe or practice English outside of class, *Connectivity* creates a highly enriched blended language learning experience by ensuring:

- rich exposure to natural authentic spoken and written language models.
- thorough coverage of form, meaning, and use.
- continual integration, recycling, and activation of new language.
- ongoing confirmation of progress and self-assessment.

With two alternative entry points—*Connectivity Foundations* for true beginners and *Connectivity 1* for false beginners—the course is benchmarked to the Global Scale of English and tightly correlated to the Can-do Statements of the Common European Framework of Reference. All six levels are available in full and split formats.

Each full level of *Connectivity* provides 60–90 hours of instruction and is designed for use in traditional, hybrid, flipped, and blended settings. An unequaled array of printable, digital, and online resources makes it easy to vary and tailor the course to your teaching style, your learners' needs, your available time, or even to extend the hours of instruction to up to 120 hours.

SIGNATURE FEATURES

A Systematic Speaking Pedagogy

Connectivity rigorously develops learners' linguistic, socio-linguistic, and pragmatic competence and fluency. Socially authentic model conversations systematically encourage improvisation and extension, and discussion preparation activities recycle language and build confidence. Soft skills practice—woven throughout—prepares learners for employability and workplace success in English. Mediation activities ensure students can use English to interact with people from diverse language and culture groups and are able to react to, summarize, and paraphrase spoken and written texts in English. An optional Soft Skills Booster (Levels 1–5) provides spoken practice of a selected soft skill for each unit. Level 4 also offers an Extend-It lesson after every two units that consolidates and applies previously learned language through collaboration on a variety of motivating tasks, such as projects and role plays. In Level 5, a Soft Skills Workshop after every two units provides opportunities to put collaboration, teamwork, and presentation into practice.

Explicit Grammar and Vocabulary

Connectivity takes the guesswork out of form, meaning, and use. Clear charts illustrate grammar and usage in context and *Notice the Grammar* activities increase learners' grammar awareness. *Pronounce the Grammar* activities promote spoken mastery. Clear captioned picture-dictionary-style vocabulary illustrations with accompanying audio ensure understanding and accurate pronunciation of new words. Interactive digital vocabulary flash cards provide continual practice and recycling for memorability.

Individualized Teaching and Learning

Respecting teachers' individual styles and preferences, as well as their limited time to prepare material, *Connectivity* offers over a thousand extra ready-to-use printable extension activities so that teachers never have to search for or create supplements. A wide choice of extra speaking activities, unit reviews, supplementary pronunciation activities, inductive grammar charts, unit study guides, writing process worksheets, video worksheets, flash cards, extra grammar exercises, test-taking skill builders, and more are available for every unit.

A Multi-faceted Audio and Video Program

Connectivity includes a wealth of audio and video features for the modeling of authentic speech, conversation pair work activation, listening comprehension practice, pronunciation practice, and fun. So that students will be prepared to understand English as an international language, the audio includes a variety of native and non-native accents. *Connectivity*'s listening comprehension syllabus builds key skills and strategies to improve listening proficiency. Practi-chants (*Foundations*) develop fluency and confidence with the support of a fun and engaging beat. For further guidance, Pronunciation and Grammar Coach videos accompany levels Foundations to 3. The *Keep Talking* video increases oral production and fluency. *Connect TV* (Foundations–Level 3) is a hilarious situation comedy that keeps students laughing and learning. *Connect TV* (Levels 4–5) offers authentic video that has been curated for the student's level.

We hope that *Connectivity* maximizes your enjoyment and success!
We wrote it for you.

Joan Saslow and Allen Ascher

UNIT 1

Planning for a Career



PREVIEW

A CAREER PLANS | **Listen to a man and woman discuss his job applications. What kind of job does he want and why does the woman think he's an ideal candidate?**

B ZOOM-IN | **Read and listen to a phone conversation between two friends. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Shannon = Irish English
Odette = French



Shannon: Hey, Odette! How are you?

Odette: Shannon! I haven't heard from you in ages. I was beginning to think you might be angry about something.

Shannon: Oh, I'm sorry. I've just been totally out of touch with *everyone*. Don't take it personally.

Odette: Well, what have you been up to?

Shannon: Trying to get into law school! The deadline for the application is next week, and they require a ton of detailed stuff: recommendations, essays . . . I've just got to buckle down and get it all in in time. And there's an admissions test to prepare for, too. I know I sound a little desperate, but I can't bear the idea of putting this off for another year. It's not like I'm still 18, you know.

Odette: When did you get it into your head to study law?

Shannon: Well, I've actually always been interested in law—I love all those legal shows on TV. So, one day I was just fooling around online looking into what it takes to be a lawyer, and I took a practice test and I aced it! I know that sounds a little immodest . . .

Odette: Not really. You're not bragging about how smart you are—just stating a fact.

Shannon: Well, acing the practice test clinched it for me. I figured I have the interest, and the test indicates I have the aptitude. So, it was a no-brainer. I just decided to apply.

Odette: You know, I think the law'll be right up your alley. You win every argument . . . I mean that as a compliment.

Shannon: Thanks. I just wish I'd realized this a few years ago. But I've got my heart set on it now.

Odette: Well, better late than never. And I wish you all the luck in the world.



C UNDERSTAND FROM CONTEXT | **Complete each statement with one of the featured words and phrases from Zoom-In.**

1 If you get a great grade on a test, you can say you ..... it.
2 If the reason for making a decision is obvious, you can call it a ..... .
3 When you know you have to pay attention to a task, you can say you have to ..... .
4 ..... about your accomplishments is immodest.
5 Something that's ..... is something you'd be really good at.

D THINK AND EXPLAIN | **With a partner, interpret the meaning of each statement.**

1 "Don't take it personally."
2 "I can't bear the idea of putting this off for another year."
3 "Acing the practice test clinched it for me."
4 "I mean that as a compliment."
5 "Better late than never."

E LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

.....

F DISCUSSION | **Thinking about your own strengths and weaknesses, what job or career do you think is or would be "right up your alley"? Explain "what it takes" to have that career and why.**

> "I've loved sports since I was a kid, and I love working with teams of people. A career in sports management would be right up my alley."

UNIT 1
COMMUNICATION GOALS

Lesson 1 **Describe someone's background**
Lesson 2 **Discuss career and study plans**
Lesson 3 **Discuss the qualities of a good résumé**
Lesson 4 **Interview for a job**





G **TALKING POINTS** | **Complete the questionnaire.**

FROM DREAMS TO GOALS TO PLANS

STEP 1: YOUR DREAMS

Before establishing your goals for life and career, it's worthwhile to explore your dreams. Focusing on the next five years, answer the questions as briefly as you can.

1. What would you like to do for fun and with whom?
2. Where would you like to live (location and type of housing)?
3. What places would you like to visit?
4. What job would you like to have?
5. Where would you like to work? (location and type of workplace)?
6. What would you like to own?
7. How would you describe your ideal immediate family?
8. What would your idea of a perfect weekend be?

STEP 2: YOUR GOALS

Look back at your answers in STEP 1. Imagine making those dreams into goals. Write a checkmark next to the ones you think you can achieve. Write an X for the ones you don't think you can. Write a ? for the ones you're not sure about.

STEP 3: YOUR PLANS

Choose three dreams you aren't sure you can achieve. Write the item number and what you think you need to do to achieve each dream. Write more on a separate sheet of paper if necessary.

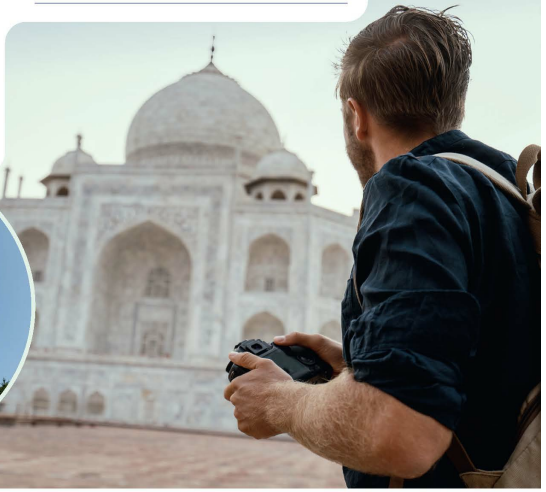
☐ _____

☐ _____

☐ _____







START TALKING

PAIR WORK **Compare dreams with a partner, providing details. Are any of your dreams similar? Discuss practical ways you can make your dreams come true. Help each other make plans.**

1 COMMUNICATION GOAL Describe someone's background

A GRAMMAR CLOSE-UP | Read about a career decision that was made based on experience. Notice the featured grammar.

By the time I was 13, I was cooking dinner for our family at least twice a week, . . . not because I had to, but because I had discovered my passion: cooking! So, when I graduated from secondary school, I had already made up my mind. I decided that I would be a chef—hopefully a world-class famous one known for my own style of Korean food. However, my school counselor suggested—gently—that I needed a reality check. Instead of putting all my eggs in one basket at the young age of 18, I should find out what the work of a real chef entailed. So she found me a spot as an apprentice cook on a cruise ship, saying "There's no hurry. Have fun and learn. When you have a few cruises under your belt, you'll know for sure whether you want to be a chef."

And she was right. It turns out that even before a month had passed, I knew I had made the right decision. Those six months provided me with a solid background in skills and a realistic picture of what my daily life as a chef would be. My advice? If you're offered an apprenticeship or an internship, take it. And guess what? I've just been accepted to the International Culinary Institute!



Kang Jae-sang Apprentice cook, Incheon, South Korea

B DISCUSSION | Would you ever consider an internship or an apprenticeship before deciding on a career? Why or why not?

C GRAMMAR | Simultaneous and sequential past actions: review and expansion

GRAMMAR EXPANDER p. 118
Describing past actions and events: review

Completed past actions: the simple past tense and the past perfect (Review)

The simple past tense describes actions completed in the past, whether or not a specific time is mentioned. Context or time expressions can indicate whether the actions were simultaneous (at the same time) or sequential (one before the other).

Some people **clapped** when they **watched** the celebrity chef cooking. (= simultaneous completed actions)

In the year before he **applied** to the International Culinary Institute, Kang **worked** on a cruise ship. (= sequential completed actions)

Remember: The present perfect can also describe completed past actions.
Kang Jae-sang **has** just **enrolled** in the International Culinary Institute.

The simple past tense and the past perfect can be used to describe two sequential completed past actions. However, it's common to avoid the past perfect and use the simple past tense for both actions, especially when the context clarifies the order of occurrence.

Kang **had cooked** many meals before he **took** the apprenticeship. OR Kang **cooked** many meals before he **took** the apprenticeship.

Simultaneous actions in progress: the past continuous (Review)

A statement in the past continuous describes an action that was in progress at a time—or during a period of time—in the past.

Kang **was chopping** vegetables while the other cooks **were making** soup.

Remember: To describe an action that was completed during an action in progress, use the simple past tense.
Kang **applied** to the International Culinary Institute while he **was working** on the ship.

Expansion: sequential and completed past actions: the past perfect continuous and the simple past tense

The past perfect continuous can be used when one past action was already in progress before another one occurred. (It often emphasizes the duration of the action.)
Form the past perfect continuous with had been and a present participle.

By the time Kang **entered** culinary school, he **had been cooking** semi-professionally for six months on a cruise ship.

How long **had** Kang **been working** on a cruise ship when he **was accepted** by the International Culinary Institute?

D UNDERSTAND THE GRAMMAR | Listen to the conversations and circle the letter of the correct summary of the events. Listen again if necessary.

1. **a** They continued filming after he got on the bus.
   b The bus arrived after the filming was finished.
2. **a** Lisa had been thinking of buying the sweater that she left on the table.
   b The other girl bought the sweater before Lisa had a chance to try it on.
3. **a** Diane was texting and driving at the same time.
   b Diane had stopped driving before she texted.

E GRAMMAR PRACTICE | Complete the statements with the past perfect or the past perfect continuous.

1 I (had already seen / had already been seeing) the Picasso exhibit at the Metropolitan Museum, so I decided to stay home.
2 Lorraine (had been waiting / had waited) in the rain outside of the stadium for an hour when they canceled the game.
3 Ella (had been watching / had watched) TV for two hours when her parents came home.
4 She (had been trying / had tried) the recipe for cheese bread several times before she served it to friends.
5 Zach (had already gotten / had already been getting) a job as a medical technician when he decided he really wanted to go to medical school.

COMMUNICATION ACTIVATOR

Now let's describe someone's background.

A TALKING POINTS | Complete the questionnaire about your background.

Where were you born? _____
How long have you been living at your current address? _____
If you are married, when did you get married? _____
Where were you living when you got married? _____
If you have children, what are their names and ages? _____
If you have a career, what is it? _____
How long have you been studying English? _____
If you divided your life into three periods, how would you describe each one?
1 _____
2 _____
3 _____



B DISCUSSION | Get to know a classmate's background. Use your Talking Points as an interview guide. Use the simple past tense, the past perfect, the past continuous, and the past perfect continuous in your questions and answers to clarify the order of events in the past. Say as much as you can.

C PROJECT | Write a one-page biography of your partner, using the information from your Discussion. Post the bios on a class blog or on the board in your classroom. Include photos if possible. Use the bios to get to know your new classmates.

KEEP TALKING!
- Ask questions about other interests and hobbies.
- Compare similarities and differences in your backgrounds.
- Say as much as you can.

Watch the video for ideas!

2 COMMUNICATION GOAL Discuss career and study plans



A VOCABULARY | Collocations for career and study plans | Read and listen. Then listen again and repeat.

decide on a course of study or a career
Ruth decided on a career in city planning because she wants to improve the quality of urban life.

take up something you're interested in
As a child, Clark was fascinated by tropical fish and had two or three aquariums. So it's no surprise that he's taking up marine biology at the university.

apply for a job or a position in a company
I've applied for a summer internship at an accounting firm to see if I'd like to take up accounting as a career.

apply to a school or a program of study
Uh-oh! It's September 15th. I hope I haven't missed the deadline for applying to the creative writing program. I want to start in January.

sign up for a course or an activity
Lida doesn't have to sign up for an exam prep course. She aced the practice test, and she'll definitely do well on the actual test next month.

switch to a new course of study or a career
Mohammed started out in music theory but switched to dentistry because it had better career possibilities.

be accepted to / into / by a specific school or a program
Only two students from my class were accepted to medical school for the next term.

be rejected by a school or a program
Kang would have been heartbroken if he had been rejected by the International Culinary Institute.

enroll in a school or a program
Fewer people have enrolled in architecture schools in recent years, though it's not completely clear why.

B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Then listen again. After each conversation, complete the statement with the Vocabulary, using a different collocation for each item.

1 She has ..... a career in music.
2 He has ..... meditation.
3 She has ..... two graduate programs.
4 She has ..... engineering school.
5 He has ..... teaching math from his career in business.
6 She has ..... an apprenticeship in a medical lab.

C VOCABULARY PRACTICE | Complete the conversations, using the Vocabulary. There may be more than one way to answer correctly.

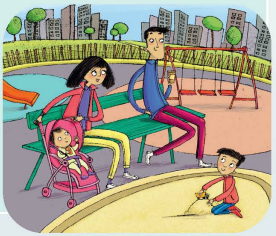
1 **Nicole:** I've been a teacher for five years, but I've just decided to ..... nursing.
Elliot: No way! I've just ..... nursing school myself! What a coincidence.



2 **Lila:** I know it sounds weird, but my lifelong dream has been to be an interior designer, so I'm going to ..... an online interior design program. Better late than never, right?
Olivia: It must be something in the air. Here I am almost 50 years old, and I've just ..... law school. I hope I'm not rejected!



3 **Clare:** I'm a brand-new parent, but I kind of miss my work as a graphic designer, so I've ..... a part-time teaching position in the evening design program at the college. My husband said he'd take over with the baby when he gets home from work.
Jack: I've actually done something similar. I've been acting in commercials for years, and I've taken the plunge: I've ..... a film course. I'll see whether I'm cut out for directing instead of acting.



4 **Phil:** Can you believe it? I was ..... the driving school. To get in, you have to pass the written driver's exam first, and I failed by only one point! I don't know what I'll do if I can't get my license! I can't sleep and I've lost my appetite! I can't even focus on my classes.
Tony: Hey, Phil, take it easy. You can take the written test again next month. In the meantime, maybe you could ..... yoga or meditation. If you were a little more relaxed, you'd be able to focus.



D GRAMMAR | Completed and uncompleted past actions closely related to the present

You can use the present perfect for recently completed actions. The adverbs just, recently, and lately often accompany these statements. (Note: Lately is rarely used in affirmative statements.)

She**'s just been accepted** to a great music program.
Have you **checked** the requirements for a driver's license **lately**? They**'ve been revised**.

The present perfect continuous can describe an action that began in the recent past (and continues in the present and is therefore uncompleted). You can use recently and lately.

They**'ve been rejecting** a lot of applicants **recently**.

The following adverbs are used only with the present perfect, not the present perfect continuous, because they signal a completed action: ever, never, before, already, yet, still (with negative), so far, once, twice, (three) times.

Have you **ever thought** of enrolling in a teaching program? I **never have**.
She **still hasn't signed up** for driver's ed.

Be careful!
Use the simple past tense, not the present perfect, to talk about actions completed at a specific time in the past.
She **applied for** a position at the Oceanographic Academy last year.
NOT She ~~has applied~~ for a position at the Oceanographic Academy last year.

Remember: Don't use the present perfect continuous with these stative verbs: be, believe, hate, have (for possession), know, like, love, own, seem, understand.
DON'T SAY ~~I've been owning~~ this car for two years.

GRAMMAR EXPANDER p. 118
Stative verbs: non-action and action meanings

E GRAMMAR PRACTICE | Circle the correct verb to complete each statement.

1 Last month I ('ve applied to / applied to) an aeronautical engineering program, but I still (haven't been receiving / haven't received) an acceptance letter. It's really hard to get in, and I'm a little pessimistic because no one I know (was / has been) accepted recently.
2 Marlo and Emma (haven't been signing up / haven't signed up) for the teacher development program yet. That's a problem because the in-class sessions (have started / started) last week. Lately, however, more and more people (have been taking / took) the course remotely.

F GRAMMAR PRACTICE | On a separate sheet of paper, write five questions to ask someone about his or her career or education plans. Use the present perfect, the simple past tense, the present perfect continuous, and appropriate adverbs.

PRONUNCIATION LESSON p. 134
Sentence stress and intonation: review

COMMUNICATION ACTIVATOR

Now let's discuss career and study plans.



A CONVERSATION MODEL | Read and listen.

A: So, Andy, what brings you here today?
B: I'd like some advice. I've been considering taking up hotel management.
A: Hotel management. Correct me if I'm wrong, but weren't you studying marine biology?
B: I was. But I've given it some thought, and I've decided I'm not cut out for science.
A: OK. So how can I help?
B: Well, I'd like to enroll in a good program. I was hoping you could steer me in the right direction.
A: Give me a day or two to look into it. I'll get back to you before the end of the week.
B: That's great.
A: My pleasure. And I'd be more than happy to write you a recommendation if you decide to apply.

Social language
Confirm something you believe to be true with "Correct me if I'm wrong."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS | Create a similar conversation, using the Vocabulary. Start like this: *So, what brings you here today?* Be sure to change roles and then partners. (Option: Use the Unit 1 Energizer Worksheet.)

KEEP TALKING!

- **Explain why your career or course of study wasn't a good fit.**
- **Ask questions about why a new career or course of study is more appealing.**
- **Say as much as you can.**

Watch the video for ideas!

3 COMMUNICATION GOAL

Discuss the qualities of a good résumé



A READING | Read an article about résumés. Which résumé style do you think is best?

Résumé ABCs

A résumé is the single most important document in a job search. Your résumé is a summary of your work history, skills, and education, the key word being "summary." Unlike a CV or "curriculum vitae," which is more complete and has no restriction on length, a résumé should be short and limited to information an employer would consider relevant to the needs of a specific position. A good rule of thumb is one to two pages maximum. Even better is only one page—so long as it includes all relevant information.

The sole purpose of your résumé is to generate an employer's interest in interviewing you, as opposed to other potential candidates, for a particular job. Since it is estimated that employers typically spend only 7 seconds reviewing a résumé, the selection and presentation of your information should be strategic, highlighting those facts that would make you seem like a good fit.

The two most common ways to organize a résumé are *chronologically* (by jobs you've had, with your most recent jobs first) and *functionally* (by skills you have). The chronological and functional résumés contain the same information, but are organized according to those two plans.*

Once you have gathered the information to include, you can find templates online, ranging from simple and direct to highly designed. All you have to do is insert your own information into the template. You can then tweak it to personalize it to your taste.

All résumés should include the following information:

- your name and contact information
- a short statement of your career objective (your goals) OR a short profile of your abilities (your achievements)
- a list of the positions you have held
- your education
- your skills
- additional relevant information (certifications, languages, interests)

KATHERINE POOLE

75 Highland Boulevard
Springfield, NM 87174
kpkp@kmail.com

GOAL: Manage a city-wide afterschool sports program for teens

EXPERIENCE

- **North Orange, New Jersey, Public Schools** 2019-present
  Guidance counselor at Colton High School
  Health education teacher at Colton High School
  Hock ey Coach for Sutton Middle School team
  Gym teacher at middle and high schools
- **Benton City, New York, Tillis Magnet School** 2017-2019
  Gymnastics instructor
  Girls' basketball coach
  Tennis mentor for first-year students
  Assistant Physical Education Department Head
- **Newark, New Jersey, Robertson Middle School** 2016-2017
  Substitute gym teacher

EDUCATION

State University of New Jersey, Orchard City, NJ: BA in Physical Education

REFERENCES

Available upon request

QUICK TIPS

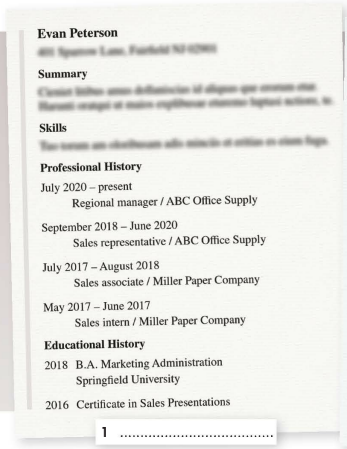
- Stick to one of the common formats.
- Select a readable font, such as Arial, Calibri, or Times New Roman, in 11- or 12-point size. Use—but don't overuse—capital letters and boldface type to help feature certain facts.
- Save your file in PDF format so formatting will be preserved on all computer screens.
- Name your file with your name and the name of a position you are applying for, such as MaryJones_GraphicDesigner.pdf so it has a serious, professional feel.
- Watch your grammar! If you are describing experience that is completed, use the past tense. If you are describing something you are still doing, use the present tense. Use transitive verbs when possible. (Example: Say "Managed mail room" instead of "Was responsible for mail room.")
- Avoid spelling errors! Don't mix British and American spellings. Choose one and stick to it.
- It's OK to use first person ("I"). But stay consistent and don't mix it with third person ("she" or "he").
- List your experience before your education, unless you haven't yet graduated.
- Don't engage in exaggerated self-praise. State your strengths, but stay modest.
- Don't make any claims that are untrue.

** A third, less common, type combines both the functional and chronological formats. It's called the "combination" format and is sometimes chosen by people with complex and diverse experience.*

B UNDERSTAND FROM CONTEXT | Complete each statement about the words in the article.

1. A chronological employment history is organized by (dates / skills).
2. When information is relevant to a particular job it is (related to / unnecessary for) that job.
3. A candidate for a job is a person who is being (accepted by / considered for) that job.
4. An objective is something you want to (achieve / reject).
5. A format is a style of (organizing / checking) information.
6. A template is a readymade design that can guide you as you (find a job / create a document).

C INFER INFORMATION | Write the format each résumé uses: chronological, functional, or combination.



Evan Peterson

Summary

Skills

Professional History

July 2020 – present
Regional manager / ABC Office Supply

September 2018 – June 2020
Sales representative / ABC Office Supply

July 2017 – August 2018
Sales associate / Miller Paper Company

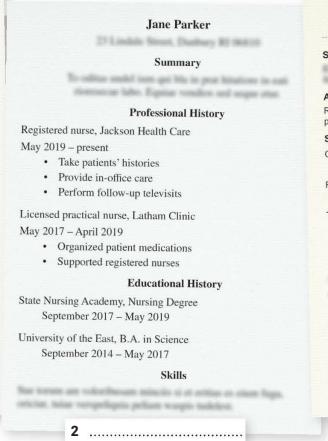
May 2017 – June 2017
Sales intern / Miller Paper Company

Educational History

2018 B.A. Marketing Administration
Springfield University

2016 Certificate in Sales Presentations

1 .....



Jane Parker

Summary

Professional History

Registered nurse, Jackson Health Care
May 2019 – present
- Take patients' histories
- Provide in-office care
- Perform follow-up televisits

Licensed practical nurse, Latham Clinic
May 2017 – April 2019
- Organized patient medications
- Supported registered nurses

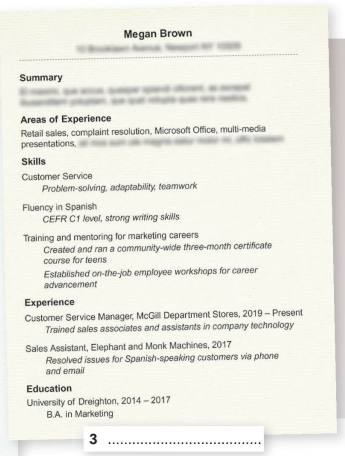
Educational History

State Nursing Academy, Nursing Degree
September 2017 – May 2019

University of the East, B.A. in Science
September 2014 – May 2017

Skills

2 .....



Megan Brown

Summary

Areas of Experience

Retail sales, complaint resolution, Microsoft Office, multi-media presentations,

Skills

Customer Service
Problem-solving, adaptability, teamwork

Fluency in Spanish
CEFR C1 level, strong writing skills

Training and mentoring for marketing careers
Created and ran a community-wide three-month certificate course for teens
Established on-the-job employee workshops for career advancement

Experience

Customer Service Manager, McGill Department Stores, 2019 – Present
Trained sales associates and assistants in company technology

Sales Assistant, Elephant and Monk Machines, 2017
Resolved issues for Spanish-speaking customers via phone and email

Education

University of Dreighton, 2014 – 2017
B.A. in Marketing

3 .....

D APPLY IDEAS | With a partner, discuss what each résumé writer below did wrong, according to the article.

1 2018 to 2021 Ad ministrative assis□□□istan tant to CEO of Brown C ompany

2 lmthebigcheese_résumé_V68

3 *Objective:* To find a position in which I can combine my CREATIVITY with my solid financial management skills.

4 **Achievements:** In the first months on my last job, the CEO of the company called me every day for advice. She told me she had never had an employee as intelligent as me!!

5 **2019:** I introduced the concept of using colour photos and a color cover on the sales brosure.

COMMUNICATION ACTIVATOR

Now let's discuss the qualities of a good résumé.

A TALKING POINTS | With a partner, describe the details you'd like to include on your résumé (or just invent details for practice). Write notes on the notepads. Decide which format you think your partner should use. Suggest ways to best describe the details in your résumés.

"I had my first job when I was 13. I worked in my school's library and helped students find books."

"I can make spreadsheets of complex information. I need that skill for a job in sales management."

MY INFORMATION	MY PARTNER'S INFORMATION
[job history in reverse chronological order]	[job history in reverse chronological order]
[education with inclusive dates]	[education with inclusive dates]
[skills]	[skills]
[other relevant information]	[other relevant information]

B GROUP WORK | Use your Talking Points to tell your classmates about your partner. Answer questions from the group. Supply details.

4 COMMUNICATION GOAL Interview for a job

A **LISTEN FOR MAIN IDEA** | **Listen to the interview of Evan Swan on the *Job Builder Daily* podcast. Write a statement explaining the main purpose of this podcast. Then, compare your response with your classmates' statements.**

B **LISTEN TO CONFIRM CONTENT** | **Listen again. Check the ideas that Swan expressed. Then, for the statements that do not reflect what he said, work with a partner to clarify what he actually *did* say.**

- ☐ **1** Employers expect employees to be punctual on the job.
- ☐ **2** Interviewees shouldn't ask interviewers questions during a job interview because it might indicate that they don't know anything about the company.
- ☐ **3** It's important for job candidates to express interest in the company offering the job.
- ☐ **4** Interviewers should dress informally when they interview job candidates.
- ☐ **5** It's better not to explain why you are late for an interview because it draws too much attention to your lateness.

C **LISTEN FOR SUPPORTING DETAILS** | **Read each quotation from a job interview. With a partner, discuss and explain whether the interviewee followed the suggestions Evan Swan gave in the podcast. Support your answers with information from the podcast. Listen again if necessary.**





D SUMMARIZE | With a partner, make a list of do's and don'ts for a job interview.

E WORD STUDY | Collocations with have and get for qualifications | Read and liste n to the qualifications, paying attention to have, get, and the prepositions. Then listen again and repeat.

Achievements	Aspirations
have a certificate in [teacher training]	**get certified as** [an electrician] / **in** [CPR]
have a degree in [nursing]	**get a degree in** [medicine]
have experience with [children] / **in** [accounting]	**get experience in** [public speaking]
have training in [graphic design]	**get training in** [restaurant management]

F WORD STUDY PRACTICE On a separate sheet of paper, write statements about your qualifications, using at least four of the collocations.

I have quite a bit of experience in videography, which I've done on a freelance basis since I was in college. But now, I'm interested in getting some formal training . . . .

COMMUNICATION ACTIVATOR

Now let's interview for a job.

A TALKING POINTS | Look at the job ad. On a separate sheet of paper, write a similar ad for your dream job.

BOOKING MANAGER

Sandoval-González Concert Hall

LOS ANGELES, USA

Apply Now

Save Email

Details

Seeks booking manager to identify and book a variety of artists and groups for upcoming concert season. Must have experience in hiring multilingual online advertising staff and negotiating contracts with artists. Ability to speak English required. Conversational ability in Spanish desirable.

B ROLE PLAY | Choose one of the following role plays. In your role play, use the collocations with have and get for your qualifications. Talk about your background. Follow the suggestions from the podcast in Exercise A. (Option: Use the Unit 1 Soft Skills Booster, p. 154.)

1 An interview between an interviewer and a job candidate for the booking manager job in Talking Points.

OR

2 An interview between an interviewer and you for the dream job you created in Talking Points. Use your notepad from page 9.

RECYCLE THIS LANGUAGE

- So, what brings you here today?
- [Architecture] wasn't a good fit for me.
- I decided on a course in [cooking].
- I applied for a job in [nursing].
- I applied to the [nursing] program.
- switch to
- enroll in
- be accepted to / into / by
- be rejected by

WRITING HANDBOOK p. 144

- **Skill:** A formal letter
- **Task:** Write a cover letter for a job application

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe someone's background.
- ☐ Discuss career and study plans.
- ☐ Discuss the qualities of a good résumé.
- ☐ Interview for a job.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

UNIT 2

Building Character

PREVIEW

A **IS LYING GOOD FOR YOU? | Listen to a lecture on the truth about lying. In what kinds of situations does the speaker imply that people are most likely to tell lies? Do you ever tell lies?**

B **ZOOM-IN | Read and listen to a conversation between a mother and her daughter. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Sofie = American English (standard)
Mom = American English (standard)



Sofie: Mom, do you remember that troublemaker in my class who I told you about?

Mom: Rick? The guy who always wants to be the center of attention, right?

Sofie: Mm-hmm. So Mr. Heinz had to leave the room, and as soon as he leaves, Rick gets up and sits in Mr. Heinz's chair, acting like he's the teacher, just for a few laughs.

Mom: Sounds obnoxious to me.

Sofie: But that's not the worst of it. He got so carried away that he started fooling around with Mr. Heinz's tablet. Then things kind of got out of hand. He dropped it on the floor and the screen cracked!

Mom: Well, it serves him right. I suppose he's in big trouble now.

Sofie: Actually no. He ran back to his seat as if nothing had happened.

Mom: But Mr. Heinz must have seen the tablet when he got back. What happened then?

Sofie: No one said a word.

Mom: Why didn't you—or anyone else—speak up?

Sofie: I guess no one wanted to be called a snitch. And now Mr. Heinz is blaming everyone. He knows we all know what happened. I feel so guilty.

Mom: Sofie, don't be so hard on yourself. You aren't the only one who didn't do the right thing . . . So how can you make things right now?

Sofie: I could tell Mr. Heinz the truth?

Mom: Or what about talking to Rick instead? Tell *him* to own up to what he did. Say it's not fair for him to expect you or his other classmates to conceal the truth to protect him.

Sofie: That's actually a pretty good idea. Rick's not a bad guy, just a bit of a clown. He'll get it.

Mom: And then no one would think you were telling on him.

Sofie: Mom, you're so smart!

C **UNDERSTAND FROM CONTEXT | With a partner, find and discuss the meanings of these featured words and phrases from Zoom-In. Then paraphrase these sentences.**

1 I was so embarrassed that I dropped Ben's phone. But that's not the worst of it!
2 I was going to chat with Sue for just a few minutes. But we got carried away.
3 We just wanted to scare him a little. But I guess things got out of hand.
4 Audrey lies all the time. If people don't want to be her friend, it serves her right!
5 Don't worry. I won't tell anyone you broke the plate. I'm not a snitch!
6 I'm so sorry I forgot your birthday again. How can I make things right?
7 Honestly, I think what you said to her was mean. I suggest you own up to that and apologize.
8 If mom finds out I didn't go to class today, she'll be really mad. Don't tell on me, OK?

D **LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

E **DISCUSSION | Do you think the mother gave her daughter good advice? What advice would you have given Sofie in this situation? Explain your reasons.**

F TALKING POINTS | Take the self-test.

Can you own up to
your mistakes?

WHAT WOULD YOU DO?

A I'd admit making a mistake.
I'm so sorry. It was my fault! I should have been more careful.

B I'd shift the blame.
The dog did it!

C I'd make up an excuse.
It wasn't my fault! There were way too many things on the shelf.





What would YOU do if you . . .	A	B	C	other
1 broke something that didn't belong to you?	○	○	○	○
2 lost something you had borrowed from someone?	○	○	○	○
3 were late for a meeting or an appointment?	○	○	○	○
4 broke a promise you had made to someone?	○	○	○	○
5 forgot someone's birthday or anniversary?	○	○	○	○
6 damaged someone else's parked car?	○	○	○	○
7 were stopped by the police for speeding?	○	○	○	○
8 were caught gossiping about someone?	○	○	○	○

If you checked . . .

more than five A's:
You're very confident and extremely trustworthy!

more than five B's:
Nobody's perfect! Try accepting responsibility more often. It might feel good!

more than five C's:
Danger! Excuses work sometimes. But you'll feel better in the end if you're truthful.

a few of each:
Welcome to the club. You're human!

G VOCABULARY | Accepting or avoiding responsibility | Listen and repeat.

admit making a mistake shift the blame make up an excuse

H PAIR WORK | Compare self-tests with a partner. Tell him or her about a time you had to own up to one of these mistakes. If you checked "other," tell your partner what you would do in that situation.

START TALKING

DISCUSSION Discuss one or more of these topics.

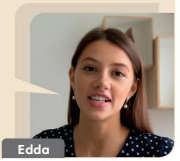
- a time when you got carried away and things got out of hand
- a time you had to own up to something you did in order to make things right
- a time you or someone you know had to speak up in order to do the right thing
- a time you were proud of someone for accepting responsibility and making things right

1 COMMUNICATION GOAL

Discuss when telling a lie might be acceptable

A GRAMMAR CLOSE-UP | Read the comments about the pros and cons of being truthful. Notice the featured grammar.

"Let's face it. The lies that people tell their closest friends are usually only 'little white lies.' For example, my best friend Angie recently dyed her hair a kind of a greenish color, and I thought it looked pretty weird. But I didn't want to hurt a person whose friendship meant so much to me, so I said, 'It looks terrific!' In the end, no harm done."

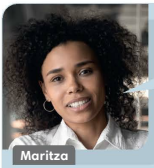


Edda

"In my opinion, there aren't many times when telling a lie is acceptable. The relationships that are the most important to you could be harmed if you're not honest with each other. I know they say everyone tells lies—but that doesn't make it right."



Henry



Maritza

"Am I always truthful? Not really. Once I forgot to pay my credit card bill on time, and they charged me a late fee. So I called the company and told them I'd never received the bill. That was a lie, but the employee to whom I was speaking was very nice about it and she waived the fee. In my experience, people who always tell the truth end up having to pay for their honesty. So in my view, being truthful is not always worth it."

"The truth is there's no place in the world where people are honest 100% of the time. Lying is just something social that people in all cultures do. In fact, there are many situations in which telling a lie may be the best solution for getting along. And then there are people to whom we should never be dishonest."



Sam

B PAIR WORK | Where would you place the people from Grammar Close-Up on the continuum? Write their names. Then place an X on the continuum for where you fall. Explain your reasoning, citing examples from Grammar Close-Up and from your own experience.

NEVER TRUTHFUL — SOMETIMES TRUTHFUL — ALWAYS TRUTHFUL

C GRAMMAR | Adjective clauses: review and expansion

GRAMMAR EXPANDER p. 119
Adjective clauses: overview
Adjective clauses with quantifiers

Remember: Like an adjective, an adjective clause gives more information about a noun. The relative pronouns who, whom, and that introduce adjective clauses about people. The relative pronouns that and which introduce adjective clauses about things.

People **who tell the truth** are sometimes punished for doing so. (who = people)
White lies are the most common types of lies **that people tell**. (that = the most common types of lies)

Use the relative pronouns when, where, and whose to introduce adjective clauses about time, location, and possession.

Time: There will never be a time **when some sort of lying isn't socially necessary**.
Location: There's no place in the world **where people are completely honest 100% of the time**.
Possession: People **whose jobs require the most social contacts** tell the most lies.

In formal English, when a relative pronoun is the object of a preposition, the preposition appears at the beginning of the clause. In informal English, the preposition usually appears at the end. (Note: There is no informal form for in which.)

(formal) Most of us tell little white lies to the people **with whom** we often interact.
(informal) Most of us tell little white lies to the people **who** we often interact **with**.

(formal) It's a question **to which** most people can't give a truthful answer.
(informal) It's a question **which** most people can't give a truthful answer **to**.

(formal or informal) There are situations **in which** lying cannot be avoided.

Use whom, not who, directly after a preposition.
. . . **with whom** we interact every day.
NOT ~~with who~~ we interact every day.

Use which, not that, directly after a preposition.
. . . **to which** most people can't give a truthful answer.
NOT ~~to that~~ most people can't give a truthful answer.

D **UNDERSTAND THE GRAMMAR** | **With a partner, study the adjective clauses in Grammar Close-Up.**

1 Which adjective clause is about possession? Which is about location? Which is about time?
2 Which adjective clauses are objects of prepositions? Rewrite those sentences in informal English if possible.

E **GRAMMAR PRACTICE** | **Complete each sentence with one of these relative pronouns.**

who	whom
which	whose
where	when

1 People ..... lies get discovered may lose the trust of those closest to them.
2 The people with ..... I work are very honest.
3 I hate to say it, but my office is a place ..... telling lies often gets rewarded.
4 There are some situations in ..... it's almost impossible to tell the truth.
5 The people to ..... I would never tell lies are the people ..... are closest to me.
6 There are times ..... I feel I have to lie to avoid trouble, and there are situations in ..... I lie to avoid hurting people.
7 They say that those ..... professions require lots of social contact tend to tell more lies than other people do.
8 Telling the truth is a choice for ..... there is often no reward.
9 There are moments ..... being honest can cause you problems.
10 Friends ..... break their promises can't be trusted.

COMMUNICATION ACTIVATOR

Now let's discuss when telling a lie might be acceptable.

A **TALKING POINTS** | **Choose at least two of the situations below and write notes about what happened. In each case, do you think you made the best decision, or do you think you made a mistake?**



Describe a time when you . . .

1 told a lie to avoid getting into trouble.

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

3 were punished or got into trouble for telling the truth.

4 were rewarded for telling a lie.





B **DISCUSSION** | **Using your Talking Points, discuss situations in which you think telling a lie may be acceptable or unacceptable. Provide examples and use adjective clauses when possible. Say as much as you can.**

> "There are some people, like family members, **to whom we should never lie**. It's just unacceptable."

KEEP TALKING!

- **Ask your partner questions about what happened.**
- **Offer your opinions about the choices your partner made.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL Accept responsibility and express regret

A LISTEN TO DRAW CONCLUSIONS | Listen to the conversations. Then listen again and choose the expression that best describes each person's behavior. Explain your answers.

1 She (accepted responsibility / shifted the blame).
2 He (admitted making a mistake / shifted the blame).
3 He (accepted responsibility / avoided responsibility).
4 She (made up an excuse / accepted responsibility).
5 She (made up an excuse / shifted the blame).
6 He (accepted responsibility / shifted the blame).

B MAKE PERSONAL COMPARISONS | Listen again. Put yourself in the shoes of the person who made the mistake. Explain what you would have done. Provide details.



I'm not sure I would have bought a replacement for the headphones; I might have just apologized. But Owen definitely did the right thing. He didn't make an excuse or shift the blame to someone else.

C GRAMMAR | "Comment" clauses introduced with which

A comment clause introduced with which is a dependent adjective clause that modifies or "comments on" an entire independent clause, not just one individual word or phrase.

I dropped my friend's phone into the toilet, **which was incredibly embarrassing**.
Ian lied about why he arrived late, **which made him feel a little guilty**.

Comment clauses are non-restrictive—that is, they provide additional information that is not essential to the meaning of the independent clause. Use a comma before a comment clause and after the clause if something else follows.

They blamed me for causing the accident, **which I think was totally unfair**, and I told them so.

An independent clause is a complete sentence. It contains a subject and a verb and expresses a complete thought.
He broke his sister's camera.

A dependent clause is not a complete sentence. It is introduced by a relative pronoun or a subordinating conjunction that connects it to an independent clause.
He broke her camera, **which made him feel terrible**.
He broke her camera **because he was careless**.
If he breaks her camera, he should replace it.

In writing, don't use a dependent clause alone (a "sentence fragment"), which is incorrect in writing.
DON'T WRITE: He broke her camera. ~~Which made him feel terrible.~~
DON'T WRITE: ~~If he breaks her camera.~~ He should replace it.

Be careful!
Don't use that in place of which in a comment clause. Don't add a subject.
SAY She always borrows my tablet when I need it, **which** really bugs me.
NOT ~~that~~ really bugs me.
NOT which ~~it~~ really bugs me.

GRAMMAR EXPANDER p. 120
Reduced adjective clauses

D GRAMMAR PRACTICE | Combine the two independent clauses, converting one to a dependent comment clause.

Example: Mona never returned the book I lent her. (It really bothers me.)
Mona never returned the book I lent her, which really bothers me.

1 Maggie insists on paying for the tickets I gave her. (It's just not necessary.)
.....

2 Repairing Don's tablet will cost an arm and a leg. (It's totally ridiculous.)
.....

3 I offered to pay the bill. (It was the right thing to do, in my opinion.)
.....

4 Jonah tried to pass a car in a no-passing zone. (It was really dangerous.)
.....

5 Colleen is going to replace your headphones. (I think it's very thoughtful of her.)
.....

PRONUNCIATION LESSON p. 135
Emphatic stress and pitch to express emotion

COMMUNICATION ACTIVATOR

Now let's accept responsibility and express regret.

A CONVERSATION MODEL | **Read and listen.**

A: I'm really sorry, but I have some bad news.
B: What happened?
A: I'm afraid I just backed into your car while I was parking mine. It was totally my fault.
B: How bad is it?
A: Pretty bad. It's going to be expensive to fix. I'm so embarrassed.
B: Look, these things happen. I'm sure we can work something out.
A: Well, I insist on paying for it. And please accept my apology. I feel awful about it.



Social language

Accept responsibility with:
It was totally my fault.

Express remorse with:
I'm so embarrassed.
I feel awful about it.
Please accept my apology.

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C TALKING POINTS | **Choose two situations in which you regret what you did, and write notes to describe each. Then tell your partner what happened. Use comment clauses when possible.**

> "I spilled tomato juice on my friend's sofa, which was totally embarrassing. But I accepted responsibility and paid for the dry cleaning."

Possible situations

You accidentally spilled something onto someone's sofa.
You borrowed something and, unfortunately, you broke it.
You lost something that someone had lent you.
You were driving someone else's car and had an accident.
You promised to do something and forgot to do it.
Other: ___

What happened:	What happened:
What I said:	**What I said:**
What I did to make things right:	**What I did to make things right:**

D IN YOUR OWN WORDS | **Create a similar conversation, using one of the situations from your Talking Points. Start like this: *I'm really sorry, but I have some bad news.* Be sure to change roles and then partners. (Option: Use the Unit 2 Energizer Worksheet.)**

KEEP TALKING!

- **Continue to negotiate how you'll make up for what you did.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

I messed up.
I got carried away.
Things got out of hand.
That's not the worst of it.
I want to make things right.
I want to own up to what I did.

3 COMMUNICATION GOAL Identify the origins of moral principles

A **LISTEN TO SUMMARIZE** | **Listen to the two callers on a podcast. Write the sources each identifies as the origins of people's moral principles.**



Jake / Toronto, Canada

According to Jake, moral principles come from . . .

.....

.....

.....



Wency / Wuhan, China

According to Wency, moral principles come from . . .

.....

.....

.....

B **UNDERSTAND FROM CONTEXT** | **Listen to the podcast again and complete the statements.**

1 If you find yourself having to choose between right and wrong, you're facing ..... .
a an ethical dilemma **b** a life lesson **c** ethical principles

2 A ..... is a simple life lesson in many children's storybooks.
a "moral" **b** "moral dilemma" **c** "religious upbringing"

3 An institution such as a school or company may take a public stand on moral and ethical issues by creating ..... .
a a quarantine **b** ethical behavior **c** a mission statement

C **LISTEN FOR MAIN IDEA** | **Check the statement that best represents the main idea of the podcast.**

☐ **a** Most people would agree that our parents probably have the strongest influence on the development of our moral principles.

☐ **b** The people and institutions we know and the events we experience all play a role in the development of our moral principles.

☐ **c** A catastrophic event such as a pandemic can help us appreciate life more than we did before.

D **LISTEN FOR SUPPORTING DETAILS** | **Read this list, and then listen to the podcast again. With a partner, identify examples given in the podcast of each of these situations.**

1 an example of an ethical dilemma
.....

2 an example of parents teaching values by their own actions
.....

3 an example of a peer
.....

4 an example of a positive effect of a religious upbringing
.....

5 an example of a negative effect of a religious upbringing
.....

6 an example of how one's school might reinforce values
.....

7 an example of a life event
.....

E **CRITICAL THINKING** | **Both callers give examples of influences that may be experienced in childhood or as an adult. Discuss with a partner: Which of the callers' examples do you think are more influential in the development of moral principles? Explain your reasons.**

Now let's identify the origins of moral principles.

A **TALKING POINTS** | Where do you think your sense of right or wrong comes from? How did you develop your moral principles? Rank the following influences in importance by circling the stars. Then identify one or more specific moral or ethical lessons you learned from each.

★★★ = very influential
★★★ = somewhat influential
★★★ = not particularly influential

★★★	My mother *taught me what's right and wrong and the importance of being kind to others . . . and to animals, too.*
★★★	My mother
★★★	My father
★★★	Other relatives
★★★	My friends
★★★	My colleagues or classmates
★★★	My teachers
★★★	My company
★★★	My religious upbringing
★★★	My community and culture
★★★	Life events
★★★	Other:



B **DISCUSSION** | With a partner, take turns explaining the most important influences on the development of your moral principles. Refer to your responses in Talking Points and provide specific examples. Ask your partner questions.

> "My dad got sick when I was just a kid, and we all had to help take care of him. He couldn't work, so my mom had to work in order to support us. The experience made me realize how important it is to be loyal to the people you love—in good times and bad."

> "I'd say my religious upbringing had the biggest influence on me. It gave me a strong sense of right and wrong and continues to help me make good decisions in my life."

A READING | Read the article. What are "core" values?

A Life Worth Living

The values that guide you

Most of us want to achieve some kind of happiness in our lives. After all, when's the last time you heard someone say, "I want to have an unhappy life!"? However, we all have different ideas about what happiness means and how to achieve it. Some think one can achieve happiness by striking it rich. For others, happiness is the satisfaction of a selfless life, perhaps even lived in poverty, dedicated to helping others in need. The truth is we make choices every day, but not all of them reflect our own most deeply-held values—those things that are most important to us. In fact, regularly considering those values in the daily decisions we make may be the secret to our emotional well-being and to happier, more fulfilling lives.

A number of celebrities commit their time to supporting humanitarian causes in order to make the world a better place. They may become activists against poverty or discrimination. Some use their fame to call attention to their causes and attract donors. Others choose to do their work quietly and privately, a decision driven by principles such as humility—choosing not to seek special attention for themselves. In most cases, they have identified their own values and used them to guide their decisions and actions. Similarly, some individuals who are financially secure live by their values through their philanthropy, and they donate large sums of money to charitable causes such as building hospitals and supporting education or the arts.

Do you know what your "core" values are? They don't necessarily need to be about ethical or moral behavior (though they can be). Your core values are the principles that are most important to you in your life. For example, many of us would say "family" is fundamental to our identity—our sense of self. If your family is a first priority for you, then family is probably one of your core values. Perhaps you live that value by putting family before career—by turning down an exciting new position in another city or country because you think the move would be too difficult for the people you love. Like most people, you probably have about five or so core values that paint a picture of the person you are or want to be. Yet how you choose to live by those values is unique to you. For example, even though we may share the same value with someone else—such as fairness—the way we apply it will differ from person to person.

The first step to a life that has direction and meaning is to ask yourself: What do I want more of in my life? Then make a list of values that are important to you. Out of that list, identify about five *core* values—the ones that you see as your top priorities . . . the ones that will serve as guidelines for living the life you want. Write those core values down and keep them in a place where you can easily find them.

Whenever you have an important decision to make, you can consult your list of core values. Ask yourself: What choice can I make that will most closely align with the values I hold dear? Then, at the end of the year, bring out your core values list to consider whether you've successfully applied those values throughout the year and whether doing so has contributed to your happiness. Living by your core values can be hard work, but it's worth it.



B **CLASSIFY WORDS** | **Cross out the one word or phrase that doesn't belong in each group. Explain your answers, based on how the words are used in the article.**

1	values	decisions	guidelines	principles
2	happiness	satisfaction	humility	emotional well-being
3	unique	important	core	top priority

C **UNDERSTAND FROM CONTEXT** | **Complete each statement to define these phrases and expressions from the article. Use each choice only once.**

..... **1** If your choices are driven by your core values, you ..... .

..... **2** If you try to help people through philanthropy, you ..... .

..... **3** If you become an activist to support a humanitarian cause, you ..... .

..... **4** If you put your career before family, you ..... .

..... **5** If you paint a picture of the person you want to be, you ..... .

..... **6** If your life has direction and meaning, you ..... .

a feel satisfied with the way you do things
b commit to making the world a better place
c think about your principles before taking actions
d imagine how you would act if you lived by your principles
e do what you can to offer financial support to individuals or organizations
f make your work your top priority

COMMUNICATION ACTIVATOR

Now let's describe the values you live by.

A **SOME VALUES** | **Listen and repeat.**

compassion caring about people who need help
curiosity a desire to learn new things
generosity a willingness to share one's time or money to help others
gratitude the ability to appreciate and be thankful for the things one has right now
patience accepting that some things take time to happen. ALSO the ability to interact easily with difficult people

More values

authenticity, community, creativity, education, empathy, fun, honesty, kindness, love, loyalty, passion, respect, responsibility, wealth

B **TALKING POINTS** | **Choose three values from Exercise A (or add your own) that you consider to be your core values. Provide examples of how you try to live according to those values.**

Core value #1: *passion*
I try to pay the most attention to doing things I love. Life is too short to spend time on boring things.

Core value #1:

Core value #2:

Core value #3:

C **GROUP WORK** | **Tell your classmates about the core values you live by. Use your Talking Points to describe how you apply them—or would like to—in your life. Suggest ways your classmates could apply their values more effectively. (Option: Use the Unit 2 Soft Skills Booster, p. 155.)**

WRITING HANDBOOK p. 145
- **Skill:** Restrictive and non-restrictive adjective clauses
- **Task:** Write a college application essay

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Discuss when telling a lie might be acceptable.
- ☐ Accept responsibility and express regret.
- ☐ Identify the origins of moral principles.
- ☐ Describe the values I live by.

Soft Skills Workshop 1

An Oral Report

Outcome

You will research and write about a contemporary topic in order to make an oral report to your class.

Tips for TEAMWORK

Make decisions more productive by weighing pros and cons.

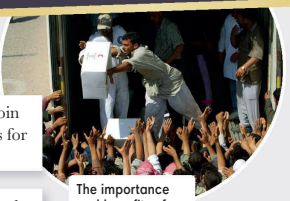
I find ___ to be ___. But on the other hand, ___.
It seems to me that ___ could be ___. Do you agree?
I think ___. However, ___.

Suggest ways to make improvements.

If might be better if ___.
Why don't we ___?
How about we ___?

1 TEAMWORK Choose a topic.

Divide the class into teams. Vote or flip a coin to choose one of the topics from the photos for your team's report. Complete the chart.



The importance and benefits of charitable giving

In pairs, find information about the topic and make notes of what you've found.

Topic:	
Why did your group choose this topic?	
What are three or four main points you want to include in the report?	
What details could support your main points?	



The ways some cities have chosen to reduce urban crime

Compare notes with the other pairs. Discuss which main ideas and details to include in the team's report.



The ways technology has added to stress in this century



The skills and qualifications required to find a secure, well-paying job in today's economy



The catastrophic effects of global warming on the environment

Tips for COLLABORATION

Encourage colleagues to work together.

You're good at ___. Why don't we write [the introduction] together?
You ___ really well, and I'm OK at ___. I think maybe we'd work well together.

2 COLLABORATION Write the report.

Divide your team into pairs and assign one or more main points from Activity 1 to each pair. Each pair will work on creating a draft of their part of the report.

When each pair is finished writing, meet with the whole team. Take turns reading the drafts aloud. Make suggestions to improve the drafts, and revise them as needed. Choose one person to be secretary to combine all the parts together into the body of the report.

Divide the team into two groups: One will brainstorm and draft an introduction to the report, and the other a conclusion. (Note: The introduction should "say what you're going to say" in the body of the report. The conclusion should "say what you've said" in the body of the report.)

Finally, read the complete report together and make any remaining suggestions to improve it.

Print out the **Evaluation Chart**.

3 PRESENTATION

Rehearse the report and present it to the class.

Rehearse: Provide each team member with a copy of the completed report. Decide which team members will present it to the class. Rehearse your team's oral report, with each team member presenting his or her part. The other team members listen, provide feedback, and make suggestions.

Practice keeping the report on a table or podium and referring to it without seeming to be reading. Use a natural spoken rhythm and intonation so you will be understood easily and maintain the audience's interest.

Present: Present the oral report to the class. Look up as frequently as possible to make eye contact with the audience. Manage your papers so they aren't distracting.

As each person begins a new section of the report, provide a transition; e.g. *Mark will now discuss the challenges of global warming.*

After your team's report, ask the class for questions. Take turns briefly answering the questions, depending on which team member is most qualified to answer.

Tips for PRESENTATION

Show appreciation for your audience's attention.

Thanks so much for your excellent questions!
We really appreciate your interest in the topic.

Acknowledge your co-presenters when appropriate.

As [Pat] was saying, ___ .
Thank you, [Jan], for that nice introduction!
I think [Sam]'s the most qualified to answer that question.

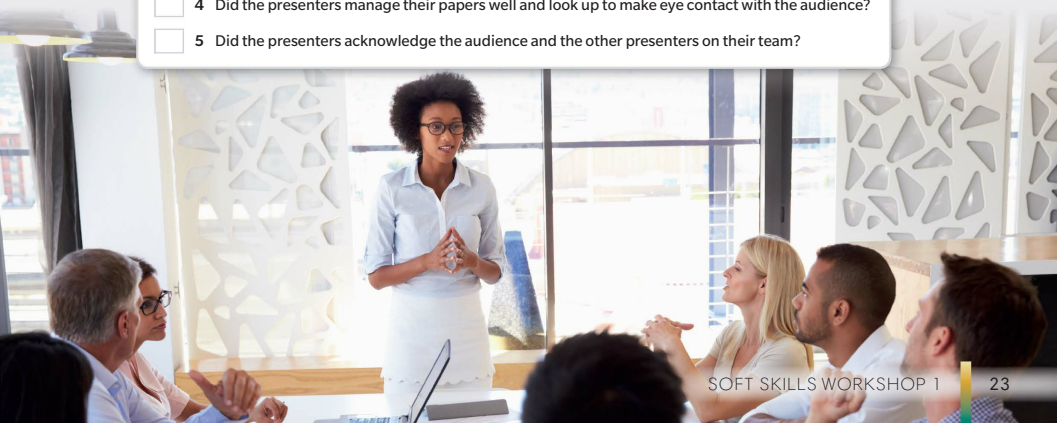
EVALUATE

Improve your presentation skills.

Use the Key to answer the questions and evaluate each oral report. Discuss strengths and weakness and make suggestions about how each report might be improved.

KEY
Y = yes
U = usually
S = sometimes
N = no

1 Did the introduction prepare the audience for what the report would be about?
2 Did the conclusion summarize the main points of the report?
3 Did the presenters seem to be speaking naturally and not seem to be reading aloud?
4 Did the presenters manage their papers well and look up to make eye contact with the audience?
5 Did the presenters acknowledge the audience and the other presenters on their team?



UNIT 3

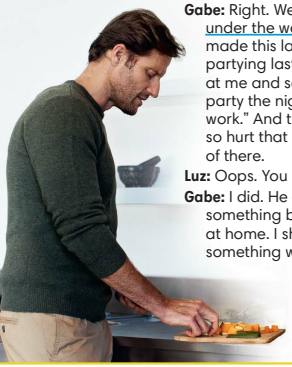
Confronting Difficulty

PREVIEW

A **HEROISM | Listen to a description of heroism and a story about a hero. In what way is Alicia Sorohan a hero, according to the description? In what way did she demonstrate her heroism?**

B **ZOOM-IN | Read and listen to a husband and wife talk about a problem at work. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Gabe = American English (regional)
Luz = Spanish



Gabe: So, I feel pretty bad about something I did this morning at work.

Luz: Wow. Sounds serious. Want to tell me about it?

Gabe: Not really! I just want to put my head in the sand and forget all about it, but here goes. You know that new intern we hired to help set up the sales conference? Theo?

Luz: Sure. High-school boy. Smart as a whip.

Gabe: Right. Well, he must have been feeling under the weather and he looked it. So I made this lame joke like, "Were you out partying last night?" He just kind of stared at me and said, "No, Mr. Lundin. I don't party the night before I have to come to work." And then he just left. I think he was so hurt that he felt he just had to get out of there.

Luz: Oops. You must have felt terrible.

Gabe: I did. He could have been sick. Or something bad might have happened at home. I should have just asked him if something was wrong.

Luz: Right. It's really not like you to be insensitive. What got into you?

Gabe: Who knows. I think I was just being a wise guy and trying to be funny. Pretty thoughtless on my part.

Luz: Well, we all slip up sometimes.

Gabe: And that's not even the worst of it. I said it in front of the other intern, Marcela. I embarrassed Theo in front of his co-worker!

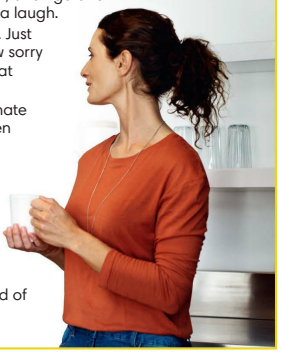
Luz: Oh, no. She was there too?

Gabe: Yup. Here's Theo wanting to be taken seriously, trying to seem like a professional, and I go and put my foot in my mouth just for a laugh.

Luz: Well . . . no sense dwelling on it. Just give Theo a call and tell him how sorry you are for having made a joke at his expense.

Gabe: I know you're right, but I just hate awkward conversations. I've been avoiding it all day.

Luz: Well, that's not an option. Just chill for a day and then call him up and face the music. No need to make a big deal of it. Just say you're sorry, especially since you realize there may have been something wrong. It's not the end of the world.



C **UNDERSTAND FROM CONTEXT | Work with a partner. Paraphrase each sentence, using featured words and phrases from Zoom-In.**

1 I wasn't thinking and said something dumb.
2 Own up to your error.
3 That person is extremely intelligent.
4 That's not a possible choice.
5 Delay doing anything about it.
6 It isn't worth spending a lot of time thinking about this.
7 He wasn't feeling well.
8 I want to avoid the issue.
9 What were you thinking?
10 Everyone makes mistakes.

D **THINK AND EXPLAIN | Answer the questions.**

1 Why does Luz ask Gabe, "What got into you?"?
2 Why do you think Luz tells Gabe, "We all slip up sometimes"?

E **LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

.....

F **DISCUSSION | Discuss the questions.**

1 Why do you think people act like "wise guys"?
2 What do you think will happen next?

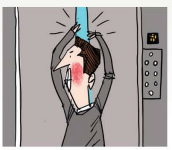
Lesson 1 Describe how fear affects you physically
Lesson 2 Express frustration, empathy, and encouragement
Lesson 3 Explore the nature of heroism
Lesson 4 Discuss overcoming disabilities

G TALKING POINTS | Take the self-test.

How Chicken Are You?

Rate each situation from 1–3, according to the chicken index. Then total your points to get your chicken score.

Chicken Index
1 = doesn't ruffle my feathers at all — not scary
2 = makes me a little jumpy — somewhat scary
3 = freaks me out — very scary


○ getting stuck in an elevator


○ seeing a bee on your arm


○ driving on a slippery road


○ eating in an unclean restaurant


○ riding a horse


○ smelling smoke in a building


○ being a passenger in a speeding car


○ taking a roller-coaster ride


○ walking outside in a thunderstorm


○ standing near the edge of a cliff


○ going to the dentist


○ walking on a dark street alone at night


○ experiencing extreme turbulence on a flight


○ getting an injection from a doctor or nurse

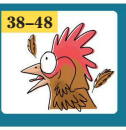

○ seeing a snake


○ being in a place undergoing an epidemic

Your chicken score

16–26 
You're cool and collected. Nothing freaks you out.

27–37 
You're cautious, but unflappable.

38–48 
You're just a total chicken! You're probably afraid of your own shadow.

H PAIR WORK | Are you both afraid of the same things? Which one of you is more chicken?

I GROUP WORK | How chicken is your class? Calculate the average score for each situation in your class. Which situation is the most frightening to everyone?

START TALKING

PAIR WORK Discuss what's scarier: physical threats such as the ones in Talking Points or threats to one's feelings, such as Gabe's in Zoom-In. Explain, providing examples from your life.

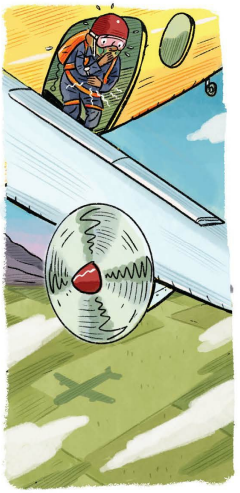
1 COMMUNICATION GOAL Describe how fear affects you physically

A VOCABULARY | Physical effects of fear | Read and listen. Then listen again and repeat.



I lose my voice.


My hands shake.


I get sick to my stomach.



I get palpitations.


I get sweaty palms.

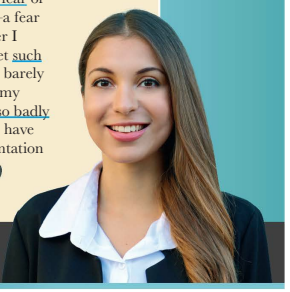
B ACTIVATE VOCABULARY | Which, if any, of the physical effects of fear do you get when you're terrified? Tell your partner about one example of a situation in which you experienced a physical effect of fear.

C GRAMMAR CLOSE-UP | Read about stage fright. Notice the featured grammar.

What causes so many people to panic when facing an audience? Some theorize that we imagine the worst: sounding stupid, making mistakes, forgetting what we planned to say, or having so little to say that we can't fill the time scheduled for the speech. And although a person with stage fright isn't in any physical danger, the unpleasant symptoms mimic those of the "fight or flight" response: palpitations, nausea (even vomiting), shaking hands, and the like. Such feelings can be so intense that they cause sufferers to fear public speaking more than flying, financial ruin, illness, or even death. Stage fright is hard to overcome because each bad experience further reinforces the negative feedback, making it stronger over time.

But Joy Booth has overcome her performance anxiety. She says, "The Internet is so full of advice on how to reduce anxiety, such as avoiding caffeine, getting enough sleep, and taking deep breaths, that it's hard to know what really works. The advice that turned me around came from my cousin, who's studying for a PhD in neuroscience. She said there's research that indicates that counter-phobic behavior—seeking out the situation one fears instead of fleeing it—is the most effective way to reduce the negative sensations it causes and overcome the fear."

"My job requires me to make frequent webinar presentations to hundreds of people at a time. I've always had such an intense fear of speaking in public—a fear so bad that whenever I spoke publicly, I'd get such a dry mouth I could barely make a sound. And my hands would shake so badly that someone would have to operate my presentation remote for me."


Joy Booth, marketing executive
Former sufferer of stage fright

D RELATE TO PERSONAL EXPERIENCE | Do you have stage fright? If so, tell your partner about one experience that was difficult for you. If you don't fear speaking to a crowd, explain why you think it doesn't bother you as much as it does others.

E GRAMMAR | Using so . . . (that) or such . . . (that) to explain a result

Use so to intensify adjectives and adverbs in sentences that describe a result. That is optional. Don't use a comma.

so + adjective / adverb	result
I was **so scared**	**(that)** my hands shook.
She left home **so quickly**	**(that)** she forgot to pack her flashlight.

If the adjective is followed directly by a noun, use such, not so.

I was wearing **such old hiking boots (that)** I fell and hurt myself.
The plane hit **such terrible turbulence (that)** we got sick to our stomach.
She had **such a bad fall (that)** she never rode a horse again.

If the noun is preceded by many, much, few, or little, use so.

There were **so many people** on the boat **(that)** it capsized.
There was **so much lightning (that)** the campers were terrified.
We saw **so few bees** in the park **(that)** we decided it was OK to have a picnic there.
There was **so little ice** on the road **(that)** I decided it was safe to go biking.

GRAMMAR EXPANDER p. 121

Count and non-count nouns:
- Non-count nouns made countable
- Nouns used in countable and uncountable sense

Always use a or an with a singular count noun following such.
She had **such a bad fall** that she never rode again.
NOT She had ~~such bad fall~~ that she never rode again.

Remember: Use many and few with count nouns. Use much and little with non-count nouns.
He had **so many speeding tickets** that they suspended his driver's license.
NOT He had ~~so much speeding tickets~~ that they suspended his driver's license.

F GRAMMAR PRACTICE | Complete each statement with much, little, many, or few.

1 They canceled so ..... flights that we won't be able to get there tonight.
2 There's always so ..... turbulence on those afternoon flights that we prefer to fly there in the morning.
3 So ..... people have been riding the roller coaster that they had to shut it down for repairs.
4 There was so ..... time to get to the shelter before the tornado hit that we just stayed in our basement.
5 There were so ..... buses to the stadium that we decided to carpool with our friends instead.

G GRAMMAR PRACTICE | On a separate sheet of paper, combine the statements, using so . . . (that) or such . . . (that).

1 The forest fire was intense. The forest burned down completely.
2 The flights are very expensive. We prefer to drive instead.
3 There's usually terrible traffic on holidays. We don't drive to town.
4 The bugs at the beach are awful after dark. Most people try to come home before 6:00.
5 It was a cold day. We postponed our hike until the following weekend.
6 Motorcycle accidents have become very common. Lots of people have stopped riding them on the main roads.

The forest fire was so intense that the forest burned down completely.

COMMUNICATION ACTIVATOR

Now let's describe how fear affects us physically.

A TALKING POINTS | Choose a time when you were so scared that it affected you physically. Write notes about it on the notepad. Use the grammar and vocabulary from this lesson.

What you were afraid of:

How it affected you physically:

Write one statement with so or such . . . (that):

What finally happened or what did you do about it?

B DISCUSSION | Discuss the situations on your notepads from Talking Points. Tell each other your stories. (Option: Tell the class about what happened to your partner.)

> "I got such sweaty palms that I didn't want to shake hands with anyone."

KEEP TALKING!
- **Ask for more information and details.**
- **Say more about what happened.**
- **Respond with interest and concern.**
- **Say as much as you can.**

Watch the video for ideas!

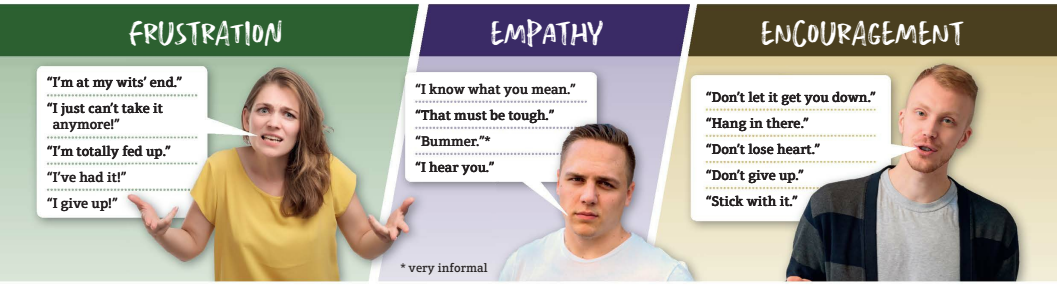
RECYCLE THIS LANGUAGE

It freaked me out.
I was feeling under the weather.
I don't know what got into me.
There was no sense dwelling on it.
That wasn't an option.
I just faced the music.

2 COMMUNICATION GOAL

Express frustration, empathy, and encouragement

A VOCABULARY | Expressing frustration, empathy, and encouragement | Read and listen. Then listen again and repeat.



B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Then predict how the other person will respond.

1 **a** I give up.
b I know what you mean.

2 **a** I've had it!
b Bummer.

3 **a** I'm totally fed up.
b Don't let it get you down.

4 **a** That must be tough.
b I'm at my wits' end.

5 **a** I just can't take it anymore.
b I hear you.

C GRAMMAR | Clauses with no matter

Use no matter + a noun clause beginning with a question word to express frustration that no amount of anything (for example, effort or money) can make something change. It's common to use a comma between the clauses.

No matter how careful I am, I always forget where I left my glasses.
No matter what he said, she didn't believe him.
No matter what time we leave, we always get stuck in traffic.
They're never at home, **no matter what time we call**.
I wouldn't take that job, **no matter how much money they paid**.

A no matter clause is often shortened to a phrase ending with the question word alone.
They're always ready to help, **no matter when**.

Be careful!
Don't use an auxiliary verb in the noun clause.
No matter **who you ask**, no one can give you directions.
NOT No matter ~~who do you ask~~, . . .

GRAMMAR EXPANDER p. 122
Embedded questions: review and common errors

D GRAMMAR PRACTICE | Mark correct sentences with a checkmark. Mark incorrect sentences with an X. Correct the incorrect sentences.

☒ 1 No matter how much do we encourage Nancy, she won't get on a motorbike.
No matter how much we encourage Nancy, she won't get on a motorbike.

☐ 2 No matter how late my wife goes to sleep, she still gets up in time to catch the bus to work.
.....

☐ 3 I can never find my sunglasses, no matter how hard do I look.
.....

☐ 4 They couldn't get tickets to the game, no matter how much were they willing to pay.
.....

☐ 5 No matter how many cups of coffee I drink, I sleep like a baby.
.....

☐ 6 No matter how many times do people tell me mountain climbing is fun, I'll never do it.
.....

E **INTEGRATED PRACTICE** | **Complete the conversations with your own ideas, using a no matter clause and the Vocabulary from page 28. Then read your conversations with a partner.**

1 **A:** ..... ! No matter how careful I am, ...
B: ..... .
2 **A:** ..... ! No matter what I tell my boss, ...
B: ..... .
3 **A:** ..... ! My kids are always late, ...
B: ..... .
4 **A:** ..... ! I can't find my wallet, ...
B: ..... .

PRONUNCIATION LESSON p. 136
Vowel reduction to /ə/

COMMUNICATION ACTIVATOR

Now let's express frustration, empathy, and encouragement.



A **CONVERSATION MODEL** | **Read and listen.**

A: Hey, Will? You look a little distracted. Is everything OK?
B: Actually, I'm at my wits' end with my dad.
A: What's going on?
B: Well, basically, no matter how well I do at school, he never gives me any credit.
A: I hear you. That must be tough.
B: It is. I just wish he'd be a little more supportive.
A: Well, hang in there, OK? I'm sure your dad loves you.
B: I know. Thanks for the encouragement, Anna.
A: Anytime.

Social language
Begin a requested explanation with "Well, basically, . . ."

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **TALKING POINTS** | **On the notepad, write statements that describe frustrating or upsetting situations. Use no matter.**

at home: *No matter how well I clean the kitchen, it's dirty again the next day.*

at home:
at work:
at school:
with money:
with a relationship:
with my health:
with something else:

D **IN YOUR OWN WORDS** | **Create a conversation similar to the one in Exercise A, using the Vocabulary and one of the situations from your Talking Points. Start like this: *You look a little distracted. Is everything OK?* Be sure to change roles and then partners. (Option: Use the Unit 3 Energizer Worksheet.)**

RECYCLE THIS LANGUAGE
No way!
It's not the end of the world.
Probably nothing serious.
Wish me luck.

KEEP TALKING!
- Ask for more details about the problem.
- Offer specific advice.
- Say as much as you can.

Watch the video for ideas!

3 COMMUNICATION GOAL Explore the nature of heroism

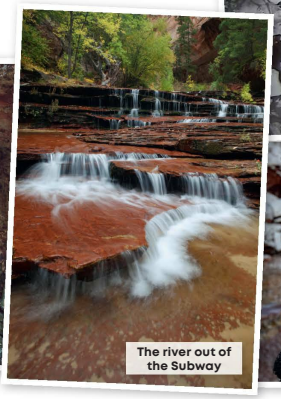
A **WORD STUDY | Vary parts of speech | Study the forms of these words related to bravery and heroism, according to the part of speech. (Look up the meaning of any unfamiliar words.) Read and listen. Then listen again and repeat.**

Adjective	Adverb	Noun
brave	bravely	bravery
confident	confidently	confidence
courageous	courageously	courage
fearless	fearlessly	fearlessness
heroic	heroically	heroism
willing	willingly	willingness

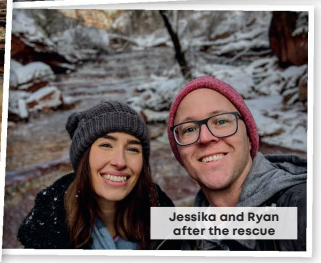
B **WORD STUDY PRACTICE | Listen to a story in the news about a rescue. Use a word from the Word Study chart in Exercise A in the correct part of speech to complete each statement. Some items have more than one possible answer.**

1 The fact that Jessika ..... left Ryan to go find help on her own showed extreme ..... .
2 Although Jessika wasn't ..... that she could make the hike out alone, she nevertheless set out ..... .
3 Her ..... trek through the frozen wilderness saved her boyfriend's life.


The Subway area of Zion National Park


The river out of the Subway


The helicopter rescue team


Jessika and Ryan after the rescue

C **UNDERSTAND FROM CONTEXT | With a partner, explain the meaning of the words and phrases in quotes, based on information in the story. Listen again if necessary.**

1 Jessika "rescued" Ryan.
2 The incident took place in a "remote" canyon.
3 Ryan's leg sank deep into the "quicksand."
4 He was "trapped."
5 Ryan's situation "went from bad to worse."
6 Jessika was a "hero."

D **LISTEN FOR SUPPORTING DETAILS | Listen again for the information that supports each answer.**

1 Why did Jessika leave Ryan in the canyon?
a She needed cell phone service.
b She just gave up.

2 Why did Ryan begin to lose heart?
a Jessika had left him there.
b He thought he wouldn't survive.

3 Why was it impossible for the rangers to rescue Ryan as soon as the helicopter spotted him?
a The weather was too bad.
b The area was too remote.

4 Why is it hard to see quicksand?
a It looks like ordinary dry sand.
b It's near rivers and streams.

5 Why is quicksand less dangerous than most people believe?
a People don't sink below the surface; they float.
b People can easily climb out.

E **SUMMARIZE** | Retell the story in your own words. If necessary, listen again and take notes to refresh your memory of the details. Say as much as you can. Then listen to your partner's summary and suggest details your partner may have left out.

COMMUNICATION ACTIVATOR

Now let's explore the nature of heroism.

A **TALKING POINTS** | With a partner, discuss and write your *own* description of the behavior that makes someone a hero. In your description, use words from the Word Study chart in Exercise A on page 30 and other phrases.

A hero is someone who . . .

RECYCLE THIS LANGUAGE

hangs in there
isn't chicken
is cautious
is cool and collected
doesn't give up
doesn't freak out
no matter . . .

B **PROJECT** | Choose one of the following people and / or myths who might be considered by some to be heroes. Learn about that person or myth and decide if he or she meets your definition of a hero.



Toussaint Louverture (1743–1803)
Leader of the Haitian Revolution in the 1700s



Malala Yousafzai (1997–)
Pakistani activist and Nobel Peace Prize laureate



Harry Houdini (1874–1926)
Hungarian-born American stunt performer



The Monkey King (first appearance, 16th century)
An animal character from Chinese literature that has supernatural abilities and continues to be popular today



Jan Karski (1914–2000)
Polish soldier, resistance fighter, and diplomat



Nicolaus Copernicus (1473–1543)
Renaissance-era mathematician and astronomer



Ernest Shackleton (1874–1922)
Anglo-Irish polar explorer



Policarpa Salavarrieta (1795–1817)
Colombian revolutionary

C **PRESENTATION** | Present information about the person or myth you chose, using photos and / or quotations. Say as much as you can and answer your classmates' questions.

A READING | Read about two creative people who have overcome the hardship of their disabilities. What do they have in common?



Can we see without vision? Can we listen if we can't hear?

Superstar singer, songwriter, musician, record producer, Grammy Award winner, and humanitarian Stevie Wonder was born Stevland Hardaway Judkins in 1950. Born prematurely, Wonder lost his vision shortly after birth, when he was given too much oxygen in an incubator. His early years were difficult, and he and his mother faced the hardship of hunger and poverty. But even as a child, Wonder didn't let his blindness hold him back. He was a musical prodigy, teaching himself to play the piano, harmonica, and drums before the age of 10, and performing professionally as a singer at 11.

Wonder's mother thought Stevie's blindness and their poverty might have been a punishment from God, but Stevie is reported to have told her not to worry about his being blind because he was a happy person. Later, when he was asked whether his blindness had affected his music, Wonder is reported to have said that his blindness enabled him to use his imagination to go places he had never seen and to write lyrics using words he had heard others say. Wonder has said that he has never felt hindered by his disability and was grateful, saying others should accept him and love him for what he is, as he loves himself that way. He loves the fact that—as he sees it—God has provided him with the opportunity to take what he has and make something out of it.

Stevie Wonder is credited with being such a major influence on musicians in various genres that he has been inducted into the Rhythm and Blues Music Hall of Fame, the Rock and Roll Hall of Fame, and the Songwriters Hall of Fame, and has received a star on the Hollywood Walk of Fame. But that's not all: Stevie Wonder has devoted himself to philanthropic and humanitarian causes and has received international recognition. In 2009 he was named a United Nations Messenger of Peace for advocating for people with disabilities.


Stevie Wonder


Evelyn Glennie on drums

Born in 1965, Scottish percussionist, writer, and Grammy Award winner Evelyn Glennie began studying piano at age 8 and clarinet at 10, at which time her hearing began to deteriorate, until she became profoundly deaf in her early teens. Because she could no longer hear musical tones through her ears, Evelyn switched to percussion, beginning to play the drums at 12. To sense the pitch of the drums, Evelyn was taught to sense their vibrations by putting her hand on a wall. She has said that she discovered she could feel the vibrations of the drums in her hands and in her lower legs. She could also put her fingertips on the edge of a drum and feel the vibrations that way, too.

Evelyn Glennie is said by many to be the best percussionist in the world, yet her musical programs never identify her as deaf. She gives more than 100 performances a year, barefoot or in stocking feet so she can sense the music. She has written a best-selling autobiography, *Good Vibrations*, collaborated on a film called *Touch the Sound*, and regularly appears on TV across the world. Since Glennie lost her hearing after she had already developed normal hearing and speech, her speech sounds like that of a hearing person. That and her perfect lip-reading skills enable her to communicate with ease.

Glennie is a highly popular public speaker at international business conferences, where she talks about how to listen. She describes her whole profession as a musician as being about listening and what that entails. In her speeches, she often explains how she uses listening as a professional musician and how business people can use that skill within their work environment.

B **UNDERSTAND FROM CONTEXT** | **With a partner, paraphrase these sentences containing phrases and ideas from the article.**

1 When he was a child, Wonder and his mother "faced hardship."
2 Wonder was a "musical prodigy."
3 Wonder says he has never "felt hindered by" his disability.
4 Glennie's hearing "began to deteriorate" when she was still a child.
5 She became "profoundly deaf" in her early teens.
6 Glennie was taught "to sense" the vibrations of the drums.

C **INFER INFORMATION** | **We have five senses: sight, touch, hearing, taste, and smell. Read about the super-development of the other four senses in people who have lost one sense. Then, with a partner, find ways that Wonder and Glennie confirm what is now known.**

It is commonly believed that people who are blind or deaf (or who have lost some other sense) can gain super abilities in one or more of the other senses—especially if that sense is lost early in life. A blind person might develop a heightened sense of hearing, a deaf person extraordinary vision or an increased sensitivity to touch. A recent scientific study has now found evidence that corroborates this popular belief . . .

D **DISCUSSION** | **Discuss the following questions.**

1 How can a deaf person "listen"? How can a blind person imagine and write about things he hasn't "seen"?
2 In your opinion, what are some general factors that contribute to the success of people who have disabilities or other problems that might have limited them?

COMMUNICATION ACTIVATOR

Now let's discuss overcoming disabilities.

A **TALKING POINTS** | **Choose a historical figure, a fictional character, or someone you know who overcame a disability or who faced hardship. Write discussion notes.**

Name:
Summary of disability or other hardship:

Factors that helped this person overcome it:

Achievements:

Ideas
- a physical or mental disability
- racial, ethnic, or sexual discrimination
- a natural disaster
- political instability or war
- poverty
- lack of access to education
- family dysfunction

B **DISCUSSION** | **Compare the people you wrote about in Talking Points. What are some similarities they share in overcoming their disabilities and facing hardship? Explain. (Option: Use the Unit 3 Soft Skills Booster, p. 156.)**

WRITING HANDBOOK p. 146
- **Skill:** Reducing adverbial clauses
- **Task:** Write a report about an event



Egyptian Paralympian table tennis champion Ibrahim Hamadtou has overcome the loss of both arms by holding the racket in his mouth and serving with his feet.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe how fear affects me physically.
- ☐ Express frustration, empathy, and encouragement.
- ☐ Explore the nature of heroism.
- ☐ Discuss overcoming disabilities.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

UNIT 4

Building Relationships

PREVIEW

A **RELATIONSHIPS WITH FRIENDS** | **Listen to a podcast about the differences between men's and women's friendships. Summarize the main differences they describe.**

B **ZOOM-IN** | **Read and listen to a woman telling her husband about an argument she had with her sister. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Brooke = British English
Neal = American English (standard)



Brooke: So I just got off the phone with my sister. Actually, I lost my cool and hung up on her.

Neal: You did what? How about you take a deep breath and tell me what happened.

Brooke: You're right. I need to calm down . . . You know Tara's a bit of a hothead, but today she just totally flew off the handle. What really gets to me is that she completely lost it over an innocent misunderstanding.

Neal: What was it that set her off?

Brooke: Well, we had a date for lunch today, and I was sure she told me it was for 1:30. But she swears she said one o'clock. When I didn't show up on time, the restaurant said they'd have to give the table to someone else because it was so busy at that hour.

Neal: OK. So what happened then?

Brooke: I'm not sure . . . But when I got to the restaurant, she wasn't there. And when I tried calling her, she wouldn't pick up. I finally got through to her just now, but all she wanted to do was tell me off for being so inconsiderate.

Neal: Wow. It sounds like she really made a big issue of it.

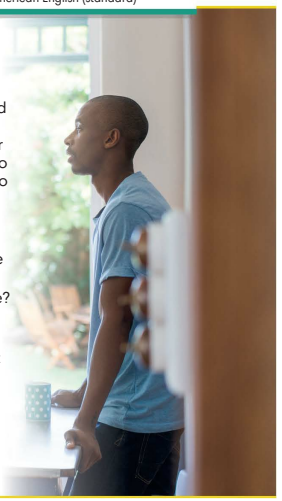
Brooke: She wouldn't even let me explain what happened.

Neal: Want some friendly advice?

Brooke: Like what?

Neal: Just call her and make up. Admit your mistake and treat her to lunch. She'll come to her senses. The two of you might even have a good laugh over it.

Brooke: I hope you're right.



C **UNDERSTAND FROM CONTEXT** | **Choose the best meaning for each of these featured words and phrases from Zoom-In.**

1 lost my cool (forgot what I was saying / got very angry)
2 flew off the handle (caused things to break / started expressing extreme anger)
3 set her off (made her leave / made her angry)
4 tell me off (speak angrily to me / hang up the phone)
5 made a big issue of it (didn't want to talk on the phone / wouldn't stop complaining about it)
6 make up (look and act your best / make peace after an argument)

D **LOOK IT UP AND SHARE** | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

E **SUMMARIZE** | **With a partner, summarize what happened between Brooke and her sister.**

F TALKING POINTS | Take the self-test.

Rating Scale
A = Sounds just like me!
B = Sounds a bit like me!
C = Doesn't sound like me at all!

How **self-aware** are you?

Read what the people say about their shortcomings. Then use the rating scale to compare yourself with each one.



Katie ○

"My greatest weakness is that I'm a perfectionist. Even when I do something well, I can always find something wrong with it. This is bad because it spoils the satisfaction I deserve to feel for an achievement."



Jeremy ○

"I recognize that I can be a little negative. I view bad situations as more important than good ones. I need to focus on seeing things in a positive light, or at least having a more balanced perspective."



Mitchell ○

"I'm too judgmental. I'm in the habit of criticizing others for lateness, even if I'm sometimes guilty of the same thing. I need to check myself when I do that."



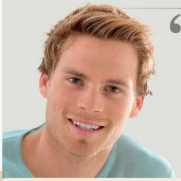
Audrey ○

"To tell you the truth, I'm pretty sensitive—maybe even over-sensitive. I often interpret what people say as criticism, even when it's not. I need to try to get over it. Being over-sensitive gets in the way of my relationships."



Dawn ○

"My biggest shortcoming? I'm a procrastinator! Even when I have something important to do, I still put it off until the last minute and then go into panic mode, terrified I won't finish on time. Sometimes I think I do this to keep things exciting. (Only kidding!)"



Mick ○

"My girlfriend says I'm too controlling and that I expect her to do everything my way. Others have accused me of the same thing. I know I'm not being fair when I make decisions without discussing them with others. I need to work on letting others get their way some of the time, too."



Terence ○

"They say honesty is the best policy, so here it is: I'm just a hothead. It doesn't take much to get me mad. I'm working on it, but it's been a lifelong pattern of mine and hard to change."



Sonia ○

"I'm so disorganized and I'm ashamed of it. I never know where my things are because I just leave them all over the place. My desk looks like a hurricane hit it. Gotta get a grip."

G VOCABULARY | Shortcomings | Listen and repeat.

be a perfectionist	be negative
be judgmental	be over-sensitive
be a procrastinator	be controlling
be a hothead	be disorganized

H PAIR WORK | Explain to your partner how you are—or aren't—like the people in Talking Points. Which ones, and in what ways?

START TALKING

GROUP WORK **What other shortcomings do people have? Which shortcomings cause the greatest problems? Use the conversation in Zoom-In and your own experiences to discuss the consequences shortcomings can cause.**

"Tara's a hothead and she isn't fair. Those shortcomings caused a big problem with Brooke over a little misunderstanding about the time of the reservation. If you ask me, she's got to get a grip."

1 COMMUNICATION GOAL Introduce and respond to criticism

A GRAMMAR | Cleft sentences: review and expansion

Cleft sentences with What

Remember: A cleft sentence is a sentence divided into two parts so that one part can be emphasized. One type of cleft sentence uses a clause with What as the subject of the sentence and a form of be as the verb. Be sure the form of be agrees with its complement.

What bothers them is getting interrupted when they're talking.
What surprised them were the many apologies they received.

The complement in a cleft sentence with What is often a noun clause. Always use a singular form of be in these sentences. That is optional.

What was surprising was **(that) she never came back to the office**.
What they mean is **(that) they wish they hadn't left so early**.
What was the most surprising was **(that) they never even called when they were here**.
What we've been trying to say is **(that) we're sorry we haven't been paying attention**.

Cleft sentences with It

A cleft sentence with the impersonal It emphasizes a noun or noun phrase. Use who or that to complete the thought.

sentence with no emphasis		cleft sentence with It
Toby locked the office Wednesday night.	→	**It was Toby** who locked the office Wednesday night.
Her self-confidence impresses people.	→	**It's her self-confidence** that impresses people.

GRAMMAR EXPANDER p. 123
Cleft sentences: more on meaning and use

B LISTEN TO ACTIVATE GRAMMAR | Listen to the conversations. Then listen again and complete each statement.

1 It was her ..... that he wanted to bring up.
   a missing the meeting b not finishing the report

2 What bothered him was that Simon ..... .
   a lost his cool b refused to apologize

3 It was his ..... that made her decide to talk with him.
   a apologizing for his mistake b interrupting her meeting

4 What's surprising to him is that the two women ..... .
   a are such good friends b had such a bad argument

5 It was his ..... that upset her.
   a constant criticism b bringing it up

C GRAMMAR PRACTICE | Write cleft sentences with It, emphasizing the underlined noun phrase.

Example: The way she talks to people is so offensive.
It's the way she talks to people that's so offensive.

1 Tom's being such a hothead makes me want to avoid working with him.
.....

2 Her constant lying about what happened was unbelievably annoying.
.....

3 The way they speak to their children worries me.
.....

4 This afternoon's session might give you some strategies for getting more organized.
.....

5 Jake's negative attitude always gets in the way of his being promoted.
.....

D **GRAMMAR PRACTICE | Combine each pair of sentences by writing a cleft sentence with What and a noun clause subject complement.**

Example: People tell me I'm too controlling. That's always surprised me.
What's always surprised me is that people tell me I'm too controlling.

1 My boss always criticizes me. That makes me kind of angry.

2 My manager and I get along really well. That's nice.

3 Most people tell lies to protect the ones they love. That fascinates me.

4 You seem to have a hard time saying no to people. That's surprising.

5 It's really great working with you. That's what I've always wanted to tell you.

6 I wish you'd try to control your anger. That's what I mean.

E **ROLE PLAY | Take turns responding with your own words and ideas to your partner's cleft sentences from Exercise D.**

What's always surprised me is that people tell me I'm too controlling.

Well, I don't see you that way at all. I think you're pretty flexible and willing to share decision-making with others.

COMMUNICATION ACTIVATOR

Now let's introduce and respond to criticism.



A **CONVERSATION MODEL | Read and listen.**

A: John, there's something I need to bring up.
B: Of course, Ted. What's wrong?
A: Well, at the meeting this morning, you kept looking at your phone. It seemed a little disrespectful.
B: I *was* looking at my phone. You're right. I didn't realize it was so obvious.
A: What really bothered me was that you weren't paying attention to Amy's presentation, and she noticed. In fact, it was Amy who pointed it out to me.
B: I feel terrible. I didn't mean to be rude.
A: Well, I don't want to make an issue of it, but I think you should apologize to her.
B: You're right. I will.
A: I hope you don't mind my pointing this out.
B: On the contrary. You've done me a favor.

Social language
Ways to introduce criticism politely
- There's something I need to bring up.
- We need to talk about something.
- I'm having a problem with something.
- Can we talk about an issue I'm having?
- I need to tell you what's on my mind.

B **PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.**

C **IN YOUR OWN WORDS | Create a similar conversation. Start like this: *There's something I need to bring up.* Be sure to change roles and then partners. (Option: Use the Unit 4 Energizer Worksheet.)**

KEEP TALKING!
- **Explain the problem in greater detail and how you felt about it.**
- **Offer to make up for it.**
- **Say as much as you can.**

Watch the video for ideas!

Things you might criticize someone for:
- not paying attention
- interrupting [someone] repeatedly
- being way too critical / negative / self-centered / a hothead
- being habitually late
- always missing deadlines
- being completely disorganized

2 COMMUNICATION GOAL Give someone positive feedback

A GRAMMAR CLOSE-UP | Read what two managers say about feedback at a conference on best employment practices. Notice the featured grammar.

Jared Symons, Pinson Graphics International

All employees need and deserve feedback, whether or not their performance has been acceptable or unacceptable. Some managers think it's more important to deliver negative feedback—letting employees know where their performance has fallen short, than positive feedback—praise and recognition for a good job. However, even if workers are doing exceptional work, they benefit from hearing it from their managers. Positive feedback from a manager serves as a reality check. Otherwise, how would they know they're successful?

Question:

How would you describe your perspective on positive and negative feedback?



Helmut Dunn, Human Resources Online

I couldn't agree more with Jared, and I'd like to add to what he says about the value of positive feedback. We know now that even if an individual employee doesn't require much positive feedback personally, companies with a culture of providing positive feedback are more successful, whether or not they also provide negative feedback to workers on a regular basis. Recent research found that in high-performing work teams, the ratio of positive to negative feedback is approximately 6 to 1. While it's indisputable that some negative feedback is necessary, we know that only if that negative feedback is offset by positive feedback is the negative feedback helpful at all. Otherwise, negative feedback has been found to be counterproductive.

B PAIR WORK | Why do you think some managers neglect the importance of positive feedback and devote more attention to providing criticism when an employee's work falls short?

C GRAMMAR | Adverb clauses of condition

Use even if or whether or not in an adverb clause to express the fact that no matter what, there is no way to affect or change an event or situation. In writing, it's common to use a comma when the adverb clause comes first.

Even if he has plenty of time to write a report, he still waits till the last minute to begin.
(= No matter what, he waits till the last minute.)

I would have missed the deadline **even if I had started on time**.
(= No matter what, I would have missed the deadline.)

Whether or not anyone gives her feedback, Melanie always does a good job.
(= No matter what, Melanie always does a good job.)

They would have been uncomfortable at the meeting **whether or not their manager had gotten so angry**.
(= No matter what, they would have been uncomfortable.)

Use only if to express the fact that a certain condition is necessary in order for something to happen or to be true. If the adverb clause comes first, invert the subject and verb (or auxiliary) in the independent clause and do not use a comma.

Laura will be happy at her job **only if she learns to get organized**. OR
Only if Laura learns to get organized **will she** be happy at her job.

Remember: The unreal conditional with if only expresses a wish for a particular condition (or a strong regret).
If only I were more organized, I'd get a lot more done. (= I wish I were more organized OR I regret that I'm not.)

Use unless to express the consequence of an action or lack of action. (Note: unless = if . . . not.)

Unless I put something in my calendar, I'll forget all about it.
(= If I don't put something in my calendar, I'll forget all about it.)

We told him we wouldn't work with him **unless he apologized for being so inconsiderate**.
(= We told him we wouldn't work with him if he didn't apologize.)

Note: You can also use the transition word Otherwise at the beginning of a sentence to express the consequence of an action or lack of action.

I need to put things in my calendar. **Otherwise,** I'll forget all about them.
I always set my alarm for 7:00 A.M. on weekdays. **Otherwise,** I'm late for class.

GRAMMAR EXPANDER p. 124
More conjunctions and transitions

D **UNDERSTAND THE GRAMMAR** | **Choose the statement with the same meaning.**

1 Only if she takes a workshop about procrastination will my sister stop leaving things until the last minute.
   a Unless my sister takes a workshop, she won't stop leaving things until the last minute.
   b Whether or not my sister takes a workshop, she won't stop leaving things until the last minute.

2 People should try not to get angry when their boss gives them negative feedback. Otherwise, they might not be able to learn from it.
   a No matter how angry people get when their boss gives them negative feedback, they won't be able to learn from it.
   b Unless people try not to get angry when their boss gives them negative feedback, they won't be able to learn from it.

3 Even if I try not to be so controlling, my friends still say I am.
   a My friends say I'm controlling, no matter what I do.
   b My friends say I'm controlling unless I try not to be.

4 My husband finds it hard to remember appointments unless he puts an alarm on his phone.
   a If he doesn't put an alarm on his phone, my husband finds it hard to remember appointments.
   b If he doesn't put an alarm on his phone, he doesn't find it hard to remember appointments.

5 Whether or not you believe positive feedback is helpful, you should do your best to remember to give it.
   a You should do your best to remember to give positive feedback, no matter what you believe.
   b Only if you believe positive feedback is helpful should you do your best to remember to give it.

E **GRAMMAR PRACTICE** | **Circle the correct way to complete each statement.**

1 (Whether or not / Unless) Steve is controlling, his colleagues still enjoy working with him.
2 (Only if / Unless) you start being more considerate of your co-workers, I won't recommend you for a promotion.
3 Ashley gets freaked out at presentations (only if / if only) she's not prepared to answer questions.
4 Gary's friends play soccer with him (even if / unless) he's the worst player of the group.
5 (If only / Unless) she gets completely over-sensitive, Marie usually takes constructive criticism well.
6 (Only if / Even if) he puts something off to the last minute does Ethan miss a deadline.

PRONUNCIATION LESSON p. 137
Shifting emphatic stress

COMMUNICATION ACTIVATOR

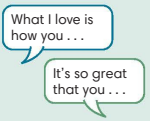
Now let's give someone positive feedback.

A **TALKING POINTS** | **With a partner, read the tips and discuss and write a benefit statement for each one. Add one or more of your own ideas.**

Tips for giving positive feedback

1 Be specific: Tell the employee how he or she is doing a good job.
   Benefit: *It's motivating when your good work is praised.*
2 Don't wait too long: Praise the employee soon after a job well done.
   Benefit: _____
3 Tell him or her that others have noticed the good work, too.
   Benefit: _____
4 Explain how the employee's work has contributed to the success of the project or the team.
   Benefit: _____
5 Express an interest in seeing the employee continue to grow professionally.
   Benefit: _____
6 Discuss possible next steps.
   Benefit: _____
7 Other: _____

B **ROLE PLAY** | **Create a conversation in which an employer gives an employee positive feedback. Then change roles and role-play the conversation again. Use the tips from Talking Points and your own words and ideas.**



Other ideas

He or she has recently . . .
- worked more hours than required
- contributed positively to meetings
- finished a difficult assignment
- helped a colleague or co-worker
- taken on additional or new responsibilities
- improved the quality of his or her work

KEEP TALKING!

Employer:
- Invite the employee to talk.
- Praise his or her job performance.
- Be specific about what the employee has done.
- Explain the positive effects this has on the whole team.
- Suggest how the employee might be rewarded for such good work.

Employee:
- Listen actively.
- Express gratitude that your employer acknowledges your good work.
- Ask questions about your future steps.

Watch the video for ideas!

3 COMMUNICATION GOAL Explain how you handle anger

A VOCABULARY | Expressing and handling anger | Read and listen. Then listen again and repeat.

Expressing anger



lose one's temper
blow one's top
flip out
lose it
go bananas
go ballistic
= get really angry

Handling anger



hold it in / keep it inside: avoid expressing your feelings or saying what's on your mind



let it go / shrug it off: not let yourself be bothered by something



vent: talk with someone in order to express your anger about something or someone



let off steam: get rid of your anger in a way that doesn't harm anyone; for example, by doing something active

B PERSONALIZE THE VOCABULARY | Use the Vocabulary to describe a time when you controlled your anger or lost control of it. What do you usually do to let off steam? Is there someone in particular whom you can vent to when you're angry?

C LISTEN FOR MAIN IDEA | Listen to the interviews. On a separate sheet of paper, write a summary in one or two sentences about the purpose of the interview.

D LISTEN TO INFER | Listen again and infer what each person would do, based on what the people say in their interviews.





	Joseph would . . .	Celina would . . .
1 **If he or she were angry with his or her boss, . . .**	☐ make an issue of it. ☐ say what's on his mind. ☐ hold his feelings in.	☐ let off steam. ☐ say what's on her mind. ☐ hold her feelings in.
2 **If he or she were angry with a friend or colleague, . . .**	☐ tell that person off. ☐ probably just shrug it off. ☐ probably lose his temper.	☐ go out to let off steam. ☐ probably just shrug it off. ☐ probably not hold it in.
3 **If he or she were angry with a complete stranger, . . .**	☐ probably keep it inside. ☐ probably lose his temper. ☐ vent about it to someone.	☐ probably let it go. ☐ tell that person off. ☐ keep it inside.

COMMUNICATION ACTIVATOR

Now let's explain how we handle anger.

A TALKING POINTS | Think about and write how you would handle your anger in each of these situations. Then compare and discuss your responses with a partner, using the Vocabulary and other ideas.



Situation	How would you handle your anger?
1 A friend arrives really late to meet you for a movie.	
2 You tell a friend something in confidence, and he or she doesn't keep it a secret.	
3 A classmate or colleague says bad things about you to people you know.	
4 Someone tells you off in front of a group of other people.	
5 Someone borrows something from you and doesn't return it.	
6 Your next-door neighbor always plays very loud music and has noisy late-night parties.	
7 Another driver cuts you off while you are driving.	
8 Other:	



B DISCUSSION | Do you act the same way when you get angry with someone you know as you would with a stranger? Explain. (Option: Use the Unit 4 Soft Skills Booster, p. 157.)

RECYCLE THIS LANGUAGE

set someone off
make a big issue of [something]
tell someone off
lose one's cool
calm down

take a deep breath
hang up on [someone]
fly off the handle
say what's on one's mind

Even if . . .
Whether or not . . .
Only if . . .

Unless . . .
Otherwise, . . .
What really bothers me is . . .

FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

A READING | Read an interview with a social psychologist about certain aspects of friendship. When is the breakup of a friendship not painful?

Getting Along with Others

Editor Lydia Campo interviewed social psychologist Emory Dunhill about friendships and the pleasure—and sometimes the pain—that go hand in hand with them.

CAMPO: What would you say are some of the types of friends we have, and what connects us?

DUNHILL: What most frequently connects friends are similar interests and beliefs, mutual trust, and shared identity. Let's take them in order.

First, having similar interests and beliefs is what makes many friendships so close. Similar-interest-and-belief friends often feel like they're "on the same page" or "like two peas in a pod." I often hear friends say, "I start a sentence, and she finishes it."


Emory Dunhill

Next, there's mutual trust. Whether or not a friendship becomes a close one is usually based largely on loyalty. Mutual-trust friends are often partnerships of some sort, either professional or academic, or even the partnership that develops between people on a sports team.

Now let's examine shared identity. Shared-identity friendships are based on circumstances, rather than deep emotional connections: We may work in the same office, or perhaps we're all foreign students in the same country. Such friendships often only last as long as the shared identity lasts but can be quite close and sometimes less complicated than other kinds of more permanent relationships.

CAMPO: You made reference to the breakup of friendships. Obviously, many friendships don't last a lifetime. What can you tell us about that, Dr. Dunhill?

DUNHILL: So, while the breakup of a close friendship can cause lots of pain, not all breakups do. Friendships that develop as a result of the two friends' working in the same office may only serve a temporary need, and when one friend changes jobs, that natural relationship no longer exists. The friends now have less in common and just grow apart without causing mutual pain.

There are situations that can lead to the breakup of a friendship, however—and many of us have experienced them—that touch a deep psychological nerve in us. Here are two particularly difficult challenges friends often face:

One friend may be much needier than the other, wanting more attention than the other cares to give. Dealing with another person's neediness can be annoying and guilt-provoking. The situation often goes south, and in a worst-case scenario, the less needy friend might even "ghost" the other, simply disappearing from the other's life—not returning calls or texts and even unfriending the person on social media.

Another kind of challenge develops when one friend feels envious of the other friend's happiness or success—a marriage, a promotion, sudden wealth, or the like. The envious friend may feel guilty for not wholeheartedly celebrating it. The "successful" friend often senses his or her friend's resentment and is hurt. Some friendships simply can't survive such a challenge.

CAMPO: Well, you've given us much food for thought. We look forward to picking up this conversation in the future.



B IDENTIFY MAIN IDEA | Which of the following statements expresses a conclusion we can draw from the interview?

- ☐ **1** Problems between friends are too difficult to resolve.
- ☐ **2** We have a variety of types of friendships and they can lead to both pleasure and pain.
- ☐ **3** In any friendship between two people, one is needier and more envious than the other.

C SUMMARIZE | Find the paragraphs about the effects of neediness and envy on friendships. Summarize what Dr. Dunhill says about these two challenges.

COMMUNICATION ACTIVATOR

Now let's explore your relationships with friends.

A **TALKING POINTS** | **Read each statement. Then check the responses you agree with and complete the statements about yourself.**

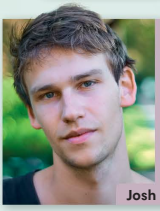
"My friend Kate just got an all-expenses-paid scholarship to medical school in Europe. Being a doctor is her life-long dream. I'm happy for her, but I find myself feeling a little jealous, and I'm feeling less friendly towards her these days. I don't call her up on the phone much. I can tell her feelings are hurt."



Jill

- ☐ I sympathize with Jill. Her envy is natural and understandable.
- ☐ I can't imagine feeling the way Jill does.

If I felt like Jill, I _____



Josh

"My friend Paul desperately wants to get married to his girlfriend, Nancy, but she says she isn't ready and doesn't know if she ever will be. We're all close friends, so Paul wants me to talk to Nancy and convince her to marry him. What bothers me is that it's just not appropriate for me to try to talk Nancy into marrying Paul. Paul's annoyed because he thinks I should help, no questions asked. I think he's really too controlling."

- ☐ I agree with Josh. He shouldn't get involved in such a personal matter.
- ☐ I think Josh should try to talk Nancy into marrying Paul, even if he thinks it's inappropriate.

If I were Josh, I _____

"I've been friends with Dina since primary school. But now that she's starting a new job and I'm in nursing school, I find we don't have so much in common anymore. I think we're just growing apart. But she calls me all the time and asks me to go shopping with her or to talk about her work. My hours at school are so long that I just don't have much time to spend with her. She takes it personally and keeps calling me, asking me if something's wrong. I feel myself getting annoyed and angry with her. This has affected our friendship. She's hurt, I know."



Naomi

- ☐ I think it's unfair for Naomi to be annoyed with Dina.
- ☐ I sympathize with Naomi's annoyance at Dina's neediness.

If I were Naomi, I _____

B **PAIR WORK** | **Compare your opinions and responses in Talking Points. Be specific, provide details, and say as much as you can.**

Naomi should just explain to Dina that she has less time now and ask her not to take it personally. If Dina sees that Naomi still cares about her, she won't act so needy, and Naomi won't feel annoyed. Then their friendship won't be damaged.

Wow. I just can't stand dealing with needy people, and it's just too hard to explain to them that you're moving on in your life. It's mean, but personally I think ghosting might be an easy solution.

C **DISCUSSION** | **How would you describe your friendships in general? Choose three of your friends—one from each of the friendship types Dr. Dunhill describes in the interview—and describe those relationships to your classmates. Do you or your friends have any shortcomings that make the relationships difficult?**

RECYCLE THIS LANGUAGE

We're like two peas in a pod.
We finish each other's sentences.
We're always on the same page.
He's such a [perfectionist / procrastinator / hothead].
She's so [over-sensitive / negative / judgmental / controlling / disorganized].

WRITING HANDBOOK p. 147

- **Skill:** Transitional topic sentences
- **Task:** An essay about a solution to a common shortcoming

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Introduce and respond to criticism.
- ☐ Give someone positive feedback.
- ☐ Explain how I handle anger.
- ☐ Explore my relationships with friends.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Soft Skills Workshop 2

An Interview

Outcome

You will script and present a face-to-face interview with a famous person or a fictional character.

1 TEAMWORK Choose an interviewee.

Divide the class into teams. With your teammates, debate which interviewee would be the most interesting to interview, and provide reasons.

Assign one person to be team secretary. The secretary will take notes during the team's discussions.

After listening to all teammates' points of view, vote to choose one interviewee.

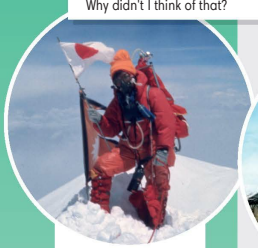
Divide your team into pairs. Using the Internet or other resources, find information about the interviewee and take notes.

Share what you learned with the whole team. The team secretary takes notes for the team.

Tips for TEAMWORK

Be polite when you disagree.
I see your point, but ___ .
That's true, but ___ .
No offense, but ___ .

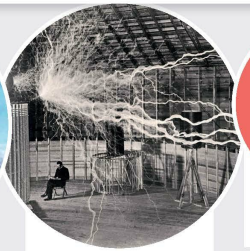
Show enthusiasm when the team reaches agreement.
What a great idea!
Why didn't I think of that?



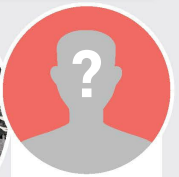
Junko Tabei
mountaineer, author, environmentalist



King Kong
fictional monster



Nikola Tesla
physicist, inventor, engineer



Another famous person or character you're familiar with.

2 COLLABORATION With your team, write the script of the interview.

Organize the secretary's notes from Activity 1 into topics (e.g., [1] early life; [2] education; [3] achievements and awards; [4] challenges, etc.).

Assign each topic to a pair of teammates. Each pair researches that topic and brainstorms interview questions and the interviewee's fictional responses.

Meet with the whole team to read the questions and answers for each topic aloud. Provide feedback and suggestions to revise and improve the material. Shorten, lengthen, reorder, or cut the material as necessary.

Finally, combine the questions and answers for each topic into a final script for the entire interview. Review it again to be sure your team is confident that it will be interesting.

Tips for COLLABORATION

Show respect when dividing tasks.
How would you feel about ___ ?
Would you be willing to ___ ?

Encourage others to participate in finding solutions.
Do you think it might be better to ___ ?
Suppose we didn't ___ . Would that be OK?

Print out the **Evaluation Chart**.

3 PRESENTATION

With your teammates, rehearse your team's interview script and then present it to the class.

Rehearse: Take turns reading the script aloud in pairs. Then decide who will present the interview to the class.

Rehearse the interview several times to become thoroughly familiar with it, so it won't be necessary to look at the script continually. Focus on making your presentation natural and authentic. Ask your teammates for suggestions.

Present: Present your team's interview to the class. Maintain eye contact between the interviewer and the interviewee.

After all teams have presented their interviews, meet with your team again to review and evaluate all the interviews and provide feedback to the presenters.

Tips for PRESENTATION

Speak loudly enough so that everyone can hear you.

Pay attention to natural intonation, correct stress, and clear pronunciation.

If you are sitting, don't slouch in your chair. Maintain good posture so you convey interest and mutual respect.



EVALUATE Improve your presentation skills.

Use the Key to evaluate each interview. Discuss strengths and weakness and make suggestions about how each interview might be improved.

KEY

Y = yes
U = usually
S = sometimes
N = no

- ☐ 1 The interview made me want to know more about the interviewee.
- ☐ 2 The presenters spoke loudly and clearly.
- ☐ 3 The presenters used natural stress and intonation.
- ☐ 4 The presenters maintained eye contact and respectful posture and body language.
- ☐ 5 The presenters weren't overly dependent on their written scripts.



UNIT 5

What's Funny?

PREVIEW

A JOKES | **Listen to two jokes. Do you find them funny? Can you explain why they make you laugh? Or if you don't find them funny, can you explain why not?**

B ZOOM-IN | **Read and listen to a conversation about an awkward situation. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Grace = American English (standard)
Rachel = French



Grace: Ken asked me whether I knew what happened yesterday at the office. Something about a big brouhaha at lunch. Do you know anything about it?
Rachel: You're kidding. You haven't heard?
Grace: No. I worked from home yesterday. "Take your kid to work" day's always a zoo. I was sure I wouldn't get a thing done. What happened?
Rachel: Well, you know Gloria in the art department? The one who's so prim and proper?
Grace: Right. She's got to be the most polite person I've ever met.
Rachel: Yup. So yesterday she brought her little boy to the office. Cody. And wait till you hear what he did.
Grace: So go on . . .
Rachel: Well, they had this big buffet lunch in the conference room for everyone. Pizza and salad. Good pizza, actually.
Grace: OK. And . . . ?
Rachel: So, Nigel Perkins—that bigshot who heads up the U.K. office—was at the lunch. Apparently, he loved the salad and he kept going back for more.
Grace: So, what's the big deal about that?
Rachel: Well, he was eating and talking and didn't realize he had gotten a ton of spinach stuck in his teeth. His front teeth. I mean like a whole garden. You know how that happens.
Grace: I sure do. I stay away from spinach salad unless I'm alone.
Rachel: Everyone was very polite and acted like they didn't notice. But at one point, he was asked to say a few words to everyone. . . . Gloria's kid, Cody, gets one look at Nigel and starts pointing and yelling: "Look at that man's teeth! He looks like a cow with grass in his teeth." And he starts pointing at Nigel's teeth and laughing. Gloria was mortified, but people couldn't help but laugh.
Grace: Oh, no! How embarrassing for Gloria! What about Nigel?
Rachel: Well, he was a good sport about it. He laughed along with everyone. I'm wondering if he took offense, though.
Grace: You know, Rach, it makes me wonder why we laugh at things like this. Maybe there's a spot of cruelty in us all.



C UNDERSTAND FROM CONTEXT | **Paraphrase the following statements that contain featured words and phrases from Zoom-In. Compare answers with a partner.**

1 "The one who's so prim and proper?" .....
2 "So go on." .....
3 ". . . that bigshot who heads up the U.K. office . . ." .....
4 "So what's the big deal about that?" .....
5 "He was a good sport about it." .....
6 "I'm wondering if he took offense, though." .....

D LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

.....

E DISCUSSION | **Discuss the questions.**

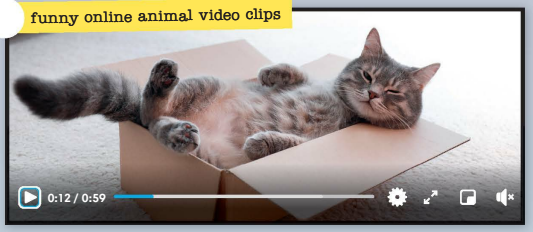
1 Why didn't anyone except Cody tell Nigel he had spinach stuck in his teeth?
2 Why do you think anyone would find what Cody did funny?

Lesson 1 Respond to humor
Lesson 2 Explore the potential benefits of laughter
Lesson 3 Analyze what makes people laugh
Lesson 4 Discuss when joking "crosses the line"

F TALKING POINTS | Take the humor self-test.

What's funny to you?

Rate each type of humor on a sliding scale from 1 to 3, with 3 being the funniest to you.



funny online animal video clips



slapstick physical humor in movies and on TV



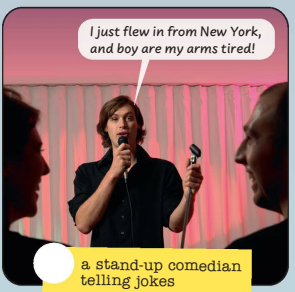
cartoons



photos of real people doing ridiculous or dumb things



autocorrect fails



a stand-up comedian telling jokes

Where does the General keep his armies?

In his sleevies.

jokes that "play on" words

START TALKING

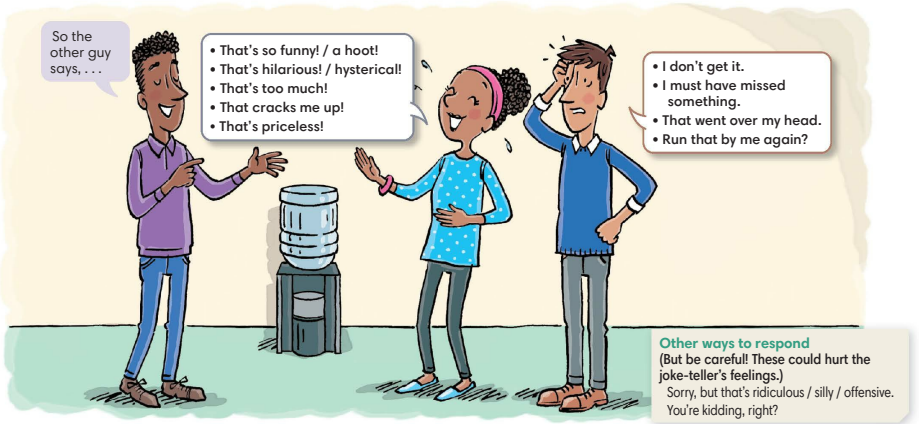
GROUP WORK Discuss the questions.

1 What, in your opinion, makes things funny?
2 Do you think there's a little bit of cruelty in some of the things that are funny to us? Explain, using examples of things you or people you know laugh at.

"I think we often laugh when people make some kind of mistake, like using the wrong word, or tripping on something."

1 COMMUNICATION GOAL Respond to humor

A VOCABULARY | How to respond when someone tells a joke or funny story | Read and listen. Then listen again and repeat.



B LISTEN TO ACTIVATE VOCABULARY | Listen to four conversations and complete the chart.

	Did the listener find the story or joke funny?		
	Yes	No	Listen again and write your own response to the story or joke. Say as much as you can.
1	☐	☐	
2	☐	☐	
3	☐	☐	
4	☐	☐	

C PAIR WORK | Compare your responses. Did you both get all the jokes and stories? Which was the funniest (or least funny) to each of you? Explain why.

D RELATE TO PERSONAL EXPERIENCE | Tell your partner about something funny you saw in a movie or on TV. Or tell him or her a joke or a funny story someone told you. Respond to your partner, using the Vocabulary.

E GRAMMAR | Questions in indirect speech

When reporting a question in indirect speech, begin yes / no questions with if, whether, or whether or not. They are interchangeable, and there is no difference in meaning. Remember: In indirect speech, if the reporting verb is in a past form, the verb in the indirect speech usually shifts back.*

Every morning, my kids ask, "Is it hot outside?" → Every morning they ask **if it's hot outside**.

She wants to know, "Do I have to bring a coat?" → She wants to know **whether she has to bring a coat**.

Marina asked, "Did you see the show at the Comedy Club?" → Marina asked **whether or not I had seen the show at the Comedy Club**. (Note the shift from see to had seen.)

Begin information questions with a question word.

Tate asked, "When did you learn to tell jokes in English?" → Tate asked **when I had learned to tell jokes in English**.

My friends always ask me, "How is anyone able to learn a language in such a short time?" → My friends always ask me **how anyone is able to learn a language in such a short time**.

Note: Indirect questions are a kind of embedded question. Don't use do, does, or did.

My friend asked **what movie I wanted to see**. NOT My friend asked what movie ~~did I want~~ to see.

* A complete review of backshifts in indirect speech is in Lesson 2.

F **GRAMMAR PRACTICE | On a separate sheet of paper, rewrite each sentence in indirect speech. Make any necessary backshifts and changes to pronouns.**

1 When no one laughed at her joke, Lily asked herself, "What did I do wrong?"
2 On Saturdays, our children frequently ask, "Can we stay up late to watch *The Crazy Camel* on TV?"
3 Katherine asked David, "Is Facebook your favorite social media site?"
4 Helen's husband will definitely ask her, "What time does the show at the comedy club start?"
5 Peter asked everyone, "Did you really think that joke was funny?"

G **GRAMMAR PRACTICE | On a separate sheet of paper, correct the errors in the embedded questions.**

1 She wanted to know how did I like the cartoons in this week's *New Yorker* magazine.
2 I asked who did he call to get tickets for the comedy show.
3 My boss asked me how long would it take for me to finish the report.
4 Most people want to know when should they arrive in order to get good seats.

PRONUNCIATION LESSON p. 138
Intonation of sarcasm

COMMUNICATION ACTIVATOR

Now let's respond to humor.



A **CONVERSATION MODEL | Read and listen.**

A: This is priceless. Come see this.
B: OK. What is it?
A: Look. It's this picture of an orange and a glass of orange juice. The orange is asking the juice if it's Bertha.
B: Wait, what? Run that by me again?
A: You don't get it? Think about it for a minute.
B: Oh, yeah! Now I get it. Hey, that cracks me up, actually.

Social language
Ask "Wait, what?" to informally express confusion about what someone has just said.

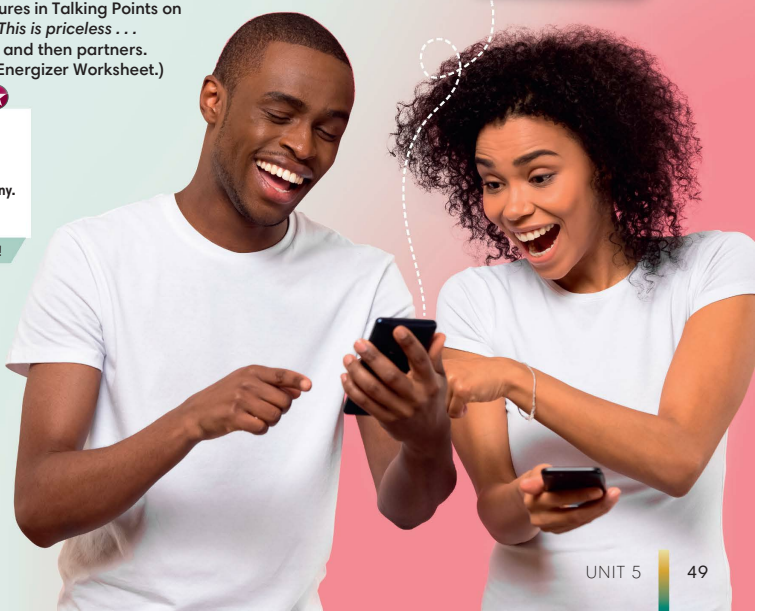
B **PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.**

C **IN YOUR OWN WORDS | Create a similar conversation, using your own cartoon, photo, screen shot, or video clip—or one of the pictures in Talking Points on page 47. Start like this: *This is priceless . . .* Be sure to change roles and then partners. (Option: Use the Unit 5 Energizer Worksheet.)**

KEEP TALKING!

- **Tell your partner where you found the cartoon, autocorrect fail, or funny video clip.**
- **Say why you think it's funny.**
- **Talk about another one.**
- **Say as much as you can.**

Watch the video for ideas!



2 COMMUNICATION GOAL Explore the potential benefits of laughter

A **GRAMMAR CLOSE-UP** | Read about laughter and health. Notice the featured grammar.

Laughter and Health

In the sixteenth century, humanist educator Richard Mulcaster said that because laughter produced warmth in the body, it might be a good remedy for colds. Other scientists of his time noted that laughter increased the rate of breathing, boosted muscle tone, and exercised the body's internal organs, and they claimed that those effects were good for colds, too.

Three centuries later, in his classic 1956 book *The Stress of Life*, Hungarian scientist Hans Selye insisted he had proven that biological stress has negative effects on health. This laid the foundation for the theory that the absence of stress could have positive effects.

Later, in 1976, American editor Norman Cousins—a non-scientist suffering from a life-threatening illness, who was familiar with Selye's research—theorized that if the stress of negative emotions could cause illness, positive emotions should be able to exert a healing effect. So, he spent his time watching funny movies and asked his friends to tell him lots of funny jokes. He recovered, and his 1979 bestseller, *Anatomy of an Illness*, described what had happened.

Although no one can state definitively that laughter cured Norman Cousins, the concept of laughter therapy for both physical and emotional problems such as anxiety and depression has gained popular acceptance, and an Internet search of laughter therapy returns numerous hits for resources to access it.

B **CRITICAL THINKING** | **People smile and laugh when they feel happy. Do you think it's possible that the act of smiling or laughing itself can actually cause us to feel happy? Explain your reasoning.**

C **GRAMMAR** | **Indirect speech** | **Statements: backshifts in tense and time expressions**

The backshifts that occur when direct speech becomes indirect speech are made to preserve the meaning of what the person said. Review the changes that normally occur in indirect speech statements.

Direct speech	Indirect speech
She noted, "Negative emotions **are** harmful and **cause** illness."	She noted (that) negative emotions **were** harmful and **caused** illness.
I argued, "But Cousins **hasn't proved** anything."	I argued (that) Cousins **hadn't proved** anything.
My cousin said, "Jokes **cured** me."	My cousin said (that) jokes **had cured** him.
We wrote, "She **isn't practicing** laughter therapy."	We wrote (that) she **wasn't practicing** laughter therapy.
He claimed, "We **were telling** the truth."	He claimed (that) they **had been telling** the truth.
People admitted, "We**'ve learned** from Cousins's book."	People admitted (that) they **had learned** from Cousins's book.
He told her, "I**'ll check** to see how you're feeling later."	He told her (that) he **would check** to see how she was feeling later.
Pam told us, "I **can't understand** what **happened**."	Pam told us (that) she **couldn't understand** what **had happened**.
He told me, "You **have to see** this funny movie."	He told me (that) I **had to see** that funny movie.
The nurse told the little girl, "You **must rest**."	The nurse told the little girl (that) she **had to rest**.

However, when a reporting verb is in the simple past tense, backshifting is optional if it refers to something just said, something that's still true, a scientific fact, or something generally known to be true.

Ella just texted. She said that the plane **is** (or **was**) late. [= something just said]
Melanie told me she **wants** (or **wanted**) laughter therapy. [= still true]
He reminded us that colds **aren't** (or **weren't**) caused by air conditioning. [= scientific fact]

Common reporting verbs

admit	insist	suggest
argue	note	theorize
claim	report	think
complain	state	write

Do not make changes to present or perfect forms of the modals should, could, may, might, would, and ought to when converting from direct to indirect speech.

Make the following changes to time (and place) expressions to preserve the speaker's meaning.

Sam told me, "The accident was last week." → Sam told me the accident **had been the week before**.

now	→ **then**	this year	→ **that year**
today	→ **that day**	last week	→ **the week before**
tomorrow	→ **the next day**	next month	→ **the following month**
yesterday	→ **the day before**	here	→ **there**

GRAMMAR EXPANDER p. 125

Indirect speech: review and expansion
- Imperatives in indirect speech
- Changes to pronouns and possessives
- Say, tell, and ask
- Other reporting verbs

D NOTICE THE GRAMMAR | **Find one example of indirect speech in Grammar Close-Up where the verb in the reported speech is in the present, even though the reporting verb is in the past. With a partner, explain why the verb in the reported speech is in the present tense.**

E GRAMMAR PRACTICE | **On a separate sheet of paper, rewrite each sentence twice in indirect speech—once with a backshift and once without. Tell your partner the reason why you believe the backshift is optional.**

1 Silas told us, "I've been to Japan, but I've never been to the top of Mt. Fuji."
2 The teacher texted, "I want every student to tell a favorite joke to the class."
3 The documentary movie explained, "The introduction of an alien species into a new habitat can cause an environmental catastrophe."
4 My daughter claimed, "Mr. Martin is the best Spanish teacher I've ever had."
5 Our history textbook said, "Many people perished in the San Francisco earthquake of 1906."

F GRAMMAR PRACTICE | **On a separate sheet of paper, write what the people actually said, using direct speech.**

1 My sister told me she had read an article about meditation and it had changed her outlook.
2 Polly told me she had been watching sitcoms in order to reduce her general anxiety.
3 Scientists theorized that if depression could make you sick, laughter might be able to make you well.
4 They admitted they never would have taken a cruise if they had realized they would be exposed to so many viruses.

G PAIR WORK | **With a partner, take turns restating each of the following in indirect speech, using a backshift where possible.**

1 Researchers reported, "We have a new set of test results in this month's *Medical Therapy Digest*."
2 Physical therapist Mark Kline admitted, "I've never referred a patient to a laughter therapist before today."
3 Psychologists have suggested, "Some anxious patients may be helped by laughter therapy."
4 "I'll tell you the results of the therapy after I finish the first two sessions," my father said.

COMMUNICATION ACTIVATOR

Now let's explore the potential benefits of laughter.

A TALKING POINTS | **Read the introduction to an article about the theoretical basis of laughter therapy. Discuss the idea of laughter therapy with a partner.**

> "I think laughter therapy makes sense, especially as a complementary therapy. I mean, it couldn't hurt!"

Therapeutic Laughter

It's backed by science!

Can laughing and smiling cause us to become happy? There's evidence that it can. In fact, it has been said that when you laugh during a stressful situation, your brain releases endorphins, the natural chemicals of happiness. Our clinic now offers our patients laughter therapy. These are therapeutic exercises that exploit laughter to reduce anxiety, depression, and pain as well as other symptoms.

B ROLE PLAY | **Imagine that you and your partner are a physical therapist and a psychologist. Together, invent a patient who has a problem or a condition, and then create exercises using humor or laughter to help the patient. Use the ideas about therapeutic laughter from Talking Points for support.**

Name:
Condition and problems:

Physical therapist's exercise	Psychologist's exercise

C GROUP WORK | **Tell the class about your "patient" and explain or demonstrate the exercises you've created for him or her. Describe how the exercises will help.**

3 COMMUNICATION GOAL Analyze what makes people laugh

A READING | Read an article about what makes us laugh. Find an example of a story, a picture, or a joke that demonstrates one of the theories.

Theories of Humor

People of all ages and from all cultures laugh. Although there are many factors that make something funny, these three theories are often cited.

The Superiority Theory

The Superiority Theory holds that we tend to find people's small misfortunes and verbal or behavioral mistakes funny. Two examples of the kind of misfortunes often depicted in funny movies and comedy routines are people falling down or bumping into things. Similarly, hearing someone use the wrong word or mispronounce a word makes us laugh, as do the ridiculous mistakes that result from automatic spell-check programs. According to this theory, the reason why we laugh at the misfortunes or mistakes of others is that they make us feel superior (and happy that the mistakes and misfortunes are theirs, not ours!).

The Incongruity Theory

The Incongruity Theory suggests that humor arises from unexpected, inappropriate, or illogical situations—such as this one:

> A man goes to a psychiatrist and says, "Doctor, I'm worried about my brother. He thinks he's a chicken." "That IS serious," says the doctor. "Why don't you put him in a psychiatric hospital?" So the man says, "I would, but I need the eggs."

According to the Incongruity Theory, a joke becomes funny when we anticipate that one thing will happen or be said, but something else does instead. When the joke goes in the unexpected direction, we experience two sets of incompatible thoughts and emotions—the ones we had as we were listening and the ones revealed at the end. This incongruity makes us laugh.

The Relief Theory

According to the Relief Theory, humor is the feeling of relief that comes from a sudden removal of tension. When tension is high, we need a release, and laughter is a way to cleanse our system of the built-up tension. This theory holds that there are certain things we feel tense about, such as bodily functions, physical attractions, and shame about how we look. It is believed that the large number of jokes about those subjects come from our need to laugh about them and thus relieve or reduce our tension about them.

Regardless of the theory, in order to be able to appreciate a situation or joke as funny, some detachment is always necessary; that is, we have to feel uninvolved with the situation. For example, we can often laugh at our own past mistakes because, with the passage of time, we have become detached. Conversely, if the joke or situation is too familiar or realistic, it may "hit too close to home" and evoke sadness instead of laughter. To understand a joke—to "get it"—we might also need some knowledge of cultural, economic, political, or social issues, without which some jokes are impossible to understand. Although humor is universal, there is no universal joke.

B UNDERSTAND MAIN IDEA | Which statement summarizes the main idea of the article?

- ☐ 1 There are three popular theories that explain what makes something funny.
- ☐ 2 For a joke to make us laugh, it must exhibit the characteristics of all three theories.
- ☐ 3 It's hard to "get" a joke unless we understand the cultural factors it describes.



C UNDERSTAND FROM CONTEXT | Complete each sentence about words in the article.

1 A "misfortune" is ..... event.
   a a lucky b an unlucky

2 "Anticipating" a result means ..... it.
   a expecting b proving

3 Two ideas that are "incompatible" ..... each other.
   a don't support b support

4 A "detachment" from a situation suggests a lack of ..... .
   a involvement b appreciation

5 Begin a sentence with "Conversely," when you will ..... an idea.
   a present more support for b present information that contradicts

6 If a joke "evokes" laughter, it ..... it.
   a prevents b causes

D IDENTIFY SUPPORTING DETAILS | Look at pictures of situations that are often the basis of jokes and cartoons. With a partner, discuss the theory that explains why people find them funny. (You may choose more than one.) Then discuss whether you find any or all of them funny.

- Superiority Theory
- Incongruity Theory
- Relief Theory



COMMUNICATION ACTIVATOR

Now let's analyze what makes people laugh.

A TALKING POINTS | Read three jokes. Write a plus sign (+) for those you think are funny. Write a minus sign (-) for those you don't.

☐ Joke 1

A woman gets on a bus with her baby. The driver says, "Wow! That's the ugliest baby I've ever seen."

The woman walks to the back of the bus and sits down. She says to the man in the next seat, "Did you hear that? The driver just insulted me!"

The man says, "You go up there and tell him off. I'll hold your goat for you."

☐ Joke 2

"How much do you charge?" a woman asks a lawyer.

"I get $300 for three questions," the lawyer answers.

"That's awfully steep, isn't it?" says the woman.

"Yes, it is," replies the lawyer. "Now what's your final question?"

☐ Joke 3

A man sees a sign on a house that reads "Talking Dog for Sale." He knocks on the door to find out about it. The owner of the house brings the dog to him. "So, what have you done in your life?" he asks the dog.

"I've led a very good life. I ran a food bank for people in poverty. I was a volunteer in our town's fire department. And now I spend my days reading to the residents of an old-age home."

The man is amazed. He asks the dog's owner why on earth she would want to sell a dog as incredible as this.

The owner replies, "Because he's a liar! He never did any of that!"

B DISCUSSION | Compare your reactions to the jokes in Talking Points with your classmates. Explain which ones you think are funny or not funny. Use the Vocabulary.

> "I loved the punchline of Joke 2. It was funny because it was so surprising to hear a professional person like a lawyer say something so ridiculous. I guess it's an example of the Incongruity Theory."

Vocabulary for discussing a joke
the setup: the way the story introduces the joke
the punchline: the funny part, usually at the end

C PAIR WORK | Tell your partner a favorite joke. Together, explain why it makes you and others laugh. Use the Theories of Humor in your discussion. (Option: Use the Unit 5 Soft Skills Booster, p. 158.)

4 COMMUNICATION GOAL Discuss when joking "crosses the line"

A VOCABULARY | Common types of jokes | Read and listen. Then listen again and repeat.

a verbal joke	a joke that uses language in such a way that the language itself becomes funny
a political joke	a joke about a political candidate, party, opinion, government, or government official
an ethnic joke	a joke about all the people of a particular ethnic background (often considered in bad taste or offensive)
a sexist joke	a joke about men or women in general (often considered in bad taste or offensive)
a dirty joke	a joke about sex or with sexual content (often considered in bad taste or offensive)
a practical joke	an action that causes someone to be laughed at by others



Do you like practical jokes?

B ACTIVATE VOCABULARY | With a partner, discuss whether you know a joke of each type described in the Vocabulary. Without necessarily telling the joke, do you consider any of them offensive?

C LISTEN FOR DETAILS | Listen to the program *You Decide*. Mark each of the following statements T (true) or F (false), based on what the people say.

Anna Powell

..... 1 Anna Powell likes ethnic and sexist jokes.
..... 2 She says dirty jokes are taboo.
..... 3 She believes the saying that words can never hurt you.
..... 4 She says not all people are able to be good sports when a practical joke is played on them.

Arthur Oakes

..... 5 The Bargain Burger Restaurant sells tiny hamburgers at a low price.
..... 6 Scott asked the restaurant manager if he could pre-pay for super-size burgers for a lunch later that day.
..... 7 Bennett was convinced that the Bargain Burger charged very little for enormous burgers.
..... 8 Bennett was a good sport about the joke.

Melinda Hunter

..... 9 Melinda had been working for the store for a year when the practical joke was played.
..... 10 Noelle played a joke on her.
..... 11 Melinda got fired from her job.
..... 12 Melinda didn't mind being the butt of the joke.

D LISTEN TO PARAPHRASE | What's the difference between a practical joke and other types of jokes, according to Anna Powell?

E LISTEN TO SUMMARIZE | Summarize one of the stories to your partner. Your partner summarizes the other one. Use indirect speech in your summaries. Listen again if necessary.

> "In the first story, Scott told the restaurant manager he'd bring a guest to the restaurant for lunch . . . "

> "Noelle told Melinda she was supposed to walk around the store . . . "

F DISCUSSION | Did either of the practical jokes "cross the line"? Explain your opinion. How would you have reacted if either of these jokes had been played on you?

Now let's discuss when joking "crosses the line."

A TALKING POINTS | Read the summaries of four practical jokes. Rate each one.



First joke

You start getting lots of phone calls from people who want to buy your house, even though you have no intention of selling it. It turns out that a friend played a joke on you by posting an online real estate ad offering your house at a very low price.

Rating



Second joke

Someone in your family has placed a very real-looking fake crocodile in a kitchen cabinet. You open the cabinet and the crocodile leaps out at you.

Rating



Third joke

Some colleagues invite you to an office party, explaining that it's a costume party. So you decide to go dressed as an astronaut. However, when you arrive, everyone is dressed in regular clothes. You realize your colleagues played a joke on you.

Rating

Fourth joke

Your brother has handed you a cup of coffee. When you take the first sip, it tastes shockingly bad, so you spit it out violently all over the table. Then you realize that he put salt in it instead of sugar.

Rating



Rate the jokes

? = I don't get it.

1 = It crosses the line.

2 = It's sort of silly.

3 = It's really pretty funny.

4 = It's a hoot!

B PAIR WORK | **Compare your ratings of the practical jokes in Talking Points. Do you agree? Then, for each joke, compare how you would have responded if you had been the butt of the joke. Would you have been a good sport? Or would you have been hurt?**

C DISCUSSION | **Discuss one or more of the questions.**

1. Have you ever played a practical joke on someone? Have you ever been the butt of one? Have you ever seen or heard about one? What was the joke and what happened?
2. When do you think a practical joke "crosses the line"? Provide an example and explain your opinion.
3. When a person is the "butt" of a practical joke, should he or she simply be "a good sport" about it, even if it has been a really hurtful or embarrassing experience? What should or could a person do in that case?

WRITING HANDBOOK p. 148
- **Skill:** Writing dialogue
- **Task:** Write a story with dialogue

KEEP TALKING!
- **Ask your partner to explain his or her opinions.**
- **Provide more examples.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

It was hilarious! / so funny! / hysterical!
It was a hoot! / too much.
It cracked me up.
That's priceless!
I must have missed something.
That went over my head.
I don't get it.
Run that by me again?
You're kidding, right?

PROGRESS SELF-CHECK NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Respond to humor.
- ☐ Explore the potential benefits of laughter.
- ☐ Analyze what makes people laugh.
- ☐ Discuss when joking "crosses the line."

UNIT 6

On the Move

PREVIEW

A **LOST PROPERTY | Listen to a podcast about a common hassle in airline travel. What is the problem the speaker is discussing? What does the speaker suggest doing?**

B **ZOOM-IN | Read and listen to two colleagues discussing Internet security. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Jason = American English (standard)
David = American English (regional)



Jason: Oh no. Not again. Can't they just leave me be?
David: What's the matter?
Jason: This pop-up asking me to enable two-factor authentication. It's like the umpteenth time.
David: You mean you don't have it? You're playing with fire if you don't.
Jason: David, I'm pretty careful about my passwords. I even have a password manager. What could go wrong?
David: Plenty.
Jason: Like what?
David: You could get hacked.
Jason: Even with a password manager? How likely is that?
David: What if you forget your master password? And I've heard password managers aren't 100% secure. They say they can be hacked if your device is infected with malware.
Jason: Come on. I'm a pretty careful guy. I don't ever click on links or download files from a source I don't trust. What are the odds of getting infected if I'm that careful?
David: I'm not sure, but they say that adding two-factor authentication really increases security. You just can't be too careful these days.
Jason: No offense, but I think that's a little over the top. That two-factor authentication is a real pain in the neck. You can't get into anything without waiting for a 4-digit code. Some of those things even ask you to answer a bunch of security questions!
David: Jason, take my word for it. A little hassle's nothing compared to dealing with identity theft. Get the two-factor. You just can't beat the security it provides.

C **UNDERSTAND FROM CONTEXT | With a partner, discuss and complete the definition for each featured word or phrase from Zoom-In. Then use them in your own sentences.**

1 If something happens for "the umpteenth time," it has happened ..... .
2 If you ask, "What are the odds," it means you don't think something is very ..... .
3 If you call something "a little over the top," you mean that it's ..... .
4 If you tell someone to "take your word for it," you mean you want the person to ..... .
5 If you say, "You just can't beat" something, you mean that it's ..... .

D **THINK AND EXPLAIN | Answer the questions.**

1 Why does Jason say, "Can't they just leave me be?"
2 Why does David tell Jason he's "playing with fire"?
3 Why does David say, "You just can't be too careful these days"?

E **LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

.....

F **DISCUSSION | Do you think having both a password manager and using two-factor authentication is over the top? Is David too much of a worrywart? Explain.**

Lesson 1 Describe how you deal with commuting
Lesson 2 Help others avoid hassles while traveling
Lesson 3 Talk about property lost, damaged, or stolen on a trip
Lesson 4 Discuss protecting Internet security

G TALKING POINTS | Take the self-test.

ARE YOU AN EXPERIENCED TRAVELER?

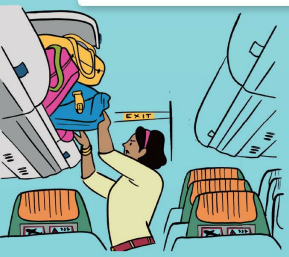
Check the travel hassles you've faced on trips you've taken by car, plane, bus, or train.

☐ inedible or disgusting airline food	☐ no cell phone service or Wi-Fi
☐ no meals on a long flight	☐ uncomfortable seating
☐ insufficient room in overhead bins	☐ an aggressive driver
☐ an overbooked flight	☐ a huge traffic jam
☐ lost luggage	☐ finding a bathroom
☐ a long line	☐ finding something to eat
☐ a long delay	☐ getting towed
☐ a flat tire	☐ getting lost
☐ a mechanical breakdown	☐ missing a connection
☐ poor air-conditioning or heating	☐ other ____











HOW MANY HASSLES DID YOU CHECK?

1–5	**Novice traveler:** You have a lot to learn.
6–10	**Intermediate traveler:** You're getting better at dealing with hassles.
11–15	**Experienced traveler:** You know how to avoid trouble.
16–20	**Seasoned traveler:** You've seen it all! Nothing freaks you out.

H PAIR WORK | Compare scores on Talking Points. Which of you has experienced more hassles? Tell your partner about your worst experience while traveling. Ask and answer questions about your partner's experiences.

START TALKING

DISCUSSION Discuss the questions.

- How can travelers plan for and avoid some of the hassles in Talking Points?

> "It's a good idea to schedule enough time between connecting flights. You just can't be too careful about that."

- Are you more like Jason in Zoom-In, and hassled by security reminders and pop-ups on your phone? Or are you more like David, and appreciative of reminders? Explain.

> "I'm more like Jason. If you ask me, David's attitude is a little over the top."

1 COMMUNICATION GOAL

Describe how you deal with commuting

A GRAMMAR CLOSE-UP | Read about each person's commute. Notice the featured grammar.

Tell us about your commute to work or school.



There are other options, but I choose to drive to work every day in the comfort and safety of my own car. If I weren't driving, I'd have to take three buses to get there. And unfortunately, in this town the buses aren't always safe. I've been pickpocketed on the bus twice. There's sometimes traffic on my route during the evening rush hour, but parking is probably the biggest hassle I have to deal with. Just last week I got a parking ticket because I had forgotten to renew my parking pass. If I hadn't been working such long hours, I probably wouldn't have forgotten to renew that pass.



There are never enough hours in the day to both work and exercise, so I have to multi-task to stay fit. How? I walk to work. I figure if I weren't walking to work and back five days a week, I'd be huffing and puffing on a treadmill—and paying for an expensive gym membership. The downsides? It takes me about forty minutes door-to-door, and the bus only takes ten. But my worst hassle is that drivers are inconsiderate and don't always respect the pedestrian right of way, which can be dangerous. But if I hadn't made a resolution to get my exercise this way, I'd be spending all my exercise hours in a car in traffic or waiting around for a bus or train. I prefer it my way.



I use a rideshare app to get to my job at the university. I only work three days a week, so it doesn't cost me an arm and a leg, and I don't have to own a car. I would take the subway if the city weren't constantly making track repairs and rerouting trains. And if it weren't for my rideshare, I'd be constantly worrying about how long it would be till the next train arrived.

B PAIR WORK | Is your commute a hassle? Tell your partner about its upsides and downsides.

C GRAMMAR | The unreal conditional: continuous forms for actions in progress

Unreal conditional sentences can describe actions in progress. You can use the continuous in one or both clauses, depending on your meaning.

Present unreal conditional sentences

Use were / weren't + a present participle in the if clause.
Use would / wouldn't + a present participle in the result clause.

If they **were driving** home right now, they **wouldn't be wasting** time at that bus stop! [continuous in both clauses]

If buses were more frequent, we'**d be riding** on one now. [continuous only in the result clause]

Past unreal conditional sentences

Use had / hadn't been + a present participle in the if clause. Use would / wouldn't have been + a present participle in the result clause.

If I **hadn't been talking** on the phone, I **would have been watching** the news of the bridge collapse on TV. [continuous in both clauses]

We **would have been parking** there every day if they hadn't closed the garage. [continuous in the result clause only]

Sentences with mixed time frames

All unreal conditional sentences can mix present and past time frames within the same sentence to reflect meaning. The continuous form can be in one or both clauses, depending on meaning.

If the travel agent **had been** honest about how much time is needed between flights, I **wouldn't be spending** the night in the airport waiting for the next flight. [past condition / present result]

I **would have had to join** a gym if I **weren't walking** to work every day. [past result / present condition]

Remember: Conditional sentences contain an if clause and a result clause.

Real conditional sentences describe the present or future results of real conditions.
If I **go** to sleep early, I **wake up** early. (present)
If you **take** the bus, you'**ll arrive** late. (future)

Unreal conditional sentences describe the present or past results of unreal conditions.
If I **were** you, I **would take** the train. (present)
If he **had driven**, he **would have gotten** lost. (past)

Be careful! Don't use would in the if clause in any unreal conditional sentence.
If I **were taking** the late train, . . .
NOT If I ~~would be taking~~ the late train . . .

GRAMMAR EXPANDER p. 127
Real and unreal conditionals: summary and expansion

D **UNDERSTAND THE GRAMMAR | Choose the sentence that best explains the meaning of each quotation. Then, with a partner, make a statement with should have to indicate what could have prevented the problem.**

If I'd bought gas yesterday on my way home, I wouldn't be walking to the gas station now!

You should have at least checked the gas gauge before you left this morning.

1 "If I'd taken the subway, I wouldn't be waiting around for a driver to confirm my rideshare."
   - **a** I took the subway, so I don't have to wait for the rideshare driver's confirmation.
   - **b** I didn't take the subway, so I'm waiting for the rideshare driver's confirmation.
   - **c** I took the subway, and I'm waiting for the rideshare driver's confirmation.

2 "If I'd been walking to work instead of driving, I wouldn't have gotten a parking ticket."
   - **a** I was walking to work, and I got a parking ticket.
   - **b** I wasn't walking to work, but I didn't get a parking ticket.
   - **c** I wasn't walking to work, and I got a parking ticket.

3 "I wouldn't be paying extra for my luggage if the airline didn't have a weight limit."
   - **a** I'm paying extra for my luggage because the airline has a weight limit.
   - **b** I'm not paying extra for my luggage because the airline doesn't have a weight limit.
   - **c** I would pay extra for my luggage if the airline had a weight limit.

E **GRAMMAR PRACTICE | Circle the correct verb or verb phrase to complete each statement.**

1 If you (would be / were) driving home now, you (would be / would have been) sitting in traffic.
2 If my phone battery (weren't / isn't) dead, I'd (be calling / have called) the rideshare now.
3 She (wouldn't be paying / would have paid) a parking fine if she (wouldn't be parking / hadn't parked) in a no-parking zone.
4 If he (hadn't been / wouldn't have been) riding the subway during rush hour, he wouldn't (get / have gotten) pickpocketed.
5 If Jill (hadn't been / had been) paying attention to the time, she wouldn't (be waiting / wait) for a train that had already left.

F **PAIR WORK | Take turns completing the unreal conditional statements, using continuous verb forms.**

1 If it were the weekend, I'd be taking a walk right now.
2 If it were the weekend, I .....
3 I wouldn't have been late to class if .....
4 We would be watching a game right now if .....
5 If I were on vacation, I .....
6 I'd have seen the accident if .....

COMMUNICATION ACTIVATOR

Now let's describe how we deal with commuting.

A **TALKING POINTS | Write about two commuting hassles you have (or someone you know has) experienced. Include statements about how each problem could have been avoided or prevented.**

What was the hassle?	How I could have avoided or prevented it
On my way to an interview, I had a flat tire, and I was late.	I should have checked my tire pressure.

What was the hassle?	How I could have avoided or prevented it

Common hassles
- getting stuck in traffic
- a mechanical breakdown
- no parking spaces available
- crowded public transportation
- a flat tire
- rush hour traffic
- inconsiderate drivers
- getting pickpocketed
- other: ___

KEEP TALKING! ●●●
- **Ask about how your partner handled each hassle.**
- **Suggest ways the problem could have been avoided.**
- **Say as much as you can.**

Watch the video for ideas!

B **DISCUSSION | Tell your partner about your two experiences from Talking Points in more detail. Include one statement beginning with If I had been + a present participle and / or one with If I hadn't been + a present participle.**

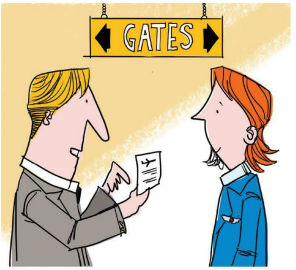
"If I'd been checking the tire pressure regularly, I wouldn't have had a flat tire."

2 COMMUNICATION GOAL Help others avoid hassles while traveling

A VOCABULARY | Ways to politely ask for a favor | Read and listen. Then listen again and repeat.



Would you mind giving me a hand with this?



Do you think you could point me in the right direction?



Could I ask you to keep an eye on my things?



Could you possibly grab that for me?



Would you be nice enough to save my place in line?



Would you please let me through?

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation and write the letter of the favor that you predict the speaker will request.

..... 1	a	Could you possibly save my place in line?
..... 2	b	Would you mind giving me a hand with it?
..... 3	c	Do you think you could point me in the right direction?
..... 4	d	Would you please let me through?
..... 5	e	Would you be nice enough to grab it for me?
..... 6	f	Would you be nice enough to keep an eye on them?

C GRAMMAR | The unreal conditional: statements with If it weren't for . . . / If it hadn't been for . . .

Use If it weren't for . . . or If it hadn't been for . . . + an object in a present or past unreal conditional statement to express relief or regret that the circumstances didn't lead to a different outcome.

Relief

If it weren't for your help, we'd still be at the airport waiting for our bags. (But, in fact, you *did* help us. So everything turned out fine.)
I think I would have gotten lost **if it hadn't been for** my GPS. (But, in fact, I *didn't* get lost, thanks to my GPS.)

Regret

If it weren't for the rain, we would eat lunch outside. (But it's raining, so we won't.)
If it hadn't been for the terrible traffic, they wouldn't have been so late. (But they *were* late because the traffic was terrible.)

Remember: You can also express strong regret with If only + were or a past perfect form.
If only you **were** here.
If only it **hadn't been raining!**
If only the traffic **hadn't been** so terrible.

D NOTICE THE GRAMMAR | Find and underline examples of the unreal conditional expressing either relief or regret in Grammar Close-Up on page 58. Which does each express?

E UNDERSTAND THE GRAMMAR | Listen to the conversations and infer whether the speakers are expressing relief or regret.

1 relief / regret
2 relief / regret
3 relief / regret
4 relief / regret
5 relief / regret
6 relief / regret

F LISTEN TO ACTIVATE GRAMMAR | Listen again. Complete the paraphrase of what happened in each conversation. Use if it weren't for or if it hadn't been for.

1 ..... the fact that they saw the other car, they might have had an accident.
2 Millie would love to go on the tour ..... her cold.
3 They might still be in line ..... the fact that she speaks Spanish.
4 They wouldn't be late for the play ..... the flat tire.
5 ..... her thoughtlessness, she thinks they wouldn't have divorced.
6 He might still be waiting for the bus ..... Ben.

G GRAMMAR PRACTICE | On a separate sheet of paper, restate each sentence as an unreal conditional statement with if it weren't for or if it hadn't been for.

Example: Because of the weather, they have to reschedule the game.

If it weren't for the weather, they wouldn't have to reschedule the game.

1 Because I have this terrible backache, I can't take you to the airport this evening.
2 Because I got a wake-up call, I didn't miss our appointment.
3 Because they made the announcement, we didn't go to the wrong departure gate.
4 Because of the flight attendant's help, I was able to put my bag in the overhead bin.
5 Because of the airline's automatic text message, we didn't arrive late.

H GRAMMAR PRACTICE | Complete the statements with true information, using if it weren't for or if it hadn't been for. Then, with a partner, take turns reading your statements aloud.

1 ....., I wouldn't be able to speak English as well as I can today.
2 I wouldn't have chosen to study English ..... .
3 ....., I would have chosen a different career path.
4 I would have slept late today ..... .

COMMUNICATION ACTIVATOR

Now let's help others avoid hassles while traveling.

A CONVERSATION MODEL | Read and listen.

A: Excuse me. I wonder if you could do me a favor.
B: Sure. How can I help?
A: I think I left my boarding pass at the counter. Would you mind keeping an eye on my things?
B: Not at all. I'd be happy to. The lines are so long today.
• • •
A: I'm back. Thanks so much.
B: No problem.
A: I'm not sure what I would have done if it hadn't been for your help.

Social language
Respond willingly to a request for a favor with "How can I help?"



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS | Create a similar conversation, using the Vocabulary. Start like this: *Excuse me. I wonder if you could do me a favor?* Be sure to change roles and then partners. (Option: Use the Unit 6 Energizer Worksheet.)

KEEP TALKING! •••

- Say more about why you need help.
- Explain the possible consequences if you don't get help.
- Continue the conversation with small talk.
- Say as much as you can.

Watch the video for ideas!

3 COMMUNICATION GOAL

Talk about property lost, damaged, or stolen on a trip

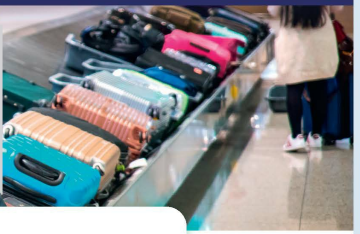
A READING | Read about two losses. Which do you think was worse?

Home About Discussion Contact

Lost, Stolen, or Damaged

featuring Tom Kramer





THIS WEEK: Laptop Horror Stories

Here are two tales about laptop disasters on the road.

Dear Tom,

I recently visited Peru on business and had an early morning flight from Lima to Trujillo, so I stayed in the airport hotel. I unfortunately overslept and ended up rushing through security to catch my plane. Of course, I had to remove my laptop from my carry-on for inspection. It wasn't until I unpacked my bag in Trujillo that I realized the laptop wasn't in it. And then it dawned on me: Duh! I must have forgotten to put it back in my bag at Lima security. Since I don't speak Spanish, I had a local colleague contact the airline, but no one had turned in the lost device. On my way back to Lima, I checked again. I was able to inquire in English, but there was no record of anyone having found it. I could just kick myself. If it hadn't been for oversleeping and rushing through security, this never would have happened. Do you have any suggestions to help me keep my wits about me next time?

Kim Ho-suk, Seoul, South Korea



Sorry to hear about your misfortune. If it makes you feel any better, the US Transportation Security Administration (TSA) reports that between $800,000 and $1,000,000 in loose change is left behind by passengers going through security in U.S. airports in a typical year. Other items typically left behind are belts, keys, glasses, and . . . yes, laptops. Seasoned travelers make a short mental checklist they automatically review before leaving security for their gate. (Laptop? Wallet? Phone? Keys? . . .) Even better, when you get around to replacing the device, consider getting laptop tracking software that will locate it for you if you ever get separated from it again. The extra cost is well worth it.

Dear Tom,

Two months ago, I was attending a conference in Los Angeles and I had a freak accident with my laptop. I needed to do some work in my hotel room, so I set up my laptop on the coffee table in front of the sofa. Fortunately, I got up to make myself a cup of coffee. I say fortunately because as soon as I got up a big chunk of the ceiling crashed down right onto my laptop! If it hadn't been for that cup of coffee, the ceiling would have fallen onto my head. I called the front desk, and they sent up a repair crew—for the ceiling. But my laptop? Since it's still working, they offered to pay for a repair instead of a replacement. Tom, don't you think that's wrong? The screen is badly cracked and it's an absolute mess.

Helena Elyakim, Minneapolis, US



Well, you can thank your lucky stars for that coffee break, but shame on the hotel for not offering to cover the cost of a replacement! Even though you apparently didn't insist, it's not too late. I suggest you get a lawyer to contact them. I'm sure the hotel has insurance to pay for damages they cause to property. In the meantime, let this be a warning to all our readers to always look around your hotel room for any potential problems—such as cracks in the ceiling! Good luck, and let me know if this gets resolved.

B **IDENTIFY SUPPORTING DETAILS | Mark each statement T (true) or F (false). With a partner, correct the false statements, using information from the article.**

..... **1** Mr. Kim had to rush through security because he left his laptop behind.
..... **2** Mr. Kim realized that his laptop was missing after he arrived at the hotel in Lima.
..... **3** Mr. Kim realized that he had forgotten to put the laptop back into his carry-on.
..... **4** Mr. Kramer suggests a mental checklist to avoid leaving things behind.
..... **5** Mr. Kramer points out that it's common for people to leave property behind at airport security.
..... **6** Ms. Elyakim's hotel agreed to pay for a replacement laptop.
..... **7** Mr. Kramer suggests Ms. Elyakim's situation is hopeless and she should just learn from the experience and buy a new laptop.

C **SUMMARIZE | With a partner, take turns summarizing the two stories. Say as much as you can.**

D **DISCUSSION | Discuss the questions.**

1 What would you do if you discovered that your laptop was missing when you arrived at your hotel?
2 What do you think is a good method to avoid leaving things behind when you are distracted or in a hurry?
3 What do you think the hotel should have done in response to Ms. Elyakim's situation with the damaged laptop?

COMMUNICATION ACTIVATOR

Now let's talk about property lost, damaged, or stolen on a trip.

A **TALKING POINTS | Write notes about a time your property (or the property of someone you know) was lost, stolen, or damaged on a trip or a commute.**

What happened? I left my watch behind.
When? last year Where? at a hotel in Chicago
Write a brief summary and what the outcome was: I was in a hurry for my flight home and accidentally left it on the dresser. I contacted the hotel and they sent it to me the next day.

What happened?
When? Where?
Write a brief summary and what the outcome was:

B **DISCUSSION | Describe the events you wrote about in Talking Points. Ask about your partner's experience and discuss how to avoid having it happen again. (Option: Use the Unit 6 Soft Skills Booster, p. 159.)**

When did you discover that your watch was missing?

When I was in line at the airport, I looked at my wrist to check the time, and it wasn't there.

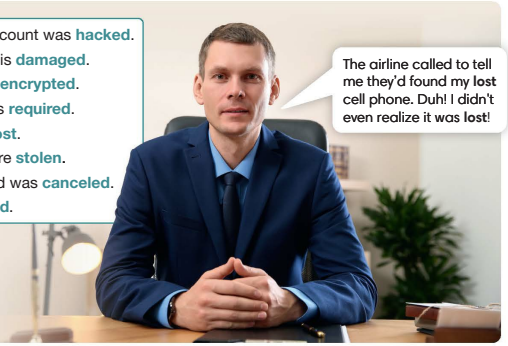
RECYCLE THIS LANGUAGE
I [lost it] for the umpteenth time!
What are the odds of that?
You can't beat [making a list].
Take my word for it. . . .



4 COMMUNICATION GOAL Discuss protecting Internet security

A **WORD STUDY | Participial adjectives as noun modifiers | The past participles of transitive verbs can function as noun modifiers. Read and listen. Then listen and repeat.**

a **hacked** email account → The email account was **hacked**.
a **damaged** reputation → His reputation is **damaged**.
an **encrypted** website → The website is **encrypted**.
a **required** username → The username is **required**.
a **lost** password → The password was **lost**.
stolen credentials → The credentials were **stolen**.
a **canceled** credit card → The credit card was **canceled**.
a **trusted** source → The source is **trusted**.



PRONUNCIATION LESSON p. 139
- Regular past participle endings
- Reduction in perfect modals

B **WORD STUDY PRACTICE | Rewrite each sentence that contains an underlined pronoun, using a participial adjective as a noun modifier.**

I asked the hotel to replace my damaged laptop.

1 (My laptop was damaged.) I asked the hotel to replace it.
.....
2 (Her identity was stolen.) She repaired it by going through a lot of complicated steps.
.....
3 (The plane was delayed.) It caused us to miss our connecting flight.
.....
4 (The hotel Wi-Fi was broken.) I couldn't log on to it for two hours.
.....
5 (My phone was lost.) I told the airline about it as soon as I arrived.
.....

C **LISTEN FOR MAIN IDEA | Listen to Part 1 of a podcast interview. What's Steve Lingen's main idea?**

☐ 1 When credit card fraud is detected, your card is canceled and replaced.
☐ 2 Sending personal information over the Internet can be dangerous.
☐ 3 Some people use the same username and password across many sites.

D **UNDERSTAND FROM CONTEXT | Read the words and phrases. Then listen to Part 1 again and, with a partner, explain the meaning of each one.**

1 connectivity 2 a fraud alert 3 log-on credentials 4 identity theft

E **LISTEN TO CONFIRM CONTENT | Now listen to Part 2 of the podcast. Mark each of the following statements T (true), F (false), or NI (no information).**

..... 1 Encrypted information is unintelligible.
..... 2 Unintelligible information is inaccessible to hackers.
..... 3 The three main ways we access the Internet while traveling are never secure.
..... 4 Airport public Wi-Fi hotspots are safer than the ones in cafés.
..... 5 Hotel Wi-Fi networks can be safe, but it's impossible to know.
..... 6 A VPN is worthwhile for people who travel a lot.
..... 7 Malware can protect your device from hackers.



F **LISTEN FOR SUPPORTING DETAILS** | **Discuss these questions with a partner. Listen to Part 2 again to confirm your conclusions.**

1 Why should you not log on to financial institutions and online retailers while you're on a public Wi-Fi?
2 Why should we not assume a hotel's Wi-Fi network is secure?
3 What are three possible consequences of providing information on an unencrypted site?
4 What are two common ways you might enable hackers to install malware on your device?

COMMUNICATION ACTIVATOR

Now let's discuss protecting Internet security.

A **TALKING POINTS** | **Complete the chart by indicating your Internet habits at home or on the move.**

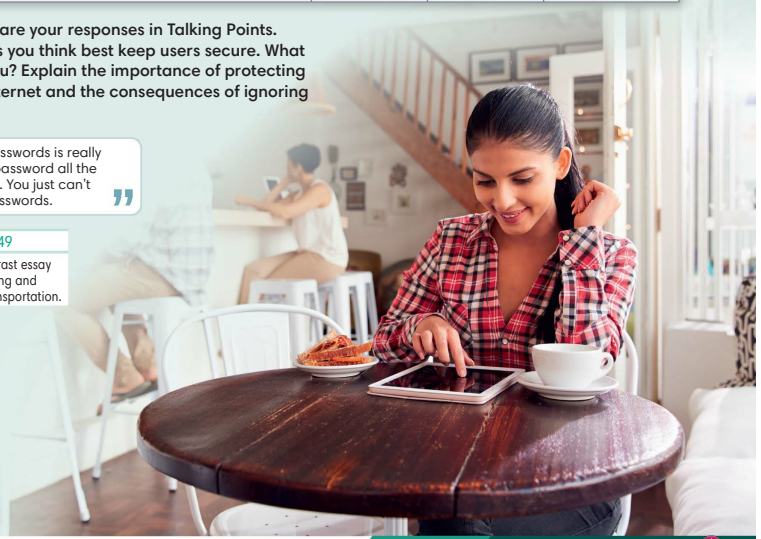
	Always	Sometimes	Never or rarely
I use public Wi-Fi hotspots.			
I check to see if the websites I visit are encrypted.			
I use a different password for each site that requires one.			
I use two-factor authentication.			
I use a password manager.			
I set my portable devices to automatically connect to Wi-Fi in the area.			
I set my device to automatically remember and fill in my passwords.			
I take actions to protect myself from identity theft.			
Add any other steps you take (or think you should take):			

B **GROUP WORK** | **Compare your responses in Talking Points. Discuss which practices you think best keep users secure. What practices are new to you? Explain the importance of protecting one's security on the Internet and the consequences of ignoring good practices.**

> "I think changing my passwords is really important. Using one password all the time is playing with fire. You just can't beat having secure passwords."

WRITING HANDBOOK p. 149

- **Skill:** A comparison and contrast essay
- **Task:** Write an essay comparing and contrasting two means of transportation.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe how I deal with commuting.
- ☐ Help others avoid hassles while traveling.
- ☐ Talk about property lost, damaged, or stolen on a trip.
- ☐ Discuss protecting Internet security.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Soft Skills Workshop 3

A Sales Presentation

Outcome

You will make a sales presentation to convince people to buy a product or service.

1 TEAMWORK Choose a type of product or service and describe its features.*

Choose one of the products or services in the photos below for your team's sales presentation.

Create a name for the product or service, e.g., the name of your hotel.

Brainstorm the profile of your target clients and list the features you think would be appealing to them. Concentrate on ones you think are unique or better than competing products or services, e.g. *The Splendid Hotel has its own private air taxi.*



a dental clinic



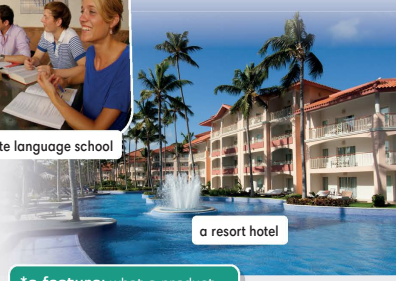
an airline



a private language school



a virtual psychotherapist



a resort hotel

***a feature:** what a product or service has, is, or does

Tips for TEAMWORK

Respectfully confirm understanding of your colleagues' ideas.

If I understand correctly, you think ___. Right?
Correct me if I'm wrong, but do you mean ___?
Let me get this straight. Are you saying that ___?

Tips for COLLABORATION

Provide constructive feedback.

I love [your benefit statement], but you might want to ___.
This is very good. However, I wonder if it would be [clearer] if ___.
I think [that]'s great, but I wonder if it would be better to ___.
That's so well said. I couldn't have done better myself.

2 COLLABORATION Create benefit* statements for each feature.

Discuss and agree on the three to five most appealing features you identified in Activity 1. Support your reasoning with examples.

In pairs, draft at least one benefit statement for each feature and write it on the board, a screen, or a shared piece of paper. For example, *The Splendid Hotel has a private air shuttle to the international airport* [feature], *so you'll never miss your flight back home.* [benefit]

Take turns reading each pair's benefit statements aloud to the team. Decide which benefits would be the most convincing to your clients. Revise any statements that could be improved.

***a benefit:** how the feature will make a client's life better or prevent something bad from happening

3 PRESENTATION

Rehearse the sales presentation and present it to the class.

Rehearse: Elect an "announcer" who will tell the class what product or service your group is presenting. Brainstorm a short script for the announcer.

Decide which team member will present each feature and benefit. Decide on the order in which the features will be presented. Resequence them during the rehearsal if necessary.

Practice the presentation several times so you will sound convincing and enthusiastic and won't need to read your notes.

Present: Present your product or service to the class. Make sure the audience is convinced you believe in what you are saying. At the end, have the "announcer" make a brief summary of the features and benefits that were presented.

Tips for PRESENTATION

- **Act as if the audience were potential clients of your team's product or service. Describe the features and benefits with enthusiasm.**
- **Speak slowly and clearly so the audience can understand the connection between each feature and benefit.**
- **Make eye contact from person to person in the audience.**
- **Ask for confirmation from time to time.**
  - Does that make sense?
  - How does that sound?
  - Is that important to you?

EVALUATE

Improve your presentation skills.

Use the Key to answer the questions and evaluate each sales presentation. Discuss strengths and weakness and make suggestions about how each presentation might be improved.

- ☐ Did the presenters make a strong argument for why their product or service was better than what their competition offered?
- ☐ Did the presenters speak slowly enough to make the connection between each feature and benefit clear?
- ☐ Did the presenters speak with enough enthusiasm to convince the audience that they believed what they said about the product?
- ☐ Did the presenters ask the audience to confirm they were addressing their needs?
- ☐ Did the final presenter remind the audience of the product or service's most important features and benefits in the summary?

KEY

Y = yes
U = usually
S = sometimes
N = no



UNIT 7

Belief and Reality

PREVIEW

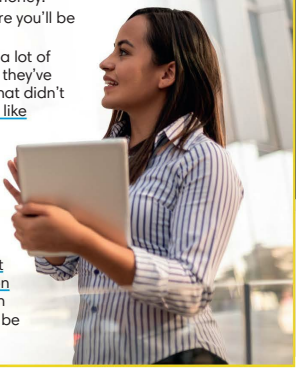
A FEARS AND PHOBIAS | Listen to a description of fears and phobias. What's the difference between a fear and a phobia?

B ZOOM-IN | Read and listen to a conversation about a situation that might be too good to be true. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Dan = American English (standard)
Eliana = Portuguese



Dan: Hey, Eliana, got a minute? I'd like to run something by you . . . get your opinion.
Eliana: Sure, Dan. What's up?
Dan: So, Kate and I went to Florida for the weekend last Friday, and at the airport we were offered a free day pass to a resort on Saturday: lunch, access to their private beach, etc. There was only one catch: We had to take a tour of one of their model apartments and listen to a sales pitch.
Eliana: Uh-oh. This raises a red flag for me. Whenever I hear about a "free lunch," I think of that old saying, "There's no free lunch."
Dan: Understood. Anyway, the resort people sent a limo to pick us up, took us to the resort's restaurant for a gorgeous lunch, showed us to the beach . . . just as they had promised.
Eliana: So far so good. Then what?
Dan: And, as agreed, at the end of the day, they showed us an awesome model apartment and photos of some others. The prices were surprisingly low, but they explained it was a special offer since construction is still underway.
Eliana: Let me guess. You had to decide right away.
Dan: That's right. By this Friday, and then the price goes up.
Eliana: Pressure tactics. Never a good sign.
Dan: That's true, but it sounds like a great deal. You don't actually buy the apartment in the traditional sense. It's a "time share." You buy the rights to use it for two months out of the year. Other people buy the other months. And if you decide you don't want to use it for your two months, you can rent it out to someone else to cover the cost of your mortgage—maybe even make a little money.
Eliana: But how can you be sure you'll be able to rent it?
Dan: Well, the company owns a lot of properties, and they claim they've never had an apartment that didn't get rented. It really sounds like a safe bet.
Eliana: Dan, I'd take that claim with a grain of salt.
Dan: What could go wrong? The place is awesome and the rental is guaranteed.
Eliana: I hate to say it, but that might be wishful thinking on your part. Sometimes when an offer looks too good to be true, it is.



C UNDERSTAND FROM CONTEXT | Find a featured sentence in Zoom-In with a similar meaning.

1 I would be suspicious of that. .....
2 This makes me worry about something. .....
3 There was a downside. .....
4 You might be hoping it's true without really knowing if it's realistic. .....
5 I don't think there's any way I could lose. .....
6 I'd like your opinion about something. .....

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

E THINK AND EXPLAIN | With a partner, discuss the questions.

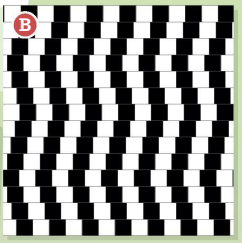
1 What's the difference between buying and owning an apartment and buying a time share in an apartment?
2 How do you think Dan should proceed in deciding whether the offer is truly a good deal?

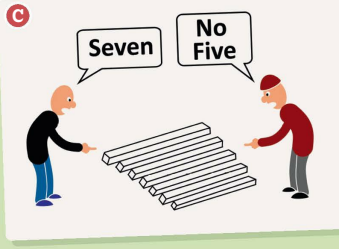
Lesson 1 Describe a scam
Lesson 2 Describe fears and phobias
Lesson 3 Talk about the power of suggestion
Lesson 4 Discuss superstitions

F TALKING POINTS | Take the illusions self-test.

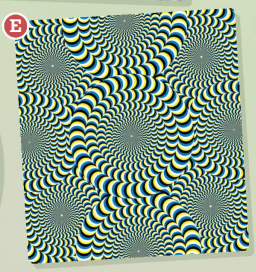
Stare at each image for one minute. Describe what the illusion is. Then check your answer.

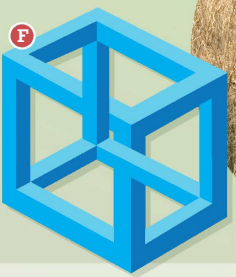














Answers

A. Two people of impossibly different sizes appear to be interacting with each other. **B.** The horizontal lines appear to be sloping, creating uneven rows. But the lines are actually parallel. **C.** If we count the boards on their left side, there appear to be seven, but when we count them on the right side there appear to be five. **D.** We see half a woman's face. Depending on how we look at it, she appears either to be looking out at us or in profile, looking to the right. **E.** The image appears to be moving, but it isn't. **F.** Part of the image that should be in the back appears to be in the front. **G.** There are two zebras, but we only see one head. Depending on how we look at the image, the head appears to belong to the zebra on the left or the one on the right.

G PAIR WORK | Together write a definition of the word "illusion."
(Option: Try to explain how each illusion in Talking Points was created.)

START TALKING

PAIR WORK

1 It's said that "seeing is believing," but can we trust our first perceptions? Why or why not?

2 Which of the following would you take with a grain of salt? Explain why.

- a photo on your favorite news site that shows a politician accepting a cash bribe
- a TV documentary about governmental corruption
- a surprise email announcing you've won a large prize
- a text, email, or call from a relative in trouble, asking for cash
- a profile photo of a person on a dating website

1 COMMUNICATION GOAL Describe a scam

A GRAMMAR | Nouns: indefinite, definite, unique, and generic meaning (Review and expansion)

A noun (or noun phrase) is "indefinite" when it doesn't refer to a specific person, place, thing, or idea. Use the indefinite articles (a / an) with indefinite singular count nouns. Don't use articles with indefinite non-count nouns.

You can get **a vacation house** for very little money. [indefinite: not a specific vacation house]

Remember:
Non-count nouns name things you cannot count. They are neither singular nor plural, but they always use a singular verb.
Common categories of non-count nouns are abstract ideas, sports and activities, illnesses, academic subjects, and foods.

A noun (or noun phrase) is "definite" when it refers to a specific person, place, thing, or idea. An indefinite noun becomes definite when mentioned a second time. Use the definite article (the) with definite singular and plural count nouns and with definite non-count nouns.

We're going to **the vacation house** we told you about. [definite: a specific vacation house]
We bought a new car, but **the car** was a piece of junk. [definite: second mention]

A count or non-count noun can represent a person, place, thing, or idea that is unique; in other words, there's only one. Use the.

The theory of relativity was developed by Albert Einstein. [It was his theory, no one else's.]
Some people mistakenly think climate change isn't affecting **the environment**. [It's the Earth's environment, not another one.]

Count nouns can be used in a generic sense to represent all members of a class or group of people, places, or things. There are three ways a noun can be used generically, with no difference in meaning.

Elephants are
An elephant is } believed to bring good luck.
The elephant is

GRAMMAR EXPANDER p. 128
- Article usage: summary
- Definite article: additional uses
- Non-count nouns with both a countable and an uncountable sense

B UNDERSTAND THE GRAMMAR | Read each statement and choose the phrase that describes the underlined word or phrase.

1 The offer in the email seemed too good to be true.
   a refers to offers people receive in general
   b refers to a specific offer received in an email

2 My family thinks pizza should be made from all organic ingredients.
   a refers to all pizzas
   b refers to some pizzas

3 The president will sign the law that was just passed.
   a refers to a specific president
   b refers to presidents generically

4 A president can sign laws that have been passed.
   a refers to a specific president
   b refers to presidents generically

5 Fire is one of the greatest dangers to old wooden houses.
   a refers to fire in general
   b refers to a specific fire

6 It used to be thought that the cat was domesticated by humans, but this turns out not to be true.
   a refers to a specific cat
   b refers to cats in general

C GRAMMAR PRACTICE | Complete the statements about doubtful advertising claims. Insert a, an, or the before a noun or noun phrase where necessary. Write X if the noun shouldn't have an article.

1 ..... British company claims to have invented ..... machine that allows ..... people to talk with their pets. ..... company says ..... machine, called the PetCam, will be available later in ..... year.
2 It's well known that ..... carrots are a good source of ..... vitamins. In fact, ... research has determined that drinking ..... glass of carrot juice every day can add ..... years to your life.
3 ..... WeightAway diet plan promises to help you lose ..... weight fast. ..... company guarantees that people following ..... plan can lose up to 10 kilograms per week.
4 Last week, the news reported that thousands of people had sent ..... money to ..... organization advertising a shampoo that ..... organization claimed would grow ..... hair overnight.

D GRAMMAR PRACTICE | With a partner, create sentences for two of the following nouns used in a generic sense: car, shoe, scam, horse.

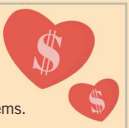
COMMUNICATION ACTIVATOR

Now let's describe a scam.

A **TALKING POINTS** | **Read about four international scams. Add one of your own if you can. With a partner, discuss why you think people fall for each scam.**

Romance scam

Someone you haven't met in person offers friendship, romance, and / or marriage. Shortly after, the person asks for money for hospital bills, legal expenses, or some other sudden problems.



Grandparent scam

A person contacts grandparents and claims to be their grandchild or other family member who needs money right away for an emergency. The scammer asks the grandparent to keep it a secret.



Drug trafficking scam

Someone offers you a job overseas, the opportunity to do charity work, or requests that you transport documents or other items for him or her. The scammer offers to pay travel expenses and offers free luggage. What you don't know is that the luggage contains drugs.



Foreign lottery scam

Someone informs you that you've won prize money in a foreign lottery, but that you must pay taxes and other fees before you can collect your money.



Another scam you've heard of

_____

_____

_____

B **CONVERSATION MODEL** | **Read and listen.**

A: Did you hear what happened to Pat?
B: No, what?
A: He wanted to meet someone, so he went on an international dating site.
B: Oh, no. Don't tell me he fell for the romance scam—the one where you fall in love online . . . but then the person needs money?
A: That's exactly what happened! She said she had to have a medical procedure, so he sent her a bunch of money to help out. He hasn't heard a thing from her since.
B: Why am I not surprised? How much did he lose?
A: Don't ask. Let's just say he's learned a lesson.
B: Right. I wonder why he fell for it in the first place.

Social language
Indicate you've guessed someone's news with "Don't tell me ___ ."

C **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

D **IN YOUR OWN WORDS** | **Role-play a conversation similar to the one in Exercise B, using one of the scams from Talking Points or another scam you know. Start like this: *Did you hear what happened to . . .?* Be sure to change roles and then partners. (Option: Use the Unit 7 Energizer Worksheet.)**

KEEP TALKING!

- **Say more about what happened.**
- **Speculate about why the person fell for it.**
- **Talk about other scams you know about.**
- **Say as much as you can.**

Watch the video for ideas!

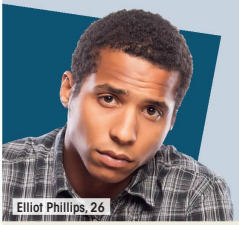
RECYCLE THIS LANGUAGE

There was one catch.
There's no free lunch.
That should have raised a red flag.
People can be so gullible.
It was wishful thinking on [his] part.
We all need to be a bit skeptical.
We need to take things like that with a grain of salt.
That seems a little fishy.
It doesn't add up.



2 COMMUNICATION GOAL Describe fears and phobias

A **GRAMMAR CLOSE-UP** | **Read and listen to two people talk about their phobias. Notice the featured grammar.**


Elliot Phillips, 26

"I got stuck on an elevator when I was eleven and ever since then, I've been terrified of being in one—or in any small or crowded spaces. No matter that elevators and small spaces don't pose any real danger—what I have is more than plain old fear. I have claustrophobia—an *irrational* fear. So the danger is all in my mind. It used to be believed that phobias would invariably be a lifelong problem, but it's now understood that certain types of therapy can actually cure them, and I'm in something called "exposure therapy." In my therapy, I'm forced to repeatedly confront my claustrophobia by spending short periods of time in small or crowded spaces and seeing that nothing bad happens. It's estimated that exposure therapy can take a few months to work. Wish me luck!"

"I used to have acrophobia. But now I'm over my fear of heights. Well, I shouldn't call it fear. It was a full-blown phobia. I used to have to make excuses any time I needed to go above the second floor of a building. And airplanes? Forget about it. Only a few years back, it was thought that acrophobia was incurable except through exposure therapy, but when I heard about that, I said no thanks—too scary.

But then someone told me about "counter conditioning." Apparently, it's been argued that it can be equally effective, so I changed my mind. I was taught to substitute relaxation techniques for my anxiety, and that did the trick! Guess what? I'm flying to the Grand Canyon tomorrow and plan to ride a donkey down the trails, from the heights down into the valley below. Can you believe it?"


Brooke Dawson, 34

B **PAIR WORK** | **Discuss the questions.**

1 In your opinion, can a phobia ever be a rational (as opposed to an irrational) fear? Explain.
2 Do you have any fears? Do you know anyone with a full-blown phobia?

C **GRAMMAR** | **Reporting beliefs: It + a passive reporting verb**

To report what is often or generally said or believed (but which you don't know to be true or you are not personally asserting), use it + the passive form of a reporting verb. Follow with a noun clause beginning with that. As in indirect speech, the verb tense in the noun clause reflects the meaning being expressed. This structure is common in news reports and formal writing.

It's said that phobias **are** common.
It was widely **believed that** some phobias **were** incurable.
Before effective therapy became available, **it had been estimated that** more than 80% of phobics **had** never **tried** to overcome their fears.
It might be argued that some therapeutic techniques **are** just too frightening for the average phobic.
It used to be felt that one **would** just **have to live** with a phobia, no matter how much inconvenience it caused.

Common reporting verbs

argue	estimate
assert	feel
assume	hold
believe	say
claim	think

Remember: You can also report generalized statements and beliefs with people and they:
People [or **They**] **say** arachnophobia—an irrational fear of spiders—is pretty common.

GRAMMAR EXPANDER p. 130
Passive reporting verbs with an infinitive phrase

D **GRAMMAR PRACTICE** | **On a separate sheet of paper, replace the subject and active reporting verb in each statement with it + a passive reporting verb.**

1 They claim that a phobia is an extreme irrational fear.
2 People now believe that there is hope for many phobics.
3 They used to say that exposure therapy was more difficult to endure than counter-conditioning.
4 They say that some phobias last a lifetime.
5 Some assert that therapy for phobias isn't worth it and that it's better just to accommodate the fear by avoiding what gives you such extreme anxiety.
6 In the past, they estimated that approximately 10% of people in the U.S. suffered from phobias.

E WORD STUDY | Noun and adjective forms | Read the noun and adjective forms that name and describe a person who suffers from acrophobia. Use the same spelling pattern to complete the chart for the other phobias. Then listen and repeat.

Name of phobia	What you call a person who suffers from it	How you describe the person
acrophobia [heights]	*an acrophobe*	*acrophobic*
agoraphobia [being outside of the home]		
arachnophobia [spiders]		
aerophobia [flying]		
claustrophobia [enclosed spaces]		
ophidiophobia [snakes]		
xenophobia [foreigners]		

COMMUNICATION ACTIVATOR

Now let's describe fears and phobias.



A TALKING POINTS | On the notepad, write some of the things you are afraid of. You can use the phobias in Word Study or your own fears or phobias. Do you think your fears are run-of-the-mill fears or could they be full-blown phobias?

Fear	Are you just afraid, or phobic?	What happens?
bees	*I'm totally phobic!*	*I get sweaty palms and palpitations.*

Fear	Are you just afraid, or phobic?	What happens?

B PAIR WORK | Compare Talking Points. Describe your fears and how they affect you. Ask and answer questions and offer advice. Say as much as you can.

Why do you think you're so afraid of snakes? Have you ever seen one?

Actually no, I haven't. And I don't think I have a full-blown phobia. Snakes just freak me out.

Well, if it's not a real phobia, maybe it would help to learn more about snakes. Most are harmless, and they're helpful in the garden.

C DISCUSSION | Discuss the most common fears your classmates have and how the fears affect them in their everyday and professional lives. Provide examples.

RECYCLE THIS LANGUAGE

My hands shake.
I get sweaty palms / palpitations / sick to my stomach.
I lose my voice.
I get butterflies in my stomach.
I'm just a worrywart.

A READING | Read the article about placebos and nocebos. What do they have in common?

THE PLACEBO AND NOCEBO EFFECTS



Two of the most fascinating examples of the power of suggestion in medicine are the placebo effect and the nocebo effect. These two opposite phenomena are two sides of the same coin. And while the placebo effect has been widely known for many years, the nocebo effect has been largely overlooked until recently and is thus less well understood.

The word *placebo* refers to a fake medication (one that contains no active ingredients) or to a medical procedure that patients believe will help them and then, as a result of that expectation, it does. For example, in one well-known study, three groups of patients who were told they needed knee surgery underwent one of three procedures. One group had the usual standard surgery. In a second group, the knee was opened surgically but the interior was only washed. In the third group, the doctor made three tiny cuts in the skin, but didn't perform any surgery inside the knee at all. All patients believed they had had the standard surgery. At the end of a year, the patients who had had no surgery reported the same good results as those who *had* had the surgery. It's not known if the placebo effect is caused by the power of wishful thinking, but it is known to be common.

It has been shown repeatedly that certain factors increase the effectiveness of placebos. If a pill, for example, looks like a genuine medicine, the person taking it is likely to believe it contains medicine. It has also been found that patients think larger pills contain larger doses of medicine, and thus must be more effective. Similarly, it has been demonstrated that taking two pills has a greater therapeutic effect than taking only one. Another important determiner of placebo effectiveness is the doctor-patient relationship. If the patient trusts the doctor administering the "medication," he or she is more likely to be helped or cured by it.

The *nocebo* effect is also based on the power of suggestion or expectation. If a patient has been told that a medication is likely to cause an adverse reaction (such as dizziness or headache), he or she is more likely to experience one. This has been demonstrated both in experiments and in actual medical practice. One dramatic non-medical experiment is often cited as an example of the nocebo effect: When given a non-alcoholic beverage that subjects were told was beer, they believed and acted as if they were drunk. They slurred their speech, acted silly, and even fell and hurt themselves. Simply believing a substance will make one drunk can result in drunkenness.

What are the implications of the placebo and nocebo effects for medical practice? Placebos can be used in research to help evaluate the effectiveness of real medications. If two groups of patients are treated with either a placebo or a real medication and both achieve the same result, it is clear that the medication lacks real effectiveness. Also, it is well known that some patients ask doctors for medications that are ineffective and potentially harmful (such as antibiotics for the common cold). Doctors can prescribe such patients a placebo, knowing that it may be effective and will cause no harm.

The nocebo effect, on the other hand, can present doctors with an ethical dilemma. Adverse reactions to particular medications are typically experienced by a very small percentage of patients. Doctors wonder if they should inform patients of these potential adverse reactions since they know they are very unlikely to occur. The power of suggestion of the nocebo effect could interfere with the more likely positive effects of a necessary medication, depriving patients of an effective treatment.

In conclusion, although we believe the body and the mind are separate, the existence of the placebo and nocebo effects suggests that the distinction between the two might be more complicated than we as yet understand. All humans are probably somewhat susceptible to the power of suggestion.



B UNDERSTAND FROM CONTEXT | Choose the correct word or phrase to complete each statement.

1 The placebo and nocebo effects are both thought to be caused by (the power of suggestion / two sides of the same coin).
2 Something that is (investigated / overlooked) hasn't come to our attention before.
3 A (placebo / phenomenon) appears to be a real medication.
4 (A placebo / An adverse reaction) is an unwanted side effect of a medication.
5 (Antibiotics / Nocebos) are not effective medications for the common cold.

C **INFER INFORMATION | Complete each statement, based on the information in the article.**

1 The factor that doesn't contribute to the placebo effect is ..... .
   - **a** the appearance of the medication
   - **b** scientific research
   - **c** trust in the doctor
   - **d** the expectation that it will work

2 The knee surgery experiment demonstrates ..... .
   - **a** the power of suggestion that surgery was performed
   - **b** the value of washing the interior of the knee
   - **c** the harmful effects of fake procedures
   - **d** the need for procedures in surgery

3 The drunkenness experiment is an example of ..... .
   - **a** the placebo effect
   - **b** the nocebo effect
   - **c** an ethical dilemma
   - **d** the harmful effects of beer

4 ..... is one factor that might cause a placebo to be effective.
   - **a** The lack of harmful adverse reactions
   - **b** The patient's trust in his or her doctor
   - **c** Their relatively low cost
   - **d** The high quality of the medicine

5 Under normal circumstances, adverse reactions to medications occur in ..... .
   - **a** most patients
   - **b** the sickest patients
   - **c** only a few patients
   - **d** the common cold

D **CRITICAL THINKING | Discuss the questions. Explain your reasoning.**

1 In what way are the placebo effect and the nocebo effect "two sides of the same coin"?
2 Is it ethical to give a patient with a cold a placebo instead of an antibiotic?
3 What are the pros and cons of telling a patient about potential adverse reactions to a medication?

COMMUNICATION ACTIVATOR

Now let's talk about the power of suggestion.

A **TALKING POINTS | Complete the chart with questionable claims people are likely to believe. Then speculate about why people are susceptible to each claim.**

Some possible reasons
cultural traditions
advertising
sexism
racism
peer pressure

Claim	Why people want to believe it
You can lose weight without dieting.	People don't want to stop eating what they like.

Claim	Why people want to believe it

B **DISCUSSION | With a partner, discuss your Talking Points, providing specific examples you have seen or know about. (Option: Use the Unit 7 Soft Skills Booster, p. 160.)**

> "I saw a medical testimonial from a patient who claims he lost half of his body weight by drinking apple cider vinegar three times a day. I think people want to believe this is possible because it seems so much easier than months of diet and exercise."

RECYCLE THIS LANGUAGE
I'd take that claim with a grain of salt.
That raises a red flag for me.
That might be wishful thinking on [your] part.
It sounds like a safe bet.
There's only one catch.

4 COMMUNICATION GOAL Discuss superstitions

A VOCABULARY | Superstitions | Read and listen. Then listen again and repeat.

a superstition: a belief that some objects or actions are lucky or unlucky

*Many cultures have **superstitions** about the power of certain numbers to protect people from harm.*

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7

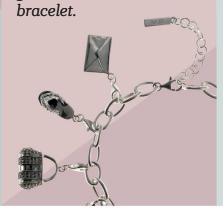


bad luck: a misfortune that happens by chance

*There's a superstition that breaking a mirror can bring you 7 years of **bad luck**.*

a good luck charm: an object that some people believe can bring them good luck

*Some people like to wear **good luck charms** on a bracelet.*



a curse: the expression of a wish that someone will face a misfortune

*Some people believe that when they are sick it's the result of **a curse** someone put on them.*

B ACTIVATE VOCABULARY | Discuss the questions about the Vocabulary with a partner.

1 Do you know the origin of the superstition about breaking a mirror? If not, look it up on the Internet and discuss what you find.
2 Do you have any good luck charms? Describe those you have or ones you are familiar with. Do you think good luck charms work?
3 Do you believe it's possible for someone to put a curse on another person? Who, if anyone, is capable of cursing other people or things?

C LISTEN FOR MAIN IDEA | Listen to a podcast about superstitions. What is the main idea of the podcast?

☐ 1 Some superstitions may be rooted in scientific principles.
☐ 2 A delusion is a typical superstition.
☐ 3 Many people carry out the traditions of local superstitions even though they don't believe in them.

D LISTEN FOR DETAILS | Listen again to complete the statements, according to the podcast.

1 Magical thinking is the basis of most ..... .
a cultures **b** superstitions **c** symbols

2 The purpose of most superstitions is to cause a particular ..... .
a outcome **b** belief **c** thinking

3 Many superstitions are based on the belief that certain symbols, ... , or events can cause or prevent something from happening.
a delusions **b** outcomes **c** actions

4 Many people conform to the ..... prescribed by a superstition, even if they don't truly believe it will bring them luck or protect them from danger.
a behavior **b** charm **c** misfortune

5 Some ..... are believed to be capable of preventing misfortunes.
a good luck charms **b** curses and omens **c** delusions and superstitions

6 Famous physicist Neils Bohr ..... the superstition that a horseshoe can bring good luck.
a believed **b** created **c** didn't truly believe

7 In Estonia, there are three common superstitious beliefs about determining the ..... of a baby.
a gender **b** health **c** death

8 In the Philippines, some of the most well-known superstitions relate to ..... .
a grains **b** funerals **c** household chores

E **LISTEN TO CONFIRM CONTENT** | **Listen again. Check the topics that were discussed in the podcast and write X next to the ones that weren't. Then, with a partner, summarize what was said about each topic that you checked.**

- ☐ **1** what a superstition is
- ☐ **2** why superstitions are untrue
- ☐ **3** whether there's a logical or scientific basis for most superstitions
- ☐ **4** what the difference is between a delusion and a superstition
- ☐ **5** why we believe in superstitions even though we might not believe them to be true
- ☐ **6** why there are so many superstitions about animals
- ☐ **7** why Estonians are so superstitious
- ☐ **8** why Filipinos eat out before going home after a funeral

PRONUNCIATION LESSON p. 140
Linking sounds

COMMUNICATION ACTIVATOR

Now let's discuss superstitions.

A **TALKING POINTS** | **Ask three classmates about superstitions they are familiar with. Write the information on the notepad.**

name: Diana
superstition: If you spill salt, there will be an argument.

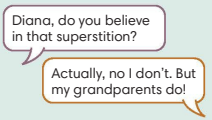
name:
superstition:

name:
superstition:

name:
superstition:

Topics superstitions are often about:
- foods / drinks
- good luck / bad luck
- brides and grooms
- particular months, days, or dates
- dreams
- birth / death
- your own idea: ___

B **DISCUSSION** | **With a partner, discuss whether or not you believe in any of the superstitions you wrote about in Talking Points—or if someone you know does. Discuss why people might or might not be superstitious.**



KEEP TALKING!
- **Tell your partner more about one of the superstitions.**
- **Talk about someone you know who believes in it.**
- **Express your opinion about that superstition or about superstitions in general.**
- **Say as much as you can.**

Watch the video for ideas!

C **ROLE PLAY** | **With a partner, role-play a discussion in which you describe a superstition to a visitor to your country. If you are the visitor, ask questions.**

WRITING HANDBOOK p. 150
- **Subject-verb agreement:** expansion
- **Task:** An essay about superstitions

RECYCLE THIS LANGUAGE

You don't really buy that, do you?
It just doesn't add up.
It doesn't make sense.
It's a little far-fetched.
Oh, come on!
That might be wishful thinking.
Why do people fall for stuff like that?
Some people are just gullible.
I'd take that with a grain of salt.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe a scam.
- ☐ Describe fears and phobias.
- ☐ Talk about the power of suggestion.
- ☐ Discuss superstitions.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

UNIT 8

Achievement and Intelligence

PREVIEW

A **ENVIRONMENT AND INTELLIGENCE** | **Listen to a lecture. What are the arguments for and against the effect of the environment on extreme intelligence?**

B **ZOOM-IN** | **Read and listen to a conversation between two students on the verge of making career and study plans. Notice the featured language.**

UNDERSTAND A VARIETY OF ACCENTS
Ian = British English
Amal = Arabic

Ian: So have you narrowed down your plans for next year?
Amal: Well, not exactly. I do know it'll be something in the sciences, but I'm having a hard time making up my mind about what direction to take.
Ian: What are your options? I mean, what are you thinking of?



Amal: So, lab research is kind of at the top of the list—particularly plant genetics. I love the idea of being on the cutting edge of new discoveries. But I'm having second thoughts about working in a lab.
Ian: What kind of second thoughts?
Amal: Well, I know myself. I'm thinking lab work can be pretty solitary, and I enjoy working with people, collaborating, you know. My gut feeling is that research might not be the best fit. It could get lonely.
Ian: What other options are you considering?
Amal: Don't laugh, but teaching also interests me. Sounds like the polar opposite, doesn't it?
Ian: Well, that certainly isn't solitary. Is there some way to combine research and teaching—having the best of both worlds?
Amal: That's what I'm asking myself. And there might be. I figure if I get my doctorate in chemistry, I could take a professorship at a research university and conduct research there as well as teach.
Ian: But a doctorate. Wow. That takes years.
Amal: I know. And I'm not totally sure I'm cut out for it. But here's the thing: it's now or never.
Ian: Right. You don't want to have to start from scratch later. I suggest you go for it. You can't go wrong.

C **UNDERSTAND FROM CONTEXT** | **Paraphrase these statements and questions containing featured words and phrases from Zoom-In. Then compare paraphrases with a partner.**

1 So, have you narrowed down your plans for next year? .....
2 I'm having a hard time making up my mind about what direction to take. .....
3 I love the idea of being on the cutting edge of new discoveries. .....
4 I'm having second thoughts. .....
5 My gut feeling is that research might not be the best fit. .....
6 Sounds like the polar opposite, doesn't it? .....
7 Is there some way to combine research and teaching, having the best of both worlds? .....
8 You don't want to have to start from scratch later. .....
9 You can't go wrong. .....

D **LOOK IT UP AND SHARE** | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

.....

E **THINK AND EXPLAIN** | **With a partner, discuss the questions.**

1 How self-aware is Amal? Explain.
2 How would you describe her personality?
3 Do you think her decision-making process demonstrates intelligence? Explain.

F TALKING POINTS | Take the self-test.

How well do you stick to a task?

Check the adverb that describes how well you do. Then make notes of how you can do better.

I STAY ORGANIZED.

◯ Always ◯ Usually ◯ Never

Benefit *A messy desk presents too many distractions. A neat one helps you stay focused on one thing at a time.*

How I can do better:



I STICK TO A SCHEDULE.

◯ Always ◯ Usually ◯ Never

Benefit *If you break up one large task into several smaller tasks and plan how much to do each day, you won't end up scrambling at the end.*

How I can do better:

I MAKE LISTS.

◯ Always ◯ Usually ◯ Never

Benefit *Making a list ensures you won't forget a key task, and as you check off the ones you've completed, you'll feel motivated by your achievement.*

How I can do better:

I SET TIME LIMITS.

◯ Always ◯ Usually ◯ Never

Benefit *Knowing how much time you have for a task ensures you won't stretch it into the time you planned for something else.*

How I can do better:



I FIND A PLACE TO WORK WHERE I WON'T BE DISTURBED.

◯ Always ◯ Usually ◯ Never

Benefit *Finding a place where others won't disturb your work enables you, and not others, to control your agenda.*

How I can do better:

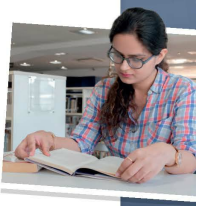


I GO OFFLINE.

◯ Always ◯ Usually ◯ Never

Benefit *Confining your online time to certain periods in the day results in longer periods of uninterrupted work time.*

How I can do better:

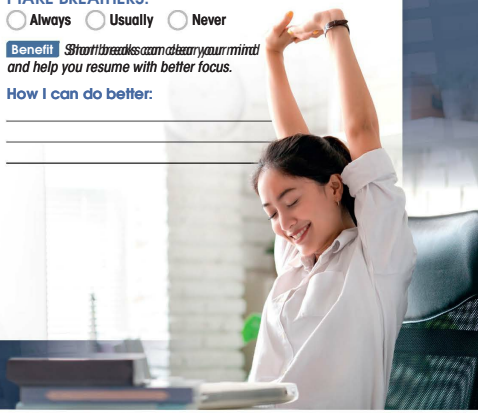


I TAKE BREATHERS.

◯ Always ◯ Usually ◯ Never

Benefit *Short breaks can clear your mind and help you resume with better focus.*

How I can do better:



START TALKING

PAIR WORK Tell your partner about one "never" response you made on the self-test in Talking Points. Explain what you plan to do to make it a "usually" or an "always." Ask your partner questions about how he or she plans to do better.

1 COMMUNICATION GOAL Identify your unique strengths

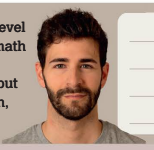
A VOCABULARY | Ways to describe strengths and talents | Read and listen. Then listen again and repeat.

be good with one's hands	have the ability to use one's hands to make or do things
be mechanically inclined	be able to understand how machines work
have a head for figures	be good at mathematical calculations
have an ear for music*	be good at recognizing, remembering, and imitating musical sounds
have an eye for detail	be good at seeing or paying attention to things that others don't usually notice
have a good intuitive sense	be able to draw conclusions based on feelings rather than facts
have a way with words	be able to express one's ideas and opinions well
have a way with people	have the ability to interact well with others
have a knack for [learning languages]	have a natural skill or ability to do something well

* also: *an ear for languages*

B ACTIVATE VOCABULARY | With a partner, use the Vocabulary to describe each person below. (There may be more than one way.) Explain your reasons. Then, for each person, write three occupations or careers that would be suitable for that person.

1 **George Guzmán** was able to solve college-level math problems when he was 10. His high-school math team won a national competition when he was 14. George is now a math teacher in a private school but would like to change careers. He says, "I love math, but I just wasn't cut out for teaching."



2 **Su Lin**'s parents were in the Diplomatic Corps, so she spent most of her childhood moving from post to post. Though this wasn't easy, Lin learned to speak four languages besides her native Mandarin. Wherever she lived, she was a popular student and made friends easily. She has kept in touch with most of them on social media. Lin has varied interests: organic gardening, fixing motorbikes, and finance. She has just finished her degree in economics and is looking for an unusual career that would combine some of those interests and enable her to travel and make friends.



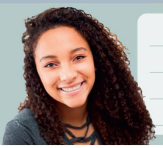
3 **Vivian Bond** married young and stayed home to raise her two children. She loved cooking and in the evenings she took classes at the Culinary Institute. Over the years, Vivian perfected the art of extremely complicated cake design. Now that her children have married, Vivian would like to start a career. "Hey," she says, "Better late than never!"



4 **Narciso Vidal**'s dad is a concert pianist, so Narciso watched him practice right from the time he was a baby. By the time he was three, Narciso surprised everyone by teaching himself to play, just by watching and imitating his father. All through school, Narciso has spent his free time on his two passions: playing piano and writing for the school newspaper. Now he's wondering what direction he should take as an adult.



5 **Sophie Lane** is 16. She has always loved animals, and they love her, too. As a kid, she liked to train her friends' pet dogs to do tricks. And this year, she started an after-school pet-sitting service for people's pets in her apartment building. She saves the money she earns and has contributed some to the Save the Animals Federation.



C PERSONALIZE | Use the Vocabulary to describe two people you know.

> "My brother Andrei is a psychologist in a small town. He's got a good intuitive sense about what the underlying causes of people's problems are, and this enables him to help them get better quickly."

D GRAMMAR | Using auxiliary do for emphatic stress

To add emphatic stress to an affirmative statement in the simple present or simple past tense, use do or did before the base form of the verb.

Even if I don't have a great eye for detail, I **do** have a knack for decorating a room.

She **did** complete the course, but she decided to take her career in another direction.

Be careful!
Use a base form after a form of the auxiliary do.

She **has** an ear for languages. → She **does have** an ear for languages. NOT She does ~~has~~ . . .

He **liked** that car. → He **did like** that car. NOT He did ~~liked~~ . . .

GRAMMAR EXPANDER p. 130
Emphatic stress

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

F GRAMMAR PRACTICE | On a separate sheet of paper, rewrite each item, using do or did for emphatic stress.

1 She's not the best dancer. However, she likes to dance.
2 Your intuition was right. You learned English faster than anyone expected.
3 He may not have much time during the week, but he loves to cook on the weekend.
4 Jane is usually pretty skeptical, but she fell for that romance scam.
5 Phil doesn't have a lot of run-of-the-mill fears. On the other hand, he has one full-blown phobia.
6 He really hated math, but in the end he passed the course.

PRONUNCIATION LESSON p. 141
Emphatic stress with auxiliary verbs

G PAIR WORK | Take turns making statements comparing your strengths and your weaknesses. Use the auxiliary do for emphatic stress.

> "I don't have much of a knack for writing, but people say I **do** have a way with words in discussions."

COMMUNICATION ACTIVATOR

Now let's identify your unique strengths.



A CONVERSATION MODEL | Read and listen.

A: So, I understand you've been considering changing to the film program.
B: Yes, that's right. I wondering if you could help me decide.
A: I'd be happy to try. . . . So, tell me, do you have a specific career goal?
B: Actually, I'm having a hard time making up my mind between directing and editing.
A: Maybe I can help you narrow those down. Would you say you have an eye for detail?
B: I definitely do have an eye for detail, which makes me think I'd be a good editor. But I'm really kind of a people person.
A: A people person.
B: Right. I'm not sure I'm cut out for so much time in front of a computer.
A: Well, then maybe directing would be a better fit.
B: That's what I'm thinking, but I'm not sure I want to give up on editing.
A: OK. So here's what I'd suggest. Take the intro courses in both directing and editing. You'll see which you prefer. You can't go wrong.
B: That makes sense.

Social language
Indicate that you have prior knowledge about a situation with "So, I understand [that] . . ."

RECYCLE THIS LANGUAGE
I was hoping you could steer me in the right direction.
I'm [good at / not so good at] ___ .
I wish I [were / weren't] ___ .
I wish I [had / hadn't] ___ .
My gut feeling is ___ .
I'm having second thoughts.
It would be the best of both worlds.
They're polar opposites.
I say go for it.
You can't go wrong.
It's now or never.
You wouldn't have to start from scratch.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS | Create a similar conversation, using the Vocabulary. Change the field of study. Start like this: *So, I understand you've been considering . . .* Be sure to change roles and then partners. (Option: Use the Unit 8 Energizer Worksheet.)

KEEP TALKING!
- **Ask more questions to help narrow down the options.**
- **Say more about your talents, strengths, and passions.**
- **Say as much as you can.**

Watch the video for ideas!

A GRAMMAR CLOSE-UP | Read about three research-based study tips for preparing for an exam. Notice the featured grammar.



Myth #1: It's better to study harder.

Wrong! Recently, it's being recommended that studying be spaced out over several short periods instead of in one or two long ones. Moreover, it's preferable that each short study session be intense. The total study time might be the same, but you'll understand what you've learned better and will retain it longer.

Myth #2: You should study in silence.

Not true! We now know that it's not essential the study environment be quiet. Though many libraries insist that music not be played, some students say a little background noise cuts down on distractions and helps them concentrate. And one language student reports that her teachers always suggest she say new words aloud and write them in a notebook to help make them memorable. So it's important that sound not be totally banned.

Myth #3: The Internet makes studying more efficient.

Nope! Some tout the value of multi-tasking, but research suggests that be taken with a grain of salt. In a recent study, a group of college students sent an average of 97 text messages per day, with 71 of those messages being sent while doing homework. When this group's study results were analyzed, it was found that it increased the time they needed to learn material and decreased the quality of their learning. Some people suggest that if a computer isn't needed for homework, it not be used.

B DISCUSSION | Which of the study tips did you know about? Do you agree or disagree with them? Explain.

C GRAMMAR | The subjunctive

Use the subjunctive form of a verb in a noun clause that follows a verb or adjective of urgency, obligation, or advisability. The subjunctive form is the same as the base form and doesn't change, no matter what the subject of the clause is. Use not before the verb for the negative.

She suggested that her daughter **study** in a quiet room.
It's crucial that we **be** early on the day of the exam.
They're demanding that students **leave** their phones in their lockers during class.
My friend recommended I **not accept** the lab job unless they offer me a higher salary.

Verbs and adjectives of urgency, obligation, and advisability

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

The passive form of the subjunctive is be + a past participle

He asked that music **be turned off** in the study hall.
I'm proposing the rules for cell phone use in class **not be changed**.

The continuous form of the subjunctive is be + a present participle.

It's important that they **be waiting** in the room before the teacher arrives.

Be careful!
If a noun clause doesn't follow a verb or adjective of urgency, obligation, or advisability, don't use the subjunctive.
Students agree that calendar apps **are** useful.
It's interesting that multi-tasking **reduces** study success.

Note: The subjunctive in the noun clause doesn't change, no matter what the time frame of the entire sentence is.

It **was** essential the research **include** (NOT ~~included~~) students from different cultures.
The school psychologist **recommended** that all students **be tested** (NOT ~~were tested~~) for learning disabilities.
She **will request** that students **not be told** (NOT ~~will not be told~~) their scores on the last test.
The professor **had demanded** that no one **be looking at** (NOT ~~was looking at~~) a device during her lecture.

GRAMMAR EXPANDER p. 131
Infinitives and gerunds in place of the subjunctive

D **GRAMMAR PRACTICE** | **With a partner, decide whether to use the subjunctive and circle the correct form. Explain each answer.**

1 Matt and Emilie were convinced their son (have / had) a good intuitive sense.
2 It's suggested that every new student (takes / take) a language aptitude test.
3 It was requested that new teachers (arrive / arrived) at the school office an hour early the first day of class.
4 Ms. Sills demanded that no laptops (be / were) open during class.
5 It's crucial that one (study / studies) in short intense sessions rather than cramming in one marathon session the night before the test.
6 My parents proposed that my brother (not study / didn't study) with music playing in his room.
7 Ella's supervisor will insist that no one (is / be) late to tomorrow's lunch.
8 They suggested that we (be given / were given) an opportunity to apply for a spot in next year's class.
9 She agrees that it (be / is) hard to ignore incoming text messages when doing homework.
10 They ask that guests (be wearing / are wearing) somewhat formal clothes when they enter the reception.

> "Convinced isn't a verb of urgency, obligation, or advisability."

E **PAIR WORK** | **Take turns completing these statements in your own way, using the subjunctive.**

1 On the first day of class, it's important that a teacher . . .
2 I suggest that a visitor to our city . . .
3 I would recommend that the school administration . . .
4 I think it's crucial that every parent . . .
5 If I were a parent, I would insist that my children . . .

COMMUNICATION ACTIVATOR

Now let's talk about how we study.

A **TALKING POINTS** | **Make a list of your strategies for successful studying. Use Grammar Close-Up or strategies from the list.**

Strategy	How it contributes to my success

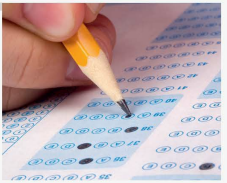
Some strategies
- avoid junk food
- get plenty of sleep
- study my class notes
- listen to music
- make quizzes for myself
- say new words aloud
- make to-do lists
- work with a partner
- your own idea

B **DISCUSSION** | **In a small group, share your strategies from Talking Points. Provide examples of how you've used them and say as much as you can. (Option: Use the Unit 8 Soft Skills Booster, p. 161.)**



A READING | Read about intelligence and the factors that might influence it. What are some of the reasons it has been difficult to accurately measure intelligence?

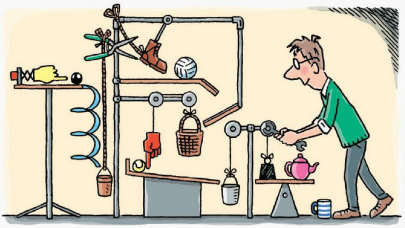
Measuring and understanding intelligence



What is intelligence and what factors influence it? Many define it with a numerical score referred to as the "intelligence quotient" (or IQ). Some history: the IQ was originally arrived at by dividing a child's mental age (as defined by a test) by his or her chronological age and multiplying it by 100. Using this formula, a child of 10 who does as well on the intelligence test as the average 10 year old has an IQ of 100 (or 10 ÷ 10 x 100 = IQ 100). As a comparison, a child of 7 who does as well as the average 10 year old has an IQ of 143 (10 ÷ 7 x 100).

Today, even though most modern intelligence tests don't calculate IQ in the same way, the idea of an intelligence "quotient" continues to be used popularly as synonymous with "intelligence." However, most experts suggest that intelligence be seen as more complex than something that can be measured on a test of general knowledge, mathematical and verbal ability, logic, and memory—which is where classic intelligence tests stop. It's widely agreed that current intelligence assessments fall far short of the goal of measuring or even understanding the nature of intelligence. What are some deficiencies of the tests?

While it is accepted that IQ often does predict one's academic achievement, it can't indicate one's level of creativity or practical ability—the ability to cope with everyday life or work. Nor can IQ indicate one's potential for growth.



IQ doesn't measure creativity or practical ability.

Another weakness of IQ is the fact that the tests have long been known to be culture-bound, with one's score easily affected by the culture in which one was brought up. As a result, statistics that purport to compare the intelligence of the average person in different countries should be considered flawed or, at least, to have very limited value.

Regarding one's potential for growth, while many psychometricians (experts in the measurement of intelligence) insist that IQ test scores not be seen as changeable, others have a more nuanced—or a less black-and-white—view of how fixed one's IQ remains throughout life. One way to test the hypothesis that the IQ is fixed throughout life is to look at the relative contributions that genetics and the environment (the "nature versus nurture" question) may have had on an individual's IQ score. If it can be shown that the environment has played a role, then we can conclude that one's IQ can change during the course of one's life.

Although it's well known that genetically similar individuals generally have similar IQs, a number of studies of adopted twins have sought to clarify the effect of the environment in genetically identical individuals. If intelligence comes 100% from the genes, then identical twins would have identical IQs, no matter where they were raised. It has been found, though, that identical twins who were adopted into different families do not usually have identical IQ scores, so environment must play a role.

What's not known, though, is which environmental factors are most important. One, however, consistently seems to make a difference: health. When average IQs are compared across the world, the one factor that has the greatest impact on IQ is the level of infectious, especially parasitic, disease in the population. The effect of parasitic infections in early childhood is a slowing of intellectual development, affecting children's performance on standard intelligence tests.

Finally, the health factor might explain one of the most intriguing observations about intelligence: the Flynn Effect. Since the early 1900s, scores on IQ tests have largely increased in most parts of the world, a discovery of scientist James Flynn. Based on the recent discovery of the association between intelligence and childhood health, it has been theorized that these rising scores might be due to an increase in vaccinations and improved nutrition, which tends to support the belief that the most important environmental influence on IQ is health.

B UNDERSTAND MAIN IDEA | Which of the following statements expresses the main idea of the article?

- ☐ 1 The Flynn Effect may be due to improved health around the world since the early 1900s.
- ☐ 2 Although scientists are learning more about what determines intelligence, there is still much to be learned.
- ☐ 3 Genetics appears to play a more important role in intelligence than the environment.

C **UNDERSTAND DETAILS** | **Choose the best word or phrase to complete the statements.**

1 The fact that intelligence can change over time proves that (nurture / nature) has an effect.
2 It's not definitively known which (environmental / genetic) factor has the greatest impact on intelligence.
3 The role of childhood health in regional differences in intelligence has been (investigated / disproved).
4 Since the early 1900s, the Flynn Effect has been observed in (most / a few) countries around the world.
5 The Flynn Effect describes a rise in (IQs / vaccinations).

D **FIND SUPPORTING DETAILS** | **Check the statements that are or might be true. Find details in the article to support your opinion.**

- ☐ 1 Adult intelligence is determined in the same way as that of children.
- ☐ 2 An IQ score doesn't describe all types of intelligence.
- ☐ 3 Psychometricians disagree about whether intelligence can be changed.
- ☐ 4 General knowledge, mathematical and verbal ability, logic, and memory are used to measure intelligence around the world.
- ☐ 5 Comparing the intelligence of identical twins adopted into two different families is one way to observe the influence of the environment on intelligence.

COMMUNICATION ACTIVATOR

Now let's discuss the effect of the environment on intelligence.

A **TALKING POINTS** | **Imagine that you are a new parent and that you believe environment has a role in maximizing the intellectual potential of a child. Make a list of activities you think would enhance your child's intelligence at each age of his or her early life.**

0-12 months

12-24 months

3-5 years of age

early primary school

later years



B **DISCUSSION** | **In a small group, share your ideas from Talking Points. Explain how you think the activities would boost your child's intelligence.**

> "Personally, I believe the best way to develop children's intelligence is to read to them every night at bedtime. It builds their vocabulary and their love of learning. I would start reading to my kids even before they can talk."

KEEP TALKING!

- **Ask questions.**
- **Provide reasons for your ideas.**
- **Support your ideas with examples from your life, your knowledge, or the life of people you know.**
- **Agree and disagree.**
- **Say as much as you can.**

Watch the video for ideas!

4 COMMUNICATION GOAL Evaluate your emotional intelligence

A VOCABULARY | Interpersonal and intrapersonal intelligence | Read and listen. Then listen again and repeat.



Interpersonal intelligence: the ability to understand the intentions, motivations, and desires of others

Examples

- **social skills:** managing relationships to get along with others
- **empathy:** being considerate of other people's feelings

Intrapersonal intelligence: the ability to understand one's own feelings, fears, and motivations

Examples

- **self-awareness:** knowing one's own emotions, strengths and weaknesses, and recognizing their impact on others
- **self-regulation:** controlling one's negative impulses in order to adapt to a particular environment



B ACTIVATE VOCABULARY | With a partner, describe one person you know with good interpersonal intelligence and one with good intrapersonal intelligence. Or tell your partner about someone who doesn't have either one.

> "My first job was at a restaurant. My manager had really good interpersonal skills. He always let us know he understood the stress of making customers happy, and we felt he cared about us."

C LISTEN TO CONFIRM CONTENT | Listen to a lecture. Mark each statement T (true), F (false), or ND (not discussed in the lecture).

..... 1 EQ measures cognitive ability.
..... 2 Emotional intelligence is a soft skill.
..... 3 Budgeting and financial planning are hard skills.
..... 4 Soft skills are more important than hard skills.
..... 5 It is well known that IQ cannot be increased by training.
..... 6 Technical management skills form one of the emotional competencies of leadership, according to Goleman.
..... 7 Sonia Vargas is more interested in increasing her IQ than her EQ.

D LISTEN TO CLARIFY | Listen again. How does the lecturer contrast the concept of hard skills and soft skills? Be specific.

E LISTEN TO DRAW CONCLUSIONS | Listen again. With a partner, answer the questions, explaining your rationale.

1 Why are the new managers going to have workshops in developing their emotional intelligence, but not their IQ?
2 Why do you think emotional intelligence would be important for leaders in a company?
3 Does Daniel Goleman believe that emotional intelligence can be taught?
4 Can tests of emotional intelligence be as valid as IQ tests?

COMMUNICATION ACTIVATOR

Now let's evaluate your emotional intelligence.

A **TALKING POINTS** | **Take the emotional intelligence self-test. Check the statements that apply to you.**

- ○ When I feel down, I try to focus on positive things.
- ○ I like learning about new things.
- ○ I find it easy to admit when I've made a mistake.
- ○ I see mistakes as opportunities to learn.
- ○ Most people agree that I have a good sense of humor.
- ○ When I'm feeling upset, I'm usually aware of the cause.
- ○ Understanding others' feelings is important to me.
- ○ When I'm criticized, I try to use the criticism for self-improvement.
- ○ I don't mind talking with others about uncomfortable topics.
- ○ I find it fairly easy to get along with people I don't like.
- ○ I am aware of how my own behavior affects others.
- ○ I don't mind conflicts or disagreements.
- ○ I'm good at helping people who disagree with each other to reach a solution.
- ○ I am able to motivate myself to do things I don't want to do.
- ○ Before making an important decision, I often ask others for advice.
- ○ I always think about the ethical consequences of my decisions.
- ○ I am aware of my strengths and weaknesses.
- ○ I feel satisfied with my achievements, even if I haven't received praise.
- ○ I generally feel good about who I am, even though there may be things I'd like to change.

SCORE

How many statements did you check?

16–19 = You have a very high EQ.

12–15 = You have an above-average EQ.

8–11 = You have an average EQ.

4–7 = You have a below average EQ.

1–3 = You have a very low EQ.



B **PAIR WORK** | **Compare your scores from Talking Points. Do you each feel that your score accurately measures your emotional intelligence? Explain, using some of the adjectives to support your explanation.**

> "It's really interesting. People have always said I'm empathetic, and it turns out that I got a high score. Maybe there's something to this EQ stuff."

Adjectives

ambitious	indifferent	polite
collaborative	judgmental	relaxed
considerate	loyal	reliable
empathetic	modest	rude
fair	open-minded	trustworthy

C **DISCUSSION** | **Based on the quiz, in which way does EQ seem to measure intelligence differently from IQ? Why might an EQ score be useful for an employer to know?**

> In my opinion, a high EQ score would contribute to a workplace with less conflict between people who work together.



WRITING HANDBOOK p. 151

- **Skill:** Explaining cause and result
- **Task:** An essay about staying focused on a task

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Identify my unique strengths.
- ☐ Talk about how I study.
- ☐ Discuss the effect of the environment on intelligence.
- ☐ Evaluate my emotional intelligence.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Soft Skills Workshop 4

A "How-to" Demonstration

Outcome

You will demonstrate how to accomplish something.



How to overcome a fear or phobia



How to design and plant a garden



How to make [something to eat or drink]

MORE IDEAS

How to plan and host a party / meeting / event
How to prepare for a job interview
How to care for a cold / fever / backache
How to expand your English vocabulary
Your own idea: ___

1 TEAMWORK Choose a topic.

Form teams. Discuss and choose a topic from the photos or the More Ideas list for your how-to demonstration.

Break your team into pairs or small groups. With your partner(s), use the Planner to plan a series of steps and select the format you'd like to use in your demonstration.

PLANNER

1 **Plan the steps you'd like to use in your demonstration. Write notes here, using transition words such as First, . . . / Then . . . / After that, . . . / Finally, . . .)**

2 **Discuss and choose the format(s) you want to use. If you want to include objects or props, discuss and decide what you would like to include.**

- ◯ show slides from a deck
- ◯ make posters with drawings, photos, or magazine cut-outs
- ◯ write a list on a whiteboard
- ◯ show objects or demonstrate with props
- ◯ act out the steps or present a skit
- ◯ other: _____

Meet with the rest of the team. Share your presentation steps and format ideas from the Planner with the team. Explain the reasons for your choices.

Compare the steps from each group's planner and decide which one or ones to use in your team's how-to demonstration. Agree on the presentation format(s) as well.

Tips for TEAMWORK

Invite your colleagues to share personal experiences.
Who's ever tried to ___ ?
Has anyone had experience with ___ ?
Are any of you good at ___ ?

Offer reasons for your decisions.
We thought the class might find ___ [interesting].
I figured that this would be ___ .
We all agreed that ___ .

Print out the **Evaluation Chart**.

2 COLLABORATION

Write a script and assign roles.

With your teammates, write an introduction, explaining why your team chose its topic. Then write the script for what you will say as you do your demonstration.

Take turns reading the script aloud. Suggest ways to improve the script. Correct any errors.

Decide which team members will create the visuals, collect the props, or produce anything else required for the presentation format the team agreed on.

Assign roles for the demonstration. For example, one team member could introduce the demonstration topic, and the remaining team members could be assigned to present the various steps or manage the visuals.

Tips for COLLABORATION

Show willingness to accept an assignment.

I'd be happy to do that. Got it!
Consider it done! My pleasure.

Ask for and be open to feedback.

Can I run something by you?
How about we give [my idea] a try?
See what you think of this.

Provide colleagues with positive encouragement.

You're such [a team player / a genius]!
[Paula] is so [talented / creative / reliable], isn't she?
You really have a knack for [using digital media].



3 PRESENTATION

Rehearse the demonstration and present it to the class.

Rehearse: Provide each team member with a copy of the revised and corrected script.

Take turns rehearsing each part of the demonstration. Listen carefully to your teammates' delivery, provide feedback, and offer suggestions.

Present: Present your demonstration to the class. Introduce each new speaker. Check frequently whether your audience looks engaged with the topic or looks confused.

After your demonstration, ask the class for questions. Take turns answering, depending on which team member feels most able to respond.

Tips for PRESENTATION

Interact with the audience before you begin.

Have any of you ever tried ___ ?
What do you think of ___ ?
Are you ready to [learn something new]?

Confirm that the audience is following you.

What do you think?
Does anyone have any questions?
Is that clear?

EVALUATE

Improve your presentation skills.

Use the Key to answer the questions and evaluate each how-to demonstration. Discuss strengths and weakness and make suggestions about how each demonstration might be improved.

- ☐ 1 Did the introduction adequately explain why the team chose the topic?
- ☐ 2 Did the demonstration include a clear sequence of steps that helped achieve the desired goal?
- ☐ 3 Did the presentation format provide visual support that helped make the demonstration easy to follow?
- ☐ 4 Did the presenters interact with the audience?
- ☐ 5 Did the presenters make sure the audience was paying attention?

KEY

Y = yes
U = usually
S = sometimes
N = no



UNIT 9

Looking Ahead

PREVIEW

A DEMOGRAPHIC TRENDS | Listen to a report. What worldwide trend is the speaker describing? What reasons does she suggest might explain these changes?

B ZOOM-IN | Read and listen to a husband and wife discuss the future. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Les = American English (regional)
Lena = American English (regional)

Les: Whoa! So listen to this: "In the next five years, more than 20% of all products will have been manufactured, packed, shipped, and delivered without ever having been touched by a human hand."

Lena: That's pretty extreme. Seriously?

Les: Well, that's what it says. . . . They call it "hyper-automation"—robots doing just about everything. So what I'm wondering is, will there be any jobs left for us humans? Seriously, Lena. I'm not being facetious. You're a business professor. What do you think?

Lena: I think that's jumping the gun. We can't know for sure where this "hyper-automation" will lead.

Les: So you don't think it'll lead to massive unemployment?

Lena: Maybe in jobs we know robots can master—things that require manual dexterity, or involve repetitive movements, and just don't need to be performed by humans anymore. It doesn't mean that other kinds of jobs are going to suddenly go poof.

Les: Well, I'm not convinced robots aren't capable of a lot more. Who says they can't invent things, or collaborate with each other? When will we be seeing stories about that?

Lena: Not in *our* lifetime. And there's been so much hoopla lately at my college about teaching students the quote unquote "soft skills"… you know: collaboration, teamwork, communication. They're going to need those in practically any job or career . . . robots or no robots.

Les: Lena, you always see the bright side. But I'm wondering if this isn't just one huge slippery slope to unimaginable consequences.

Lena: Well, we know robots enhance productivity. There's nothing wrong with that.

Les: True. Hey listen to this: "Within five years the person who purchases a product will be the first human to have touched it!"

Lena: Pretty amazing.



C UNDERSTAND FROM CONTEXT | Find featured words and phrases in Zoom-In and, with a partner, write an original sentence using each of them.

1 a word that means "excitement and discussion" .....
2 a phrase that means "a state in which huge numbers of people have no jobs" .....
.....
3 a word that means "learn perfectly and be able to do" .....
4 a sentence that means "I'm not kidding" .....
5 a phrase that means "disappear" .....
6 a phrase that means "an event that might lead to negative changes we hadn't anticipated" .....
.....
7 a word that means "improve or increase" .....
8 a phrase that means "coming to a conclusion before knowing all the facts" .....
.....

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

E DISCUSSION | Where in the world do you think hyper-automation will most likely occur? Explain why.

Lesson 1 Discuss the pros and cons of innovative technologies
Lesson 2 Make predictions about science and technology
Lesson 3 Talk about preparing for future pandemics
Lesson 4 Explain social and demographic trends

F TALKING POINTS | Take the survey.

Your **beliefs** about the **future**

Read 10 optimistic predictions. Circle the response that most closely reflects your opinion. (You can circle more than one.)

1 Robots will be a common feature in most people's homes and will enhance our lives.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

2 There will be opportunities for me to find a job in my chosen career.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

3 Women and men will be paid equally for equal work.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

4 Most young people will make more money than their parents and grandparents did.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

5 I'll be able to use English regularly in my life.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

6 The world will become more peaceful, and there will be fewer armed conflicts.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

7 Crime will decrease, and the streets will be safer at night.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

8 People will take action to reduce climate change, and the environment will be protected.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

9 Pandemics will be prevented.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

10 Poverty and unemployment will be reduced.
In my city | In my country | Everywhere | Nowhere | Elsewhere (If so, where? _____)

11 My own prediction: _____
In my city | In my country | Everywhere | Nowhere |
Elsewhere (If so, where? _____)


Will robots be a common feature in homes?


Will the world become a more peaceful place?


Will streets be safer at night?


Will future pandemics be prevented?

START TALKING

PAIR WORK Compare and discuss responses on the survey in Talking Points. Explain your reasoning, including details. Which one of you is more optimistic about the future?

1 COMMUNICATION GOAL

Discuss the pros and cons of innovative technologies

A VOCABULARY | Expressing and dismissing concern | Read and listen. Then listen again and repeat.

TO EXPRESS CONCERN

- It's a slippery slope.
- It's playing with fire.
- It's like opening a can of worms.
- It's like opening a Pandora's Box.



TO DISMISS CONCERN

- I don't see it that way at all.
- I think that's a little exaggerated.
- I guess I just see things differently.
- Don't you think you might be going overboard?



B LISTEN FOR POINT OF VIEW | Listen to five conversations about innovative technologies and write the correct conversation number next to each technology. Then listen again and choose the word that indicates the speaker's point of view about each technology.

..... **a** genetic engineering
She's (concerned / not concerned) about it right now.

..... **b** remote surgery
She's (concerned / not concerned) about it, but he (is / isn't).

..... **c** reproductive cloning
They're (concerned / not concerned) about it.

..... **d** artificial intelligence
They're (concerned / not concerned).

..... **e** microchip implants
He's (concerned / not concerned) about them.

C LISTEN TO SUMMARIZE | With a partner, write a short summary statement in your own words about one use of each technology, based on what you learned in the conversations. Compare statements with a partner. Listen again if necessary.

Example: genetic engineering *Genetic engineering is used to enhance the disease resistance of plants.*

1 genetic engineering .....
2 remote surgery .....
3 reproductive cloning .....
4 artificial intelligence .....
5 microchip implants .....

D GRAMMAR | The passive voice in unreal conditional sentences

In unreal conditional sentences, the passive voice can be used in one or both clauses.

The present unreal conditional

If cancer-preventing chemicals **could be embedded** in foods through genetic modification, that technology **might be** more widely **accepted**.
If I **were offered** an unhackable microchip, I'd get it and store absolutely everything on it.

The past unreal conditional

If remote surgery **had been approved** last year, it **would have been offered** to you when you needed your operation.
If the computer chip **hadn't been developed**, many of our most innovative technologies wouldn't be available to us now.

Remember: Form the passive voice with a form of be + a past participle.

E **GRAMMAR PRACTICE** | **Using the prompts, write a present or past unreal conditional statement that expresses your own opinion. Use the passive voice in the if clause.**

Example: Genetic engineering / prohibited

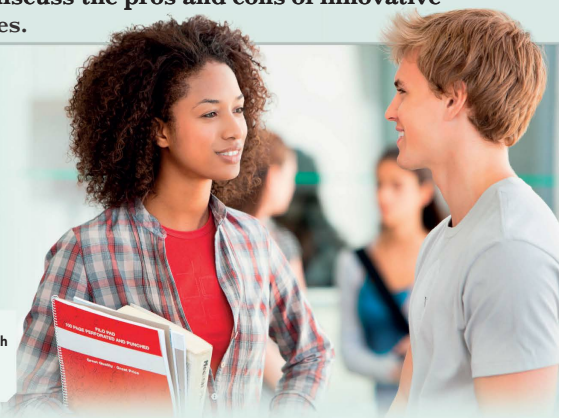
If genetic engineering were prohibited, farmers wouldn't be able to take advantage of the methods that have been developed to enhance crop disease resistance.

1 Cloning of humans / permitted
2 Everyone / trained to use soft skills
3 Surgeries / always performed by robots
4 Electricity / discovered four centuries ago
5 Astronauts / not sent to the Moon in 1969
6 Buses driven by people / replaced by driverless vehicles
7 The way to start fires / not discovered by early humans

F **PAIR WORK** | **Compare the statements you wrote for Exercise E. Explain your opinions and provide examples.**

COMMUNICATION ACTIVATOR

Now let's discuss the pros and cons of innovative technologies.



A **CONVERSATION MODEL** | **Read and listen.**

A: What do you think about people implanting computer chips under their skin?
B: They do that? Why?
A: Well, they say you could identify yourself instantly just by passing your hand through a scanner. You wouldn't need a wallet, money, credit cards, your driver's license . . .
B: Seriously? That gives me the willies. Nothing's foolproof. Couldn't the chip be hacked?
A: You've hit the nail on the head. If the chip were hacked, your personal information could fall into the wrong hands.
B: Well, I value my privacy. I'd think twice before getting chipped, to tell you the truth.
A: That makes two of us!

Social language
Agree informally with someone's strong opinion with "That makes two of us!"

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **TALKING POINTS** | **List two innovative technologies from Exercise B on page 92. Describe a positive or possibly negative application for each.**

	Innovative technology	Positive (and / or negative) application
1	genetic engineering	develop plants that are unappealing to insects

	Innovative technology	Positive (and / or negative) application
1		
2		

D **IN YOUR OWN WORDS** | **Create a similar conversation to the one in Exercise A, using your notes from Talking Points. Start like this: *What do you think about ___?* Be sure to change roles and then partners. (Option: Use the Unit 9 Energizer Worksheet.)**

KEEP TALKING!

- **Provide more reasons why you are for or against a particular technology.**
- **Evaluate the pros and cons of other technologies.**
- **Express and dismiss concern.**
- **Say as much as you can.**

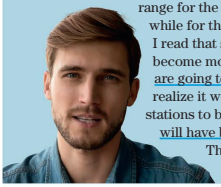
Watch the video for ideas!

RECYCLE THIS LANGUAGE

I'm not being facetious.
There's been so much hoopla about [it].
It's a slippery slope.
[Safety] will just go poof.

2 COMMUNICATION GOAL Make predictions about science and technology

A GRAMMAR CLOSE-UP | Read about some predictions. Notice the featured grammar.



Maybe I jumped the gun, but I thought that gas-fueled cars would all be replaced by electric vehicles by now. When the electrics first came on the market, their price was out of range for the average consumer, and it took a while for the price to come down. However, I read that starting this year, prices have become more competitive, and the electrics are going to be sold much more widely. I didn't realize it would take so much time for charging stations to be provided. But it looks like many will have been added by the end of the year. That'll make electric vehicles more appealing to own.



It's interesting that several countries have been sending rockets to the Moon in recent years. Some experts say that by 2035 a human settlement will have already been established there. Apparently, it's not a question of having the right technology, but rather having the will to do it. One article I read noted that the cost of such a venture would probably be shared by more than one country, which would help a lot. One thing's for sure . . . By the time there's a settlement on the Moon, plans will have been created for a settlement on Mars. Now *that's* exciting.

B DISCUSSION | Discuss the questions.

1 Will electric cars ever completely replace gas-fueled cars? Explain your reasons.
2 What do you think the purpose of a settlement on Mars might be? Do you think a settlement on Mars is worth the money it will take to create? Why or why not?

C GRAMMAR | The passive voice: the future, the future perfect, and the future as seen from the past

The passive voice is often used when discussing science and technology.

The future: will be (or be going to be) + a past participle
It's likely that human settlements **will be established** on the Moon in the near future.
Climate change **isn't going to be stopped** unless we do something about it soon.

The future perfect: will have been (or be going to have been) + a past participle
By the end of this century, the world's population explosion **will have been reversed**.
Cures for many of today's major diseases **are going to have been discovered** by 2060.

The future as seen from the past: would be (or was / were going to be) + a past participle
Leonardo Da Vinci correctly **predicted** (that) ships **would be designed** to travel underwater.
No one really **believed** (that) the COVID-19 pandemic **was going to be spread** around the world so quickly.

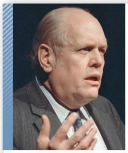
Remember: Use a by phrase when it's important to name the agent (the performer of the action).
Our lives will be enhanced **by new technology**.

GRAMMAR EXPANDER p. 131
When to use the passive voice

D GRAMMAR PRACTICE | Read the predictions. On a separate sheet of paper, change them from active to passive voice.

1 Technicians will use robots to mine the Moon's natural resources.
2 India is going to surpass the U.S. as the world's second largest economy by 2050.
3 If climate change isn't addressed, the ocean will flood low-lying island nations such as Fiji.
4 Robots are going to perform the majority of microsurgeries.
5 A 3D printer will make replacement car parts for you at home.

E GRAMMAR PRACTICE | Read each prediction. Then complete the statement below it, using would be or was / were going to be + a past participle.



Computers are never going to be used in the home.

1 In the 1970s, Kenneth Olsen, CEO and founder of Digital Equipment, predicted that computers .....
.....



General Motors will mass-produce self-driving cars by 2025.

2 General Motors CEO Mary Barra announced in 2020 that self-driving cars .....
.....



No online database will replace the newspaper.

3 In 1995, American astronomer, author, and teacher Clifford Stoll predicted the newspaper .....

.....



Over-farming and logging will destroy the world's rainforests.

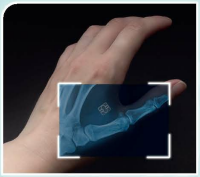
4 Primatologist Jane Goodall argued that the world's rainforests .....

.....

.....

F **GRAMMAR PRACTICE** | **Read about four travel innovations. Write your own prediction for each one, using the future perfect in the passive voice.**

Example: *By the second half of the 21st century, . . .*



1 Getting your passport stamped may be a thing of the past. Customs agents will require a card with an electronic chip that can be swiped. Or they may rely on implanted microchips for ID.

2 How would you like to stay in a space hotel with a spectacular view? Decades of space travel innovations have made the construction and maintenance of the International Space Station a reality. It won't be long before you can buy tickets for the vacation of a lifetime. When will the first space hotel be built?





3 Tired of arriving at airports far outside the city? Transportation alternatives such as the Hyperloop may replace those long trips to and from airports. A Hyperloop pod runs through a tunnel at about the same speed as an airplane and takes you to and from the heart of the city.

4 Imagine if your car could sense your emotions and calm you down, perhaps preventing you from going ballistic when another driver cuts you off. Or imagine that this same car could keep you awake when you get drowsy. Cars of the future might be equipped with AI technology called "affective computing," which is said to be a promising safety feature that can even be programmed to adapt to the different ways people from different cultures express emotions.



COMMUNICATION ACTIVATOR

Now let's make predictions about science and technology.

A **TALKING POINTS** | **Write at least three predictions in the passive voice about science and technology. Use will, be going to, or the future perfect.**

In the future . . .	By 2050 . . .	By the end of the century . . .

B **DISCUSSION** | **Share your predictions from Talking Points. Which of your classmates' predictions do you think are likely to come true? Do your predictions paint an optimistic or pessimistic view of the future? Explain.**

KEEP TALKING! ●●●

- **Ask your classmates questions about their predictions.**
- **Provide reasons for why you think a prediction will or won't come true.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

It's like opening [a can of worms / a Pandora's Box].
It's playing with fire.
It gives me the willies.
It isn't foolproof.
I'd think twice before I ___ .
That makes two of us.
I'd take that with a grain of salt.
I'm not being facetious.
You've hit the nail on the head.
You're jumping the gun.
Don't you think you might be going overboard?
I guess I just see things differently.
I think that's a little exaggerated.

A READING | Read the article. What are the three main points the writer makes?

How will we stay safe when the next pandemic hits?

When Chinese scientists identified COVID-19 in 2019, and the virus began to spread across the world like wildfire, experts warned world leaders of the need for an immediate, united response to contain it and save lives. Instead, the response was slow and chaotic, and millions of people died. The pandemic's shock waves brought the global economy to its knees. It had a devastating impact on tourism and the hospitality industry, caused a catastrophic rise in unemployment, and forced countless businesses to close forever. While some countries fared better than others, most were woefully unprepared for an event of this magnitude and were compelled to take drastic measures to try to contain the spread.

The COVID-19 pandemic was a global wake-up call. Since we know that COVID-19 won't be the last pandemic, how can we do better next time?

Improve warning systems

Countries in East Asia, where 87% of the deaths from the SARS epidemic in the early 2000s occurred, had learned from that experience. As soon as their first COVID-19 cases were confirmed, they were able to respond quickly with a system of digital contact tracing—a procedure for containing and isolating the virus by identifying all the people who had had contact with infected individuals. Those people were then quarantined to ensure they didn't infect anyone else. From that experience, it is clear that all countries should follow that proactive model and make testing kits abundantly available to better inform authorities of critical decisions they must make, such as when and how to impose a lockdown in schools, nursing homes, and non-essential businesses and whether, when, and how to mandate social distancing and the use of masks.

Restore public trust

COVID-19 revealed political and social tensions in a number of countries. Inadequate government responses and the lack of adequate medical facilities led to dramatic increases in COVID-19 deaths. Some national leaders downplayed the seriousness of the disease in spite of its well-known deadliness, causing a massive loss in public trust. In some countries, the spread of misinformation caused people to keep their loved ones at home rather than take them to the emergency room. In the future, world leaders must have a plan to ensure adequate hospital space and must prevent a breakdown in public trust by identifying experts who can provide fact-based public information. False conspiracy theories posted on social media will have to be swiftly and clearly refuted, and penalties assessed against people and sites that promote lies.

Ensure the supply chain of necessities

In the early days of the pandemic, people were shocked to see how quickly basic necessities, such as toilet paper, cleansers, and frozen vegetables vanished from supermarket shelves. Manufacturers struggled to keep up with the sudden increased demand. Even more concerning was the dilemma faced by health workers, who put themselves at risk to care for others. Basic medical supplies such as personal protective equipment (PPE) became more and more difficult to locate, and a number of nurses, doctors, and other key staff came down with the disease themselves—some fatally. While development of a vaccine was successfully achieved in record time, early distribution was confusing and difficult, and there were injustices in the availability of vaccines between richer and poorer regions and countries. In the next pandemic, shortages of consumer and medical supplies can be anticipated and prevented by intelligent planning. And plans for distribution of vaccines will ensure that countries with less developed economies won't be left behind.



Basic necessities disappeared early in the pandemic.

B UNDERSTAND WRITER'S PURPOSE | Which of the following is the purpose of the article?

1 To present all the things that went wrong in the response to the COVID-19 pandemic.
2 To identify ways that the world can be better prepared for the next pandemic.
3 To help governments prevent the breakdown in public trust.

C UNDERSTAND FROM CONTEXT | Paraphrase each statement containing a word or expression from the article.

1 Contagious diseases often "spread like wildfire."

.....

2 This country's economy was "brought to its knees."

.....

3 The COVID-19 pandemic was "a wake-up call" to countries around the world.

.....

4 Initially, some government leaders "downplayed" the seriousness of COVID-19.

.....

5 Conflicting information and governmental advice caused a "breakdown" in public trust.

.....

6 All kinds of consumer products quickly "vanished" from store shelves.

.....

7 The spread of misinformation over social media is extremely "concerning."

.....

8 Some countries in the less developed world were "left behind" when richer countries quickly received vaccine supplies.

.....

D **ACTIVATE LANGUAGE FROM A TEXT | With a partner, discuss the meaning of each of the following words and phrases. Use each of them in your own original sentence.**

1 contact tracing .....
2 a lockdown .....
3 social distancing .....
4 misinformation .....
5 a quarantine .....
6 a conspiracy theory .....

PRONUNCIATION LESSON p. 142
Reading aloud

COMMUNICATION ACTIVATOR

Now let's talk about preparing for future pandemics.

A **TALKING POINTS | With a partner, identify what you think were the three most important ways in which the world was unprepared for the COVID-19 pandemic.**

1

2

3

B **GROUP WORK | Compare your lists from Talking Points and explain why each item on your list had a devastating impact on the situation. Ask and answer questions.**

C **DISCUSSION | If you were in a position of authority in your town or national government, what policies would you put into effect to prepare for the next pandemic, if one occurs?**

Topics to consider

- working remotely from home
- learning remotely
- virtual visits with doctors
- social distancing
- vaccine development and distribution
- treatment development
- financial support of businesses that have to close
- early warnings
- screening and testing
- travel restrictions
- other



Medical worker in PPE

4 COMMUNICATION GOAL Explain social and demographic trends

A VOCABULARY | Demographic and social trends | Read and listen. Then listen again and repeat.



the fertility rate the average number of births per female in a particular place or population *(e.g., The 2020 fertility rate in the U.K. was 1.75 births per adult woman, an increase of .06% over the year before.)*

the birth rate the average number of births during a particular period of time in a particular place or population *(e.g., The 2020 U.K. birth rate was 11.4 births per 1000 people, a decrease of 49% from 2019.)*

the mortality rate the average number of deaths that occur during a particular period of time in a particular place or population

the divorce rate the average number of divorces that occur during a particular period of time in a particular place or population

the crime rate the average number of violent crimes or crimes against property that occur during a particular period of time in a particular place or population

the literacy rate the average number of people in a particular population who can read and write

a demographic a part of the population that is considered as a specific group within a population, such as people over the age of 65, ethnic minorities, teenagers, etc.

a trend a general tendency in the way a situation is changing or developing

a statistic a single number which represents a fact or measurement

B UNDERSTAND THE VOCABULARY | Write whether each example is a demographic, a statistic, a rate, or a trend. Explain your choices.

1 Even before the pandemic, more and more people began watching movies at home rather than in movie theaters. .....
2 The majority of social media site Pinterest's users are women. .....
3 The number of births per family is lower in richer, more developed nations and regions. .....
4 Fifteen percent of people over the age of 65 in the U.S. are living in poverty. .....

C LISTEN TO ACTIVATE VOCABULARY | Listen to four conversations about rates and trends. Complete each statement with the name of the rate. Then listen again and circle the trend.

1 The ..... rate has (risen / fallen).
2 The ..... rate is (rising / falling).
3 The ..... rate has (risen / fallen).
4 The ..... rate has been (rising / falling).

D LISTEN FOR FACTS AND FI GURES | First read the questions. Then listen to a lecture on demographic trends and answer the questions. Listen again to confirm your answers.

1 What has been happening to the world's population since 1804?
2 By 2030, what country will have the largest population?
3 What recently happened to the percentage of the world's population living in rural and urban areas?
4 What is happening to the percentage of the world's population that are seniors?



E LISTEN TO DRAW CONCLUSIONS | **Complete each statement by drawing a conclusion from the information in the lecture. Support your answers with reasons, based on the lecture.**

1 The greatest need for resources in Africa, based on the predicted demographic, will be in the (agricultural / educational / health) sector.
2 China's economy might suffer from the rise in the (older / younger / poorer) demographic because there will be (fewer / more / the same number of) people in the workforce.
3 The largest percentage of Nigeria's population will most likely be (children / seniors / working-age citizens).

F SUPPORT AN OPINION | **Which of the demographic trends mentioned in the lecture concern you the most? Explain your reasons to your classmates.**

COMMUNICATION ACTIVATOR

Now let's explain social and demographic trends.

A TALKING POINTS | **Make notes about social and demographic trends taking place in your country and their possible benefits or consequences. Check the ones that concern you.**

- [x] Marriage and divorce: *People are getting married later than before. Families will probably get smaller.*
- [ ] Marriage and divorce
- [ ] Education
- [ ] Family life
- [ ] Seniors' quality of life
- [ ] Children's social interactions
- [ ] Other:

B GROUP WORK | **Compare notes from Talking Points. For the trends you are concerned about, discuss the consequences you have noted. Explore possible solutions. Then present the ideas you discussed to your classmates. (Option: Use the Unit 9 Soft Skills Booster, p. 162.)**

> "If families continue to decrease in size, fewer schools will be needed."

RECYCLE THIS LANGUAGE

It's a slippery slope.
I'm not being facetious.
That makes two of us.
I think that's a little exaggerated.
I guess I just see things differently.
You've hit the nail on the head.
That gives me the willies.

WRITING HANDBOOK p. 152
- **Skill:** The thesis statement in a formal essay
- **Task:** Write a formal essay about future trends

PROGRESS SELF-CHECK

NOW I CAN

- [ ] Discuss the pros and cons of innovative technologies.
- [ ] Make predictions about science and technology.
- [ ] Talk about preparing for future pandemics.
- [ ] Explain social and demographic trends.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

UNIT 10

Global Ties

PREVIEW

A **GLOBALIZATION** | **Listen to one person's mixed impressions of the impact of globalization. What's one benefit she feels globalization has provided? And at the same time, what does she miss about the past?**

B **ZOOM-IN** | **Read and listen to two foreign university students in Marseille, France. Notice the featured language.**

UNDERSTAND A VARIETY OF ACCENTS
Tariq = Arabic
Oki = Japanese



Tariq: Hey, Oki, long time no see! Everything OK? Everyone missed you in class today.
Oki: Hey, Tariq. Yeah, I'm fine. Just feeling a little out of sorts.
Tariq: What do you mean out of sorts? Are you sick?
Oki: No, nothing like that. Things have been kind of getting to me lately. I think I've just needed a little alone time.
Tariq: Are you homesick for Japan? France is a long way from home. I know I miss my parents in Egypt!
Oki: Well, I am definitely missing my family, but I video chat with them just about every day, so I don't think it's that. I'm just feeling kind of like a fish out of water these days—like I just don't belong here. I've been having trouble sleeping and all that.
Tariq: You sure you haven't picked something up? Maybe you should get a check-up at the student clinic. They're really nice there.
Oki: Thanks, Tariq, but I'm OK. I'll get over it. I'm just not used to the culture here. It's been getting on my nerves.
Tariq: You're pulling my leg, right? I thought you were totally in love with France.
Oki: That's true, but all of a sudden I've fallen out of love.
Tariq: What specifically is bothering you?
Oki: I'm not sure. It's hard to put my finger on it . . . Like what's with all those protests and student strikes? It seems like every other day they cancel classes for a demonstration. For goodness' sakes, aren't students here to study?
Tariq: I'm with you there! And the endless political discussions! Where I come from, it's not polite to ask people about their political opinions unless you're really close.
Oki: I know what you mean.



C **UNDERSTAND FROM CONTEXT** | **With a partner, paraphrase the featured phrases and sentences your own way.**

1 I'm feeling a little out of sorts.
2 Things have been kind of getting to me lately.
3 I feel like a fish out of water.
4 I'll get over it.
5 You're pulling my leg.
6 It's hard to put my finger on it.
7 What's with all those protests and student strikes?
8 I'm with you there!

D **THINK AND EXPLAIN** | **With a partner, discuss the questions and explain your answers.**

1 What's troubling Oki? What does he think is the problem?
2 What's one thing about French student culture that neither Oki nor Tariq can understand?

E **LOOK IT UP AND SHARE** | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

F **PAIR WORK** | **Tell your partner about a time you felt "like a fish out of water."**

Lesson 1 React to international news events
Lesson 2 Talk about the influence of foreign imports
Lesson 3 Discuss the ways your culture might cause culture shock
Lesson 4 Understand the impact of globalization

F TALKING POINTS | Take the quiz.

How much do you know about English in today's world?

1 **English is not an official language in ___.**
- ☐ the U.S. or the U.K.
- ☐ South Africa
- ☐ Canada
- ☐ Nigeria

2 **There are ___ speakers of English in the world.**
- ☐ 1.5 million
- ☐ 10 million
- ☐ 1 billion
- ☐ 1.5 billion



Traffic signs in Québec, Canada

3 **Approximately ___ of the world's population are native speakers of English.**
- ☐ 5%
- ☐ 10%
- ☐ 20%
- ☐ 30%

4 **There are about ___ million people who speak English as a second or a foreign language.**
- ☐ 6
- ☐ 10
- ☐ 70
- ☐ 700

5 **___ is the country with the most English speakers.**
- ☐ China
- ☐ the U.K.
- ☐ the U.S.
- ☐ India

6 **Approximately ___ million people are studying English in China.**
- ☐ 1
- ☐ 10
- ☐ 100
- ☐ 400

7 **In France, there are approximately ___ public and private university programs taught in English.**
- ☐ 20
- ☐ 100
- ☐ 500
- ☐ 1500

8 **Approximately ___ of online content is in English.**
- ☐ 10%
- ☐ 30%
- ☐ 50%
- ☐ 80%

9 **Which language has the largest vocabulary?**
- ☐ English
- ☐ German
- ☐ Chinese
- ☐ French


Many children in China study English in primary school.


English is the medium of instruction in many universities worldwide.

Answers **1.** Neither the U.S. nor the U.K. has an official language. Both English and French are official languages in Canada. South Africa has 11 official languages, including English. Nigeria has only one—English. English is the main language in those countries by history and tradition. **2.** Almost 1.5 billion people in the world speak English—that's one out of every six people, and the number is growing. **3.** There are about 380 million native speakers of English, a little over 5% of the world's population. **4.** There are about 700 million people who have learned English in addition to their own language. **5.** The U.S. has the most English speakers, native and non-native, at 290 million. Ranking highest after that are India (125 million), Pakistan (108 million), Nigeria (79 million), the Philippines (64 million), and the U.K. (63 million). But there are more English speakers in Asia than in the U.S., U.K., and Canada combined. **6.** 400 million people are learning English in China. That's more than the population of the U.K. **7.** French universities offer approximately 1500 programs in which English is the language of instruction. France attracts more foreign university students than any other non-English-speaking country. **8.** 80% of the world's digitally stored information is in English, but the proportion of information stored in other languages is growing on the Internet. **9.** English claims to have the largest vocabulary. Estimates range from 250,000 to 1 million words.

START TALKING

PERSONALIZE Complete the chart with details about the ways and places you expect to use English in your life. (Write N/A (not applicable) for situations you don't expect to occur.)

In my country	Outside of my country
With visitors from other countries:	For tourism:
In phone and video conferences:	For study:
In written communication for my job:	For my job:
Other:	Other:

PAIR WORK Compare charts and discuss the details you included in your chart.

1 COMMUNICATION GOAL React to international news events

A VOCABULARY | Phrasal verbs for discussing events and issues | Read and listen. Then listen again and repeat.

Note: Phrasal verbs contain a verb and one or more particles that together have their own meaning. Particles are most commonly prepositions or adverbs.

bring about cause to occur or to exist
Rising temperatures have brought about many changes to the world's weather.

carry out achieve or accomplish a plan or a project
The Health Ministry has quickly carried out the ambitious vaccination plan it promised last month.

wipe out eliminate or destroy something completely
Agricultural science has wiped out many previously destructive plant pests.

come up with invent a novel plan or idea
Immunologists have come up with a cutting-edge approach to bee-sting allergy prevention.

go without live without something one needs or is accustomed to having
Our water filtration system has ensured that no town will go without clean, safe drinking water.

lay off end the employment of workers in response to poor economic conditions
During the period of widespread lockdowns in the pandemic, many businesses closed and laid off the majority of their employees.

put up with bear someone's behavior or a bad situation without complaining
Many people are willing to put up with terrible traffic jams during the national holidays.

run out of use one's entire supply of something and have no more
During the storm, stores ran out of essential supplies such as milk and bread.

come down with become sick with a particular illness
The increase in flooding has caused an increase in the mosquito population, and many people are coming down with dengue fever.

B ACTIVATE VOCABULARY | Circle the correct phrasal verb to complete each sentence.

1 The cruise industry shut down almost completely during the pandemic and had to (bring about / lay off) almost 100% of its non-technical staff.
2 Hopefully someone will (come up with / put up with) a way for employees working remotely to interact more frequently with their colleagues.
3 The catastrophic weather this last month forced us to (put up with / come down with) cancellations and delays to most flights.
4 The massive power outage that hit the East Coast caused millions of people to (put up with / go without) electricity for three days.
5 Smallpox vaccinations (wiped out / came down with) the disease all over the world in the mid-twentieth century.
6 Demand for fuel during the summer months last year caused many gas stations to (go without / run out of) gas.
7 When schoolchildren begin school after the summer vacation, lots of them (put up with / come down with) colds and other contagious diseases.
8 The soldiers came back exhausted after (wiping out / carrying out) the rescue mission in the mountains.
9 We're hoping the legislation just passed will (go without / bring about) a reduction in fossil fuel energy usage.

C LISTEN TO INFER MEANING | Listen to the conversations about news events. After each conversation, complete the statement.

Conversation 1 The refugees will ..... soon.
a go without food **b** come down with something **c** carry out a plan

Conversation 2 Lots of people have been ..... .
a putting up with vaccinations **b** coming down with the disease **c** coming up with a plan

Conversation 3 The government hasn't ..... .
a carried out the president's plan yet **b** run out of supplies **c** laid off anyone

D VOCABULARY PRACTICE | Complete the article, using the appropriate forms of the phrasal verbs from the Vocabulary.

PRONUNCIATION LESSON p. 143
Intonation of tag questions

Agencies merge to reduce hunger

Geneva, May 10

Last week the UN's World Food Program (WFP) and the International Global Food Fund (IGFF) met in Geneva and ..... (1) a plan to temporarily combine their efforts for a more focused and efficient service delivery. These two hunger relief organizations' primary mission has been to implement programs that ..... (2) malnutrition, especially among infants and children worldwide. Additionally, they will now collaborate to ..... (3) increased food production and ..... (4) plans to provide food assistance to people in each of their regions. In recent years, climate change has exacerbated food shortages, and the number of people who are currently forced to ..... (5) food and potable water has skyrocketed. Increasingly, families are ..... (6) being hungry for days on end. Making the issue even more urgent is the fact that malnourished people have weakened immune systems and readily ..... (7) contagious diseases. In joining together, these two premier agencies have pledged to collaborate so no region ..... (8) essential food supplies.

COMMUNICATION ACTIVATOR

Now let's react to international news events.

A CONVERSATION MODEL | Read and listen.

A: Can you believe all the humanitarian crises happening around the world?
B: Unbelievable. Starvation. Childhood mortality. You name it.
A: What's causing them?
B: Well, they say there are two major factors right now: conflict and the effects of climate change, like drought.
A: Right, and they both have a ripple effect. Look at the displacement of tons of people they cause.
B: To say nothing about millions of refugees migrating to other countries.
A: Makes you feel hopeless, doesn't it?
B: Actually, not really. There are places where you can make a donation.
A: You're right. At least we'd be doing something.

Social language
Say "You name it" to indicate the list could be a lot longer.
To add to an already long list, say "To say nothing about ___."





B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS Create a similar conversation about other crises happening in the world. Name the problem and any ripple effects. Start like this: *Can you believe . . . ?* Be sure to change roles and then partners. (Option: Use the Unit 10 Energizer Worksheet.)

KEEP TALKING!

- **Describe the crisis in more detail.**
- **Say more about how you feel about the situation.**
- **Suggest ways to help.**
- **Say as much as you can.**

Watch the video for ideas!

Other crises

- childhood malnutrition
- epidemics
- victims of natural disasters
- childhood mortality
- homelessness
- scams
- drug use











2 COMMUNICATION GOAL Talk about the influence of foreign imports

A GRAMMAR CLOSE-UP | Read the people's opinions. Notice the featured grammar.

Log in | Home | Friends | Post

Samara Safi ▶ Imports? Let's Talk About It . . .

1 hr So, I'm from Jordan, and every time my kids turn on their tablets or phones, I worry. I may be an overprotective mom, but I'm concerned about the influence foreign games and websites might have on them. I mean, I'm not a dinosaur, but we have a more conservative culture here, and I just don't care for normalizing some of the stuff in those games and on those websites. Honestly, though, they're good kids. Sometimes I wonder how they put up with my worrying! But I do ask myself: Can't THIS country come up with a few good games, so we don't have to rely on so many imports? I know I can't ask my kids to give up online activities entirely, but I'm trying to think of a way to get them to try out some other fun things—offline!

Like Reply 2 comments

Marcus Meyer

I hear you. I'm from Germany, and I'm concerned about imports, too—but in my case, food imports. When I pick up fruits and vegetables at the market, I've begun checking out the stickers on them. And you can count on it—they're always from somewhere else. I understand that stores want to cater to our taste for tropical fruits all year long—we can't grow those here. But what about all the things we DO grow, like tomatoes and onions? I'm guessing the ones from the developing world are simply cheaper than the ones we grow here because of the cost of labor in other countries. I wonder if this is a good thing . . .

Like Reply

B ACTIVATE PRIOR KNOWLEDGE | Would people in your country express opinions similar to the ones in Grammar Close-Up? Explain.

C GRAMMAR | Separability of transitive phrasal verbs

Remember: Transitive verbs are verbs that can have direct objects. Transitive *phrasal verbs* can be separable or inseparable.

Separable

A direct object noun can generally come after or before the particle of a separable phrasal verb.

I'd like to **try on** that blue blouse. OR I'd like to **try** that blue blouse **on**.

However, a direct object pronoun must come before the particle.

I'd like to **try** it **on**. NOT I'd like to ~~try on it~~.

Inseparable

A direct object noun or pronoun always comes after the particle of an inseparable phrasal verb.

They **cater to** younger customers. NOT They ~~cater younger customers to~~.

I don't **care for** them. NOT I don't ~~care them for~~.

Be careful! Some phrasal verbs are always separated. The particle never comes directly after the verb.

I **talked** them **into** contributing money. NOT I ~~talked into them~~ contributing money.

Separable

blow away	find out	try out
bring about	give up	turn on / off
carry out	lay off	throw away
check out	pick up	try on
figure out	take up	wipe out

Inseparable

care for	count on	put up with
cater to	do without	rely on
come across	go after	run into
come down with	go without	run out of
come up with		

Always separated

do (sth.) over start (sth.) over talk (s.o.) into (sth.)

For a more complete list with definitions, see pp. 114-116.

GRAMMAR EXPANDER p. 132
Phrasal verbs: expansion

D UNDERSTAND THE GRAMMAR | Which phrasal verbs in Grammar Close-Up are separable? On a separate sheet of paper, rewrite those sentences, with the direct object in a different position.

E **GRAMMAR PRACTICE** | **Complete the sentences, using a form of the phrasal verb with the pronoun it or them. Pay attention to whether or not the verb is separable.**

1 Pilates is really popular. Even my great grandmother has (take up) ..... .
2 Although only a small number of people here can understand English, English words are everywhere. You often (come across) ..... on signs, menus, ads, and clothing labels.
3 Many of the workers who were laid off during the pandemic had highly developed skills. It may not be so easy to (talk into) ..... going back for more training.
4 Because young adults are tech-savvy and have tremendous economic power, Internet companies have developed marketing campaigns that (go after) ..... aggressively.
5 At international food fairs, foreign companies offer samples of their products. Domestic suppliers can (try out) ..... before deciding to import them.
6 Once a foreign brand has become popular, it's hard for people to (give up) ..... .

COMMUNICATION ACTIVATOR

Now let's talk about the influence of foreign imports.

A **TALKING POINTS** | **On the notepad, list examples of imports from foreign countries or cultures that you come across regularly.**

Foods:	Entertainment:
Music:	Vehicles:
Products for your house:	Sports and games:
Clothing / personal care products:	Other:

B **GROUP WORK** | **Compare lists from Talking Points. Have the imports had a positive or negative influence in your country? Explain.**

> "There's been a trend here toward giving up local traditions and replacing them with imported things. Some of them are great, but I question the wisdom of throwing out our own traditions in their favor. Imported things aren't necessarily better than our own!"

KEEP TALKING!

- **Agree or disagree, providing supporting details.**
- **Discuss recent trends in your country.**
- **Describe how imports can or do influence your home culture.**
- **Say as much as you can.**

Watch the video for ideas!



Spanish specialties are enjoyed in many places outside of Spain.



Labels tell you where your garment was made.


Asian martial arts are popular throughout the world.

3 COMMUNICATION GOAL

Discuss the ways your culture might cause culture shock

A VOCABULARY | Discussing culture shock | Read and listen. Then listen again and repeat.

culture shock *n.* the feelings of anxiety and confusion that people have when they spend time in a foreign country
Foreign students often experience culture shock.

homesick *adj.* feeling sad because of being away from home
The first time I went to summer camp, I was homesick.

overwhelming *adj.* more than one can bear; large enough in size, number, or amount to have a very strong effect
Homesickness can be overwhelming and hard to overcome.

disorienting *adj.* confusing, especially of new surroundings
If you come from a culture in which people often touch each other, it can be disorienting to be in a country where people generally do not.

belong *v.* feel happy or comfortable in a place or situation because one has the same interests and ideas as other people
It was so good to come home to a place where I belong!

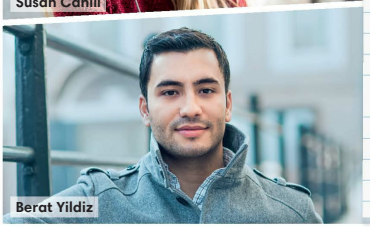
miss *v.* feel sad because one doesn't have something or do something one had or did before
When Ella was in Europe, she found herself missing some of the foods from back home.

long for *v.* want something very much, especially when it seems unlikely to happen soon
Many people from the country long for a little quiet when they're in a busy city.

B PERSONALIZE THE VOCABULARY | Choose three of the words from the Vocabulary, and use them to write a true statement about yourself. Share statements with a partner.

C LISTEN TO SUMMARIZE | Listen to the radio program. In your own words, summarize the characteristics of each of the four stages of culture shock.


Susan Cahill


Berat Yildiz

Stage one:

Stage two:

Stage three:

Stage four:

D LISTEN FOR DETAILS | Listen again. Check the correct answers, according to the program.

1 Which of the following disorienting experiences did not cause negative feelings for Berat in London?
☐ the traffic ☐ the money ☐ the weather ☐ the food ☐ people's behavior

2 Which symptoms of culture shock did Berat experience?
☐ headaches ☐ disappointment ☐ sadness ☐ lack of sleep ☐ loneliness

3 Which of the following were mentioned as signs that Berat was in the final stage of culture shock?
☐ dressing right for cold weather ☐ making friends ☐ calling home
☐ appreciating cultural differences ☐ finding Turkish restaurants

E UNDERSTAND FROM CONTEXT | **Listen to the excerpts from the radio program. Use the context to help you complete each statement.**

1 When Susan Cahill says that Berat Yildiz knows about culture shock "firsthand," she means he knows it from ..... .
a experience **b** his studies **c** his culture

2 When Berat Yildiz says he felt like he was "in heaven," he means he felt ..... .
a worried **b** shocked **c** great

3 When Susan says there is "a light at the end of the tunnel," she means that things will ..... .
a get better **b** get worse **c** stay the same

4 When Berat says he got his "feet back on the ground," he means he stopped ..... .
a feeling confused **b** feeling happy **c** thinking about Turkish food

COMMUNICATION ACTIVATOR

Now let's discuss the ways your culture might cause culture shock.

A TALKING POINTS | **Check three aspects of your culture you think might cause a visitor to experience culture shock. Write those three on the notepad and write suggestions to help visitors overcome their discomfort with each one.**

- ☐ local dishes
- ☐ eating and drinking customs
- ☐ etiquette at work
- ☐ local holidays
- ☐ sense of humor
- ☐ formality and informality
- ☐ punctuality
- ☐ traditional leisure activities
- ☐ socializing
- ☐ clothing do's and don'ts
- ☐ treatment of children
- ☐ customs of keeping pets
- ☐ public transportation
- ☐ driving behavior
- ☐ pedestrian behavior
- ☐ other: .....
  .....
  .....

1

2

3

B PAIR WORK | **Use your notes from Talking Points to describe your ideas to help a visitor cope with culture shock in your country.**



A READING | Read the interview about the pros and cons of our increasingly interdependent world. What fact was most surprising to you?

WORLD

GLOBALIZATION: A double-edged sword?

World interviewed sociologist Angela Kuhn about globalization.

WORLD: Professor Kuhn, you've been quoted as saying that globalization isn't a "Johnny-come-lately," having begun thousands of years ago. The popular perspective is that globalization, or the economic interdependence of nation states, is a phenomenon of the last hundred years that has accelerated rapidly in the Information Age past the point of no return.

KUHN: Most people do think of globalization as recent, but they're mistaken. The best known early example of economic interdependence is probably the Silk Road, the ancient network of trade routes across China, Central Asia, and the Mediterranean between 50 BCE and 250 CE. And just as today's globalization has been enabled by emerging technologies, so was the trade over the Silk Road.

WORLD: Which technologies could you be referring to, so long ago?

KUHN: Specifically, advances in metallurgy led to the creation of coins so that goods could be bought and sold and not simply exchanged, or "bartered," as they had been previously. And a developing infrastructure of roads and bridges played a key role just as they do today. Later, in the 15th century, advances in technology, such as improved ship design and the magnetic compass, made Columbus's four voyages to the New World possible. As it does today, trade impacted the lives and culture of ordinary people of the time—both for good and for bad. Heaven knows that much pain and suffering has always been a component of globalization.

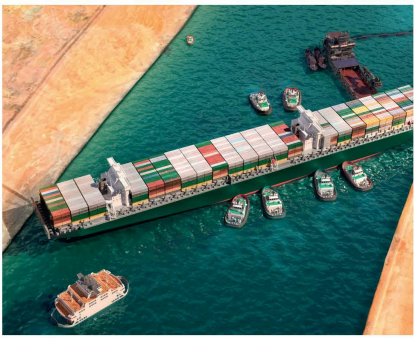
WORLD: Can you elaborate on some ways the lives of ordinary people have been affected by globalization?

KUHN: Well, I'm simplifying, you understand, but in the Asian example, foods that had been eaten only locally began to be known elsewhere, and products such as Chinese silk and Arabian spices—along with the cultural exchange of religious beliefs—influenced the traditions and personal lives of people of the time. Similarly, Columbus's voyages opened the Age of Exploration, and repeated connections between Europe and the Americas introduced profound cultural change in the people of both places.

WORLD: So, fast forward to today—obviously, globalization still creates economic ties among the countries of the world, but the Internet has accelerated the process. And English has facilitated our ability to connect culturally with others. So, then, why are people so down on globalization?

KUHN: Well, I don't think we can state that categorically. Most people are ambivalent. They receive the benefits of globalization—economic growth, higher standards of living, enriched culture, more access to a wider range of products—but are also aware of some of its downsides.

WORLD: Such as?



In 2021, the cargo ship Ever Given *blocked the Suez Canal, disrupting the global trade the world's economies now depend on.*

KUHN: Well, companies in richer, developed countries often outsource manufacturing and customer service to poorer countries, where labor costs are lower. This has led to a widening gap between the rich and the poor in the more developed countries because jobs there are consequently lost. Since goods are imported and exported around the world, there has been a huge growth in shipping, and because of the lack of regulation in international waters, workers on merchant ships have been exploited and abused. Furthermore, ordinary people complain that their traditional culture and industries are being lost to an invasion of foreign brands and—lest we forget—our interconnectedness has created an increased risk of pandemic disease.

WORLD: Will a day come when we can offset the downsides and reap only the benefits of an interconnected world?

KUHN: As you said earlier, we may have reached the point of no return. World economies are interdependent, and there seems to be no Plan B when things go wrong; in other words, there's no alternative.

WORLD: As you said: it's a double-edged sword. Thank you, Dr. Kuhn.



B **UNDERSTAND FROM CONTEXT** | **With a partner, answer the questions that contain key words and expressions from the interview.**

1 What does Professor Kuhn mean that globalization isn't a "Johnny-come-lately"?
2 How does she define "globalization"?
3 What was the "infrastructure" of the Silk Road era?
4 Which "technologies" made Columbus's voyages possible?
5 How does "bartering" differ from buying and selling?
6 How would you describe the "outsourcing" of manufacturing and customer service?
7 What does it mean to be "ambivalent" about something?
8 What is meant by "the point of no return"?
9 How would you explain the meaning of a "Plan B"?

C **IDENTIFY SUPPORTING DETAILS** | **Answer the questions, supporting your answers with information in the interview.**

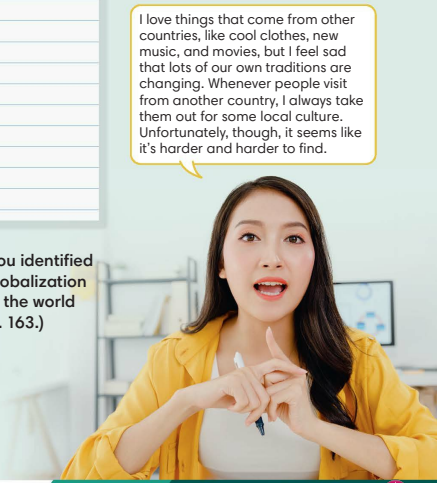
1 In what way has technology enabled growth in economic interdependence in the three time periods Professor Kuhn mentions?
2 How did the growth in metallurgy contribute to the shift from bartering to buying and selling traded goods?
3 What are the benefits of globalization that Kuhn points out?
4 Why is it easy for shippers to abuse and exploit workers on merchant ships?
5 Why has globalization multiplied the risk of pandemic disease?
6 Why was the incident of the Ever Given so significant?

COMMUNICATION ACTIVATOR

Now let's understand the impact of globalization.

A **TALKING POINTS** | **On your notepad, write the names of international companies that have had an economic or cultural impact in your country.**

have had an economic impact	have had a cultural impact



B **DISCUSSION** | **What benefits or problems have the companies you identified in Talking Points brought to your country? Overall, do you think globalization is good or bad for your country? Do you think it's good or bad for the world as a whole? Explain. (Option: Use the Unit 10 Soft Skills Booster, p. 163.)**

WRITING HANDBOOK p. 153
- **Skill:** Rebutting an opposing point of view
- **Task:** An essay about globalization

PROGRESS SELF-CHECK

NOW I CAN

- ☐ React to international news events.
- ☐ Talk about the influence of foreign imports.
- ☐ Discuss the ways my culture might cause culture shock.
- ☐ Understand the impact of globalization.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Soft Skills Workshop 5

A Panel Discussion

Outcome

You will prepare and present a panel discussion on a topic of your choice.

1 TEAMWORK Choose a discussion topic and assign roles.

Form teams of four. With your teammates, discuss the topics and decide which would be most interesting to prepare. With your teacher, determine how much time you will have to conduct your team's panel discussion.

Assign roles. Choose one team member to be moderator. The other team members will be panelists. Choose a role for each panelist. Give each panelist a fictional name, an employer, and a job title, and invent other details as appropriate.

Research the topic for information, news, and any issues or controversies related to it. Share information to help frame your ideas and plan your points of view. Combine team members' notes.

Research notes
Important to include foods of many colors on the plate.

Tips for TEAMWORK

Support your colleagues' ideas.
Makes total sense! Good thinking!
What a great idea!

Politely offer a different point of view.
I see what you mean. But here's a question ___ .
I get that. But I wonder what you think of this: ___ .
Good point. But here's something to consider: ___ .
True. But on the other hand, ___ .

DISCUSSION TOPICS

A



Does healthy food have to be boring?

Moderator: a medical professional (doctor, nurse, physical therapist, etc.)

Panelist roles:
- a nutritionist
- a chef and restaurant owner
- a home cook with a large family

B



How much discipline do children need?

Moderator: a parent of a teen in a multi-generational household

Panelist roles:
- a child psychologist
- a parent of a child with behavior problems
- a typical teenager

C



What can we do about street crime?

Moderator: a small business owner in a large city

Panelist roles:
- a police officer
- a person recently released from prison
- a crime victim

D



What is the future of English as an international language?

Moderator: a journalist from a business magazine

Panelist roles:
- a CEO of a company with offices around the world
- a student planning on a career in international business
- an English teacher in an adult language program

2 COLLABORATION Work together to plan the panel discussion.

Using the team's notes from Activity 1, the moderator drafts five to ten questions to ask. At the same time, the panelists each think about and write notes about their general point of view of the topic. (For example: A chef might say that healthy food can be very exciting if it's spicy.)

Panelists and the moderator share their notes, giving each other feedback and suggestions.

As the moderator revises the questions, panelists brainstorm the answers they would give in the actual panel discussion, according to the point of view of the roles they will be playing.

Meet together again as a team to draft an introduction to the topic for the moderator to present at the beginning of the panel discussion, as well as brief (two or three sentences only) introductions to each panelist.

Tips for COLLABORATION

Offer suggestions.
Have you thought about ___ ?
What if we ___ ?
Maybe we should give ___ a try.
So what do you think of this? Let's ___ .

Print out the **Evaluation Chart**.

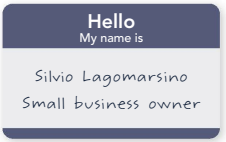
3 PRESENTATION

Rehearse the panel discussion and then present a similar one to the class.

Rehearse: Using the notes and drafts from Activities 1 and 2, the moderator practices introducing the topic and then introduces the panelists in the order in which they are seated. Then he or she asks the questions that were planned, calling on one or more panelists to answer. Each panelist rehearses the answer he or she intends to give, based on the brainstorming in Activity 2. Discuss any last-minute changes you want to make.

Make name cards or tags that include each person's role.





Present: Conduct your panel discussion in front of the class. The moderator and all panelists should look at whoever is speaking, nodding and smiling to indicate they are paying attention.

The moderator can ask unrehearsed follow-up questions but should maintain control of the time any one person takes, in order to complete the discussion on time. Panelists who wish to respond spontaneously to something should raise their hand to be called on by the moderator and should not interrupt.

When time is up, the moderator thanks the panelists for their contributions and thanks the audience for its attention.

Tips for PRESENTATION

Demonstrate respect for what others say.
[Ms. Bank] makes a good point.
That's definitely true.
I know what you meant when you said ___ .
I think [Mark]'s absolutely right.

Ask others to elaborate
Is there a particular reason you say ___ ?
Can you explain what you mean by ___ ?



EVALUATE

Improve your presentation skills.

Use the Key to answer the questions and evaluate each panel discussion. Discuss strengths and weakness and make suggestions about how each panel discussion might be improved.

KEY
Y = yes
U = usually
S = sometimes
N = no

1 The moderator introduced the topic in a way that made me want to hear something about it.

2 The panelists were clearly identified both by the moderator and with name cards or badges. They were seated in the order they were introduced.

3 The panelists acknowledged their introductions, waited to be called on, and didn't interrupt.

4 The panelists listened actively and attentively to the other panelists and the moderator.

5 The moderator retained control of the time limits and made sure all panelists had a chance to speak. When time was up, the moderator concluded the session appropriately.

REFERENCE CHARTS

IRREGULAR VERBS

base form	simple past	past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
quit	quit	quit
read /rid/ read	/red/ read	/red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
spin	spun	spun
spit	spit / spat	spit / spat
spoil	spoiled / spoilt	spoiled / spoilt
spread	spread	spread
spring	sprang / sprung	sprang / sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank / stunk	stunk
strike	struck	struck / stricken
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke / waked	woken / waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

VERBS FOLLOWED BY A GERUND

acknowledge	celebrate	discontinue	escape	imagine	postpone	recall	risk
admit	complete	discuss	explain	justify	practice	recommend	suggest
advise	consider	dislike	feel like	keep	prevent	report	support
appreciate	delay	don't mind	finish	mention	prohibit	resent	tolerate
avoid	deny	endure	forgive	mind	propose	resist	understand
can't help	detest	enjoy	give up	miss	quit		

EXPRESSIONS THAT CAN BE FOLLOWED BY A GERUND

be excited about	be committed to	make an excuse for	look forward to
be worried about	be opposed to	have a reason for	blame [someone or something] for
be responsible for	be used to	believe in	forgive [someone or something] for
be interested in	complain about	participate in	thank [someone or something] for
be accused of	dream about / of	succeed in	keep [someone or something] from
be capable of	talk about / of	take advantage of	prevent [someone or something] from
be tired of	think about / of	take care of	stop [someone or something] from
be accustomed to	apologize for	insist on	

VERBS FOLLOWED DIRECTLY BY AN INFINITIVE

afford	attempt	consent	fail	intend	neglect	pretend	struggle	want
agree	can't wait	decide	grow	learn	offer	promise	swear	wish
appear	care	demand	hesitate	manage	pay	refuse	threaten	would like
arrange	choose	deserve	hope	mean	plan	request	volunteer	yearn
ask	claim	expect	hurry	need	prepare	seem	wait	

VERBS FOLLOWED BY AN OBJECT BEFORE AN INFINITIVE*

advise	cause	enable	force	need*	persuade	require	want*
allow	challenge	encourage	hire	order	promise*	teach	wish*
ask*	choose*	expect*	instruct	pay*	remind	tell	would like*
beg	convince	forbid	invite	permit	request*	urge	

***In the active voice, these verbs can be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).**

VERBS THAT CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE

with a change in meaning		without a change in meaning				
forget	remember	begin	continue	like	prefer	try
regret	stop	can't stand	hate	love	start	

ADJECTIVES FOLLOWED BY AN INFINITIVE*

afraid	ashamed	depressed	eager	fortunate	lucky	relieved	surprised
alarmed	certain	determined	easy	glad	pleased	reluctant	touched
amazed	content	disappointed	embarrassed	happy	prepared	sad	upset
angry	curious	distressed	encouraged	hesitant	proud	shocked	willing
anxious	delighted	disturbed	excited	likely	ready	sorry	

***Example:** *I'm willing **to accept** that.*

PARTICIPIAL ADJECTIVES

alarming	–	alarmed	embarrassing	–	embarrassed	paralyzing	–	paralyzed
amazing	–	amazed	enlightening	–	enlightened	pleasing	–	pleased
amusing	–	amused	entertaining	–	entertained	relaxing	–	relaxed
annoying	–	annoyed	exciting	–	excited	satisfying	–	satisfied
astonishing	–	astonished	exhausting	–	exhausted	shocking	–	shocked
boring	–	bored	fascinating	–	fascinated	soothing	–	soothed
confusing	–	confused	frightening	–	frightened	startling	–	startled
depressing	–	depressed	horrifying	–	horrified	stimulating	–	stimulated
disappointing	–	disappointed	inspiring	–	inspired	surprising	–	surprised
disgusting	–	disgusted	interesting	–	interested	terrifying	–	terrified
distressing	–	distressed	irritating	–	irritated	tiring	–	tired
disturbing	–	disturbed	moving	–	moved	touching	–	touched

STATIVE VERBS

amaze	belong	dislike	feel*	include*	matter	please	resemble	surprise
appear*	care	doubt	forget	know	mean	possess	see*	taste*
appreciate	consist of	envy	hate	like	mind	prefer	seem	think*
astonish	contain	equal	have*	look like	need	realize	smell*	understand
be*	cost	exist	hear	look*	owe	recognize	sound	want*
believe	desire	fear	imagine	love	own	remember*	suppose	weigh*

*These verbs also have action meanings. Example: *I see a tree.* (non-action) *I'm seeing her tomorrow.* (action)

TRANSITIVE PHRASAL VERBS

Some transitive phrasal verbs have more than one meaning. Not all are included here.

Abbreviations
s.o. = someone
sth. = something
e.g. = for example
inf. = informal

SEPARABLE

blow sth. **out** stop a flame by blowing on it
blow sth. **up** 1 make sth. explode 2 fill sth. with air, e.g., a balloon 3 make sth. larger, e.g., a photo
bring sth. **about** make sth. happen
bring sth. **back** 1 return sth. to a store 2 revive or renew sth., e.g., a custom or tradition
bring sth. **out** 1 introduce a new product 2 make a quality more noticeable
bring s.o. **up** raise a child
bring sth. **up** start to talk about an issue
burn sth. **down** burn a structure completely
call s.o. **back** return a phone call
call sth. **off** cancel sth.
call s.o. **up** call s.o. on the phone
carry sth. **out** conduct a plan
check s.o./sth. **out** look at s.o. or sth. more closely
cheer s.o. **up** make s.o. feel happier
clean s.o./sth. **up** clean s.o. or sth. completely
clear sth. **up** clarify sth.
close sth. **down** force a business or institution to close
cover sth. **up** 1 cover sth. completely 2 change facts to avoid responsibility
cross sth. **out** draw a line through sth.
cut sth. **down** make sth. fall by cutting, e.g., a tree
cut sth. **off** 1 remove sth. by cutting 2 stop the supply of sth.
cut s.o. **off** interrupt s.o who is speaking
dream sth. **up** invent or think of a new idea
drink sth. **up** drink a beverage completely
drop s.o./sth. **off** leave s.o. or sth. somewhere
empty sth. **out** empty sth. completely
figure s.o./sth. **out** understand s.o. or sth. after some thought
fill s.o. **in** tell s.o. about recent events
fill sth. **out** complete a form
fill sth. **up** fill a container completely
find sth. **out** learn new information
follow sth. **through** do everything to complete a task
get sth. **across** help s.o. understand an idea
give sth. **away** give sth. you do not need or want
give sth. **back** return sth. to its owner
give sth. **out** distribute sth.
give sth. **up** quit doing sth.
hand sth. **in** submit work, e.g., to a boss or a teacher
hand sth. **out** distribute sth.
hang sth. **up** put sth. on a hanger or hook, e.g., clothes
help s.o. **out** assist s.o.
keep s.o./sth. **away** cause s.o. or sth. to stay at a distance
lay s.o. **off** fire s.o. because of economic conditions
leave sth. **on** 1 not turn sth. off, e.g., an appliance 2 not remove sth. such as clothing or jewelry
leave sth. **out** omit sth.
let s.o. **down** disappoint s.o.
let s.o./sth. **in** allow s.o. or sth. to enter
let s.o. **off** allow s.o. to leave a bus, car, taxi, etc.
let s.o./sth. **out** allow s.o. or sth. to leave
light sth. **up** illuminate sth.
look s.o./sth. **over** examine s.o. or sth.
look s.o./sth. **up** 1 try to find s.o. 2 try to find sth. in a book, the Internet, etc.
make sth. **up** create a fictional story
pass sth. **out** distribute sth.
pass sth. **up** decide not to take an opportunity
pay s.o. **off** bribe s.o.
pay sth. **off** pay back money one owes
pick s.o./sth. **out** identify or choose s.o. or sth.
pick s.o. **up** stop a vehicle so s.o. can get in
pick s.o./sth. **up** lift s.o. or sth.
pick sth. **up** 1 get or buy sth. from somewhere 2 learn sth. new 3 get an infectious disease
point s.o./sth. **out** show s.o or sth. to another person
put sth. **away** put sth. in its appropriate place
put sth. **back** return sth. to its original place
put s.o./sth. **down** 1 stop holding or lifting s.o. or sth. 2 insult s.o.
put sth. **off** delay or postpone sth.
put sth. **on** get dressed or place sth. on one's body
put sth. **together** 1 put sth. on a wall 2 build sth.
put sth. **up** build or erect sth.
set sth. **off** cause sth. to explode
set sth. **up** 1 establish a new business, organization, etc. 2 prepare equipment for use
show s.o./sth. **off** display the best qualities of s.o. or sth.
shut sth. **off** stop a machine or supply
straighten sth. **up** make sth. neat
switch sth. **on** start a machine, turn on a light, etc.
take sth. **away** remove sth.
take sth. **back** 1 return sth. to a store 2 accept sth. returned by another person
take sth. **down** remove sth. that is hanging
take sth. **in** 1 notice and remember sth. 2 make a clothing item smaller
take sth. **off** remove clothing, jewelry, etc.
take s.o. **on** hire s.o.
take sth. **on** agree to do a task
take s.o. **out** invite s.o. somewhere and pay for his/her meal, show, etc.
take sth. **up** start doing an activity habitually
talk sth. **over** discuss sth.
tear sth. **down** destroy sth.
tear sth. **up** tear sth. into small pieces
think sth. **over** consider sth.

think sth. **up**invent or think of a new idea
throw sth. **away**put sth. in the garbage
throw sth. **out**put sth. in the garbage
touch sth. **up**improve sth. with very small changes
try sth. **on**try clothing to see if it fits
try sth. **out**use sth. to see if one likes it or if it works
turn sth. **around** **1** turn so the front is at the back **2** cause things to get better
turn s.o./sth. **down**reject s.o. or sth.
turn sth. **down**lower the volume, heat, etc.
turn sth. **in**submit a paper, application, etc.
turn sth. **off**stop a machine, light, etc.
turn s.o. **off**cause s.o. to lose interest (inf.)
turn sth. **on**start a machine, light, etc.
turn sth. **out**make or manufacture sth.
turn sth. **over**turn sth. so the bottom is at the top
turn sth. **up**raise the volume, heat, etc.
use sth. **up**use sth. completely
wake s.o. **up**cause s.o. to stop sleeping
wipe sth. **out**remove or destroy sth.
work sth. **out** **1** resolve a problem **2** calculate a math problem
write sth. **down**write sth. to have a record of it

ALWAYS SEPARATED

ask s.o. **over**invite s.o. to one's home
bring s.o./sth. **down**remove a ruler or government from power
do sth. **over**do sth. again
keep sth. **on**not remove sth. such as clothing or jewelry
see sth. **through**complete a task
start sth. **over**begin sth. again
talk s.o. **into** sth.persuade s.o. to do sth.

INSEPARABLE

cater to s.o. provide what s.o. wants or needs
carry on sth.continue sth. another person has started
come across s.o./sth.find s.o. or sth. unexpectedly
count on s.o./sth.depend on s.o. or sth.
do without s.o./sth.live without s.o. or sth. one needs or wants
go after s.o./sth.pursue s.o. or sth.
go over sth.examine sth. carefully
go without sth.live without sth. one needs or wants
run into s.o.meet s.o. unexpectedly
run into sth.accidentally hit or crash into sth.
stick with s.o.stay close to s.o.
stick with sth.continue doing sth. as before

INTRANSITIVE PHRASAL VERBS

Some intransitive phrasal verbs have more than one meaning. Not all are included here.

blow up **1** explode **2** suddenly become very angry
break downstop functioning
break outstart suddenly, e.g., a war, disease, or fire
burn downburn completely
call backreturn a phone call
carry on **1** continue doing sth. **2** behave in a silly or emotional way
catch on become popular
check inreport one's arrival at an airport or hotel
check outpay one's bill and leave a hotel
cheer up become happier
clear upbecome better, e.g., a rash or the weather
close downstop operating, e.g., a factory or a school
come alongaccompany s.o.
come back return
come in enter
come offbecome unattached
come out **1** appear, e.g., the sun **2** be removed, e.g., a stain
dress upwear more formal clothes or a costume
drop invisit unexpectedly
drop outquit a class, school, or program
eat outeat in a restaurant
empty outempty completely
fall offbecome unattached
fill out become bigger
fill upbecome completely full
find outlearn new information
follow throughcontinue working on sth. until it is completed
fool aroundhave fun or not be serious
get aheadmake progress or succeed
get alongto not argue
get backreturn from a place
get togethermeet somewhere with a friend or acquaintance
get upget out of bed
give up quit
go along **1** accompany s.o. **2** agree
go back return
go offexplode; make a sudden noise
go oncontinue to talk about or describe sth.
go out **1** leave a building **2** leave one's home to meet people, enjoy entertainment, etc.
go up be built
grow up become an adult
help outdo sth. helpful
hang up end a phone call
hold onwait during a phone call
keep awaystay at a distance
keep on continue
keep upgo or think as fast as another person
lie downrest on a bed
light up **1** begin to shine brightly **2** look pleased or happy
make upend an argument and reestablish a friendly relationship
pass out become unconscious
pay offbe worthwhile
pick upimprove, e.g., the economy
play aroundhave fun or not be serious
run out no longer in supply
show up appear
sign up register
sit down sit
slip upmake a mistake
stand uprise to one's feet
start over begin again
stay upnot go to bed
straighten upmake neat
take offdepart by plane
turn ingo to bed (inf.)
turn outhave a particular result
turn up appear
wake upstop sleeping
watch out be careful
work out **1** exercise **2** be resolved; end successfully

THREE-WORD PHRASAL VERBS

Some three-word phrasal verbs have more than one meaning. Not all are included here.

catch up on sth. **1** do sth. one didn't have time to do earlier **2** get the most recent information
catch up with s.o.exchange information about recent activities
check up on s.o. make sure s.o. is OK
come away with sth.learn sth. useful from s.o. or sth.
come down to sth.be the most important point or idea
come down with sth.get an illness
come up against s.o./sth. be faced with a difficult person or situation
come up with sth.think of an idea, plan, or solution
face up to sth.accept an unpleasant truth
fall back on sth.use an old idea because new ideas have failed
follow through on sth.continue doing sth. until it is completed
get around to sth.finally do sth.
get away with sth.avoid the consequences of a wrong act
get back at s.o.harm s.o. because he / she harmed you
give up on s.o.stop hoping that s.o. will change
give up on sth.stop trying to make sth. happen
go along with sth.agree to do sth.
go through with sth.do sth. difficult or painful
grow out of sth.stop doing sth. as one becomes an adult
keep up with s.o.stay in regular contact
look down on s.o.think one is better than another person
look out for s.o.protect s.o.
look up to s.o. admire or respect s.o.
make up for sth.do sth. to apologize
put up with s.o./sth.accept s.o. or sth. without complaining
run out of sth.no longer have enough of sth.
stand up for sth.support an idea or a principle
stand up to s.o.refuse to let s.o. treat anyone badly
team up with s.o.do a task together
think back on s.o./sth.think about and remember s.o. or sth.
walk out on s.o.end a relationship with a wife, boyfriend, etc.
watch out for s.o./sth.protect s.o. or sth.

VERB FORMS: OVERVIEW

SUMMARY OF VERB FORMS

	Present time	Past time	Future time
Simple	**Simple present** walk / walks	**Simple past** walked	**Simple future** will walk
Continuous	**Present continuous** am walking / is walking / are walking	**Past continuous** was walking / were walking	**Future continuous** will be walking
Perfect	**Present perfect** have walked / has walked	**Past perfect** had walked	**Future perfect** will have walked
Perfect continuous	**Present perfect continuous** have been walking / has been walking	**Past perfect continuous** had been walking	**Future perfect continuous** will have been walking

SIMPLE VERB FORMS: USAGE

	Present time	Past time	Future time
Simple verb forms describe habitual actions or events that occur at a definite time.	**Simple present**[1] **Habitual action** *The department **meets** once a month to review the status of projects.* **Facts and generalizations** *The Earth **rotates** around the sun every 365 days.*	**Simple past** **Completed action that occurred at a definite time in the past** *Last year researchers **discovered** a new cancer treatment.* **Habitual action in the past**[2] *When I was young we **visited** my grandparents every week.*	**Simple future**[3] **Action that will occur at a definite time in the future** *Next year they **will offer** a course on global trade.* **Habitual action in the future** *Next month I'**ll go** to the gym three times a week.*

[1] The simple present tense can also express a future action: *Her flight arrives this evening at eight.*
[2] Used to and would also express habitual actions in the past: *When I was a child, we used to spend the summer in the mountains. In the mornings we would go hiking and in the afternoons we would swim in a nearby lake.*
[3] Be going to can also express a future action: *Next year they are going to offer a course on global trade.*

CONTINUOUS VERB FORMS: USAGE

	Present time	Past time	Future time
Continuous verb forms describe continuous actions or events that occur at a definite time.	**Present continuous*** **Action in progress now** *The business managers **are discussing** next year's budget right now.*	**Past continuous** **Action in progress at a definite time in the past** *None of the computers **were working** when I came in this morning.*	**Future continuous** **Action that will be in progress during a definite time in the future** *We'**ll be listening** to the speech when you arrive.*

*The present continuous can also express a future plan: *They're getting married next month.*

PERFECT VERB FORMS: USAGE

	Present time	Past time	Future time
Perfect verb forms describe actions or events in relation to other time frames.	**Present perfect*** **Completed action that occurred at an indefinite time before the present** *She **has made** many contributions to the field.* **Recently completed action** *He **has** just **published** an article about his findings.* **Uncompleted action (action that began in the past, continues into the present, and may continue into the future)** *They **have studied** ancient cultures for many years.*	**Past perfect** **Action that occurred at some point before a definite time in the past** *By 2021, he **had started** a new business.* **Action that occurred before another past action** *They **had** already **finished** medical school when the war broke out.*	**Future perfect** **Action that will be completed by some point at a definite time in the future** *By this time next year, I **will have completed** my research.*

*Many statements in the present perfect can also be stated correctly in the simple past tense, depending on the speaker's perspective: *She made many contributions to the field.*

PERFECT CONTINUOUS VERB FORMS: USAGE

	Present time	Past time	Future time
Perfect continuous verb forms describe continuous actions or events in relation to other time frames.	**Present perfect continuous** **Uncompleted continuous action (action that began in the past, continues into the present, and may continue into the future)** *She **has been lecturing** about that topic since 2020.* **Very recently completed action** *The workers **have been protesting**. They're finished now.*	**Past perfect continuous** **Continuous action that occurred before another past action or time** *By 2020, researchers **had been seeking** a cure for this disease for more than 35 years.*	**Future perfect continuous** **Continuous action that occurred before another action or time in the future** *When the new director takes over, I **will have been working** at this company for ten years.*

GRAMMAR EXPANDER (Optional)

The Grammar Expander is a source of additional instruction and practice. It offers learners a variety of information related to the unit's grammar, including more detailed explanations, descriptions of common errors; as well as new, related grammar topics. On occasion, students are given the chance to review previously taught grammar to support what they are learning in the unit. The Grammar Expander in *Connectivity* 4 and 5 also includes Grammar for Writing sections, which help students learn conventions of written English related to the unit's grammar. The optional *Connectivity* Workbook includes exercises aligned to the Grammar Expander. (Note: The Grammar Expander content is not tested on any *Connectivity* tests.)

UNIT 1

Describing past actions and events: review

The past of be and the simple past tense

Use for completed actions and states that occurred at a specific time in the past.

He **was** here at 10:00 and **left** this message.

The past continuous

Use for one or more recurring actions or actions in progress at a specific time in the past.

Steven **was** always **talking** in class.

The baby **was sleeping** and the older children **were eating** dinner when we arrived.

The present perfect

Use for actions completed at an unspecified time in the past.

She **has** already **informed** her manager about the problem.

New York **has been called** the capital of the world.

The past perfect

Use for an action that occurred before another past action.

They **had** already **made** a decision when we called.

The past perfect continuous

Use for a continuing action that was occurring before another past action.

We **had been working** for two hours when the storm began.

Used to / would

Use used to for past situations and habits that no longer exist. Use would or used to for actions that were repeated regularly in the past.

When she was younger, she never **used to be** afraid of anything.

In those days, we **would** (or **used to**) **take** a long walk every evening.

The future as seen from the past

Use was / were going to + the base form of a verb to express future plans someone had in the past.

He **was going to start** his own business, but he couldn't get a loan.

Would + the base form of the verb can also express the future as seen from the past, but only after statements of knowledge or belief.

We always thought that she **would become** an actor, but she decided to study law.

A Correct the errors with past forms.

1. Florence has been walking for several hours before she realized that her wallet was missing.
2. As a child, he was practicing the piano for hours every day. Then he stopped taking lessons.
3. "I have seen that movie last year, and I thought it was great," Frank exclaimed.
4. Before this morning, I never took a yoga class.
5. He was working on the problem all morning when he finally found the solution.
6. My husband believed he will never get married, but then he met me.

Stative verbs: non-action and action meanings

Stative (non-action) verbs express mental states, emotions, perceptions, descriptions, relationships, possession, measurements, and other conditions, rather than actions. They are not usually used in continuous verb forms, even when they describe a situation in progress.

Many people **believe** the environment should be our top priority. NOT Many people ~~are believing~~ the environment should be our top priority.

She **has** always **known** that job satisfaction was important. NOT She ~~has always been knowing~~ that job satisfaction was important.

Some stative verbs have both non-action and action meanings. A stative verb that has an action meaning may be used in the continuous.

Non-action meaning	Action meaning
That**'s** ridiculous! (description)	You**'re being** ridiculous! (act in a ridiculous way)
She **has** two children. (possession)	She**'s having** another baby soon. (act of giving birth)
We **think** these laws are unfair. (mental state: opinion)	We**'re thinking** of organizing a protest. (act of planning)
How does the soup **taste**? (perception)	I**'m tasting** the soup to see if it needs salt. (act of tasting)
This garden **looks** neglected. (description)	The child **is looking** at the flowers. (act of looking)

Note: To express a sense of immediacy, the use of the continuous with certain stative verbs (especially want, need, and like) is becoming more common in informal spoken English.

I**'m** really **wanting** a cup of good coffee. Let's go into that coffee bar.

For a complete list of stative verbs, see the Reference Charts, page 114.

B **Decide if each stative verb in parentheses has an action or a non-action meaning. Then complete each sentence with the simple present tense or the present continuous.**

	action	non-action	
1	☐	☐	Sara ..... (doubt) that she'll get a promotion at her job.
2	☐	☐	Our skills are excellent, and we ..... (have) experience in the field.
3	☐	☐	Philip ..... (think) about moving abroad to teach for a year, so he has quit his job at the university.
4	☐	☐	We ..... (have) dinner at 6:00 today so we can go to the lecture on climate change.
5	☐	☐	Michael ..... (not remember) where the meeting will take place.
6	☐	☐	The book ..... (include) some diagrams to support the hypothesis.
7	☐	☐	The doctor ..... (see) another patient now.

UNIT 2

Adjective clauses: overview

Purpose	Examples
To identify or give additional information about a person • relative pronoun can be subject or object of clause	The physicist { **who / that** **made that discovery** } teaches at my university. The psychologist { **(whom)* / (that)* / (who / whom)*** **he interviewed** } did a study about lying.
To identify or give additional information about a place or thing • relative pronoun can be subject or object of clause	The building { **that / which** **is on your left** } was formerly a bank. The article { **(that)* / (which)*** **I read yesterday** } is fascinating.
To show possession	The woman **whose house you admired** is a famous author. Paris, **whose museums hold so many treasures**, is a favorite destination for tourists.
To modify a noun of place	The town { **where they live / in which they live / that they live in / which they live in** } has many beautiful parks and squares.
To modify a noun of time	I can't remember the year { **(when)* / (that)* / (in which)*** **we visited them for the first time.** }

***Note:** When a relative pronoun is the object of an adjective clause, it may be omitted. The ones with asterisks in parentheses may be omitted because they are objects.

A **Underline the best word or words to complete each sentence.**

1 Parents (who / which) spend time with their children give them a sense of security.
2 The city (that / in which) my father grew up was destroyed during the war.
3 The Miller family, (whose / who) house is for sale, hopes to find a buyer soon.
4 The star of the film, (whom / which) we had hoped to meet, didn't come to the reception.
5 I will never forget the time (when / who) I told the truth and was punished for it.
6 The woman (who / which) used to teach English at my school is now the director there.
7 The *Sun Times*, (whose / which) is the best newspaper in town, recently published an article about the social uses of lying.

GRAMMAR FOR WRITING: adjective clauses with quantifiers

Some adjective clauses may include a quantifier that refers to a previously mentioned noun or noun phrase. These clauses are constructed as follows: quantifier + of + relative pronoun (whom, which, or whose).

He consulted three doctors, **all of whom** confirmed the original diagnosis.
I can think of several possible explanations, **none of which** justifies their behavior.
The reporters questioned the president, **one of whose** strengths is his ability to remain calm under pressure.

Adjective clauses that include quantifiers appear more often in written than spoken English.

Some expressions of quantity used with of

a few of	half of	none of
all of	little of	one of
a number of	many of	several of
both of	most of	some of
each of	neither of	

B Complete each sentence with a quantifier from the box and the correct relative pronoun. Use each quantifier only once.

all of | each of | neither of | one of | both of

1 I've bought several of the company's products, only ..... works.
2 He's upset with all three of his children, ... makes up a different excuse to avoid sharing chores at home.
3 The teacher sent six of her students to speak with the director, ... were caught cheating on the test.
4 The two articles, ... deal with the issue of honesty in the workplace, should be required reading for everyone in the company.
5 My parents, ... has ever told a lie, are the most honest people I know.

GRAMMAR FOR WRITING: reduced adjective clauses

Adjective clauses can be reduced to adjective phrases.

clause: Hawaii, **which is known for its beautiful topography and climate**, lies in the middle of the Pacific Ocean.
phrase: Hawaii, **known for its beautiful topography and climate**, lies in the middle of the Pacific Ocean.

There are two ways to reduce an adjective clause to an adjective phrase:

1 **When the adjective clause contains a form of the verb be, drop the relative pronoun and the verb be.**
Herodotus, **who was the first Greek historian**, wrote about the wars between ancient Greece and Persia. →
Herodotus, **the first Greek historian**, wrote about the wars between ancient Greece and Persia.

2 **When the adjective clause does not contain a form of the verb be, drop the relative pronoun and use the present participle of the verb.**
The human skeleton, **which contains** 206 separate bones, is a strong and flexible structure. →
The human skeleton, **containing** 206 separate bones, is a strong and flexible structure.

Those **who tamper** with the smoke detector will be prosecuted. →
Those **tampering** with the smoke detector will be prosecuted.

Remember
A clause is a group of words that has both a subject and a verb.
A phrase is a group of words that doesn't have both a subject and a verb.

Adjective phrases often begin with an article or one, a type of, or a kind of.

My grandmother, **a very practical and hardworking woman**, made clothes for the entire family.
The largest city in Turkey, Istanbul is at the point where Europe joins Asia.
They're looking for a quiet place to live, preferably **one in the suburbs**.
Chanterelles, **a type of edible mushroom with a rich yellow color**, are very expensive.
The llama and alpaca are camelids, **a kind of mammal native to South America**.

The use of commas in reduced adjective clauses follows the same rules as those for non-restrictive clauses. See page 16 for the use of commas in comment clauses.

C Reduce the adjective clause in each sentence to an adjective phrase.

1 Daniel Craig and Rachel Weisz, who are two of the U.K.'s best-known movie actors, do charity work to aid underprivileged teens.
2 Philanthropy, which is the act of giving time and money to help others, can be very time-consuming.
3 Executives who fail to accept responsibility for their mistakes risk losing the trust of their employees.
4 The United Nations, which hosts a number of humanitarian organizations, invited Angelina Jolie to be a goodwill ambassador to countries in need of assistance.
5 Truthfulness, which is believed to be taught to us by our parents, develops in children from a very young age.

D **On a separate sheet of paper, combine each pair of sentences. Use the second sentence as an adjective phrase.**

1 Amal Hijazi is also known for her humanitarian work. (Hijazi is a Lebanese pop singer currently living in Beirut.)

Amal Hijazi, a Lebanese pop singer currently living in Beirut, is also known for her humanitarian work.

2 Telling a white lie can still get us into big trouble. (A white lie is the type of lie we tell to avoid hurting someone's feelings.)
3 My mother taught me a lot about how to be honest. (My mother is the only person I know who is unable to tell a lie.)
4 My brother frequently volunteers in a hospital. (My brother is a man of great compassion.)
5 A lot of money was raised at last night's concert. (Last night's concert was the biggest charity event of the year.)

UNIT 3

Count and non-count nouns: review and expansion

Non-count nouns made countable

A non-count noun is neither singular nor plural. Except in certain circumstances, it is not preceded by an article.
A non-count noun can be preceded by certain quantifiers such as much, a lot of, a little, and some.
I always like **a little** sugar in my oatmeal. NOT I like ~~a sugar~~ in my oatmeal. OR Sugar ~~are~~ good in oatmeal.

Many non-count nouns can be made countable by using a phrase to limit them or give them a form.
If you want to serve fruit for dessert, serve each person **two pieces of** fruit instead of one. One piece might not be enough.
They got scared when they heard **a clap of** thunder.

Phrases that make non-count nouns countable

The following phrases are used to make non-count nouns countable. The non-count nouns include abstract ideas, natural phenomena, foods, drinks and other liquids, and household products. Many phrases are used in more than one category. Some phrases are used for many nouns.

an article of (clothing)
a bar of (chocolate / soap)
a bottle of (water)
a bowl of (rice / soup / cereal)
a box of (rice / pasta)
a carton of (milk / juice)
a cloud of (smoke)
a cup of (sugar / rice / coffee / tea)
a drop of (rain / water)
a game of (tennis / soccer / chess)
a glass of (juice / milk)
a grain of (sand / salt / rice)
a liter of (gasoline / oil)
a loaf of (bread)
a piece of (fruit / paper / wood / metal / advice)
a teaspoon of (salt / sugar)
a type (or kind) of (energy / behavior / music)

a piece of: advice, equipment, furniture, gossip, information, news, paper
a sense of: achievement, community, confidence, control, humor, heroism, identity
an act of: anger, defiance, generosity, insanity, justice, kindness
a state of: confusion, disrepair, emergency, mind, war

Nouns that are used in both a countable and an uncountable sense

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

a chance	=	a possibility	**a coffee**	=	a cup of coffee
chance	=	luck	**coffee**	=	a type of beverage
a light	=	a light source, such as a light bulb, lamp, etc.	**a hair**	=	a single hair
light	=	a type of energy	**hair**	=	all the hair on one's head
a metal	=	a specific substance, such as gold or steel	**a shampoo**	=	a brand of shampoo
metal	=	a type of substance	**shampoo**	=	soap for your hair

A **On a separate sheet of paper, rewrite the statements, using a phrase to make each underlined non-count noun countable.**

1 If you're going to play tennis tomorrow morning, give me a call.
2 When I plant my garden in April, I wait eagerly for the first rain to make sure the plants grow.
3 If you sew or repair clothing yourself instead of taking it to someone else, you will save a lot of money in the long run.
4 They say that turning bread upside down after a slice has been cut from it will keep it fresh.
5 When I make chicken soup, I like to serve rice on the side.

B Choose the best word from the box to complete each sentence.

act bar glass piece sense state

1 The group's donation was a true ..... of generosity.
2 My sister has an amazing ..... of humor.
3 The man slipped on a ..... of soap in the shower.
4 Our town has been in a ..... of emergency since the hurricane.
5 The park just installed a new ..... of equipment in the playground.
6 I asked the server for a ..... of orange juice.

Embedded questions: review and common errors

Remember: A question can be embedded in a noun clause. Use if or whether to begin an embedded yes / no question. If and whether have the same meaning.

Yes / no questions	Embedded yes / no questions
Does she get fed up when she's frustrated?	Let's ask **whether she gets fed up when she's frustrated**.
Do you know what I mean?	I'd like to know **if you know what I mean**.
Have you ever asked your boss for a raise?	Could you tell me **if you've ever asked your boss for a raise**?

Use a question word to begin embedded information questions.

Information questions	Embedded information questions
What's she afraid of?	I can't remember **what she's afraid of**.
Why have you decided to stay home?	I don't understand **why you've decided to stay home**.
When was it found?	Do you know **when it was found**?

Phrases that are often followed by embedded questions

Ask . . .	I'd like to know . . .
Tell me . . .	Don't tell them . . .
I wonder . . .	I can't remember . . .
Let's ask . . .	Do you know . . . ?
Don't say . . .	Can you tell me . . . ?
I don't know . . .	Can you remember . . . ?
Let me know . . .	Could you explain . . . ?

Question words and phrases

how	what color	which
how many	what day	who
how much	when	whom
what	where	why

Punctuation of embedded questions

Use a period with an embedded question within a statement.
Use a question mark with an embedded question within a question.

I don't know who is singing. **Would you mind telling me** who is singing?

Social use of embedded questions

You can use an embedded question to soften a direct question.

Why isn't this printer working? → Can you tell me **why this printer isn't working**?
Where's the bathroom? → Do you know **where the bathroom is**?

Embedded questions: common errors

Remember: Use regular statement word order, not inverted (question) word order, in embedded questions.

Do you know **why your parents won't** fly? NOT Do you know why ~~won't they~~ fly?
Can you tell me **whether this bus runs** express? NOT Can you tell me ~~does this bus run~~ express?

C On a separate sheet of paper, combine the two parts of each item to write an embedded question, using if or whether, as indicated. Punctuate each sentence correctly.

1 I can't remember (Is there going to be a late show?) [whether]
2 We're not sure (Was it John or Bill who found the wallet?) [whether]
3 Could you tell me (Is the movie going to start soon?) [if]
4 I wonder (Will the traffic be bad at this hour?) [if]
5 Would she like to know (Is there a possibility of getting a seat on the plane?) [if]
6 Do you know (Does this movie have a good cast?) [whether]

D On a separate sheet of paper, combine the two parts of each item to write an embedded question. Punctuate each sentence correctly.

1 Please let me know (When do you expect to arrive?)
2 I wonder (Where were your parents when the earthquake occurred?)
3 Can you tell me (How do you know that?)
4 We're not sure (Where can we buy flowers to take to the hostess of the dinner party?)
5 They'd like to understand (Why don't you just call the restaurant for reservations?)
6 Please tell us (What time does the performance begin?)

E **On a separate sheet of paper, rewrite the sentences, correcting errors, including punctuation errors.**

1 Please tell me what do you usually say when you feel frustrated.
2 Can you remind me what day is the party?
3 Could you explain how did you make this omelet?
4 Tell me what is your favorite color?
5 I wonder what should they do.
6 Do you think is something wrong?

UNIT 4

Cleft sentences: more on meaning and use

Cleft sentences with What

Cleft sentences with What are often used to clarify what someone said, thought, or meant.

A: Do you think Gail would like to go somewhere for her birthday?
B: Actually, **what she'd really like is** for us to take her out to a nice restaurant.

A: Were you surprised that Rob called you after your argument?
B: Actually, **what surprised me was** that he was even willing to talk to me!

Cleft sentences with It

Cleft sentences with It are used to clarify who, what, when, where, or why.

A: Did you try calling me a few minutes ago? Your number popped up in my missed calls.
B: Actually, **it was my sister** who called you. She was using my phone. (clarifies who)

A: Our neighbor had a great party last night. But I have to say, the noise really got to me.
B: Well, **it was not getting an invitation** that really bugged me. (clarifies what)

A: Don't I see you in the computer lab on Mondays?
B: I doubt it. **It's usually on Tuesdays and Thursdays** that I go to the lab. (clarifies when)

A: Did you hear about the bus accident this morning?
B: Yeah. And **it was just down the street from me** where it happened! (clarifies where)

A: Thanks for helping me with the homework.
B: Well, **it's because you're always so nice** that I did it. (clarifies why)

A **Clarify what B said, thought, or meant. Complete a cleft sentence with what, using the underlined information.**

1 **A:** Are you excited about going on vacation next week?
B: Actually, ... getting to see my aunt and uncle again.

2 **A:** Did you think your boss was going to lose her temper?
B: On the contrary. ..... that she was going to give me a promotion.

3 **A:** It's 6:15. I thought you said you'd be here at 6:00.
B: ..... we should plan to meet at 6:00, but that I might be a little late.

4 **A:** What did Gary mean when he said his tablet cost an arm and a leg?
B: ..... it was a lot more expensive than he thought it would be.

5 **A:** Should you be eating that cake?
B: According to my doctor, ... nothing but healthy food. But I don't care!

B **Write cleft sentences with It to clarify who, what, when, where, or why. Use the prompts.**

1 **A:** Is feeding a parrot a lot of work?
B: Are you kidding? ..... (clean the cage)

2 **A:** Did Gina write that song?
B: No. ..... (her sister)

3 **A:** Will the traffic be really bad at this time?
B: I don't think so. ..... (at 5:00)

4 **A:** These cookies are so good!
B: Thanks. ..... (because / I add / nuts)

5 **A:** Aren't we supposed to meet Jason at the coffee shop?
B: No. ..... (at the bus stop)

GRAMMAR FOR WRITING: more conjunctions and transitions

Purpose	Coordinating conjunctions	Subordinating conjunctions	Transitions
To add information *Marc is working as a photographer, **and** he has experience in graphic design.* *__In addition to__ working as a photographer, Marc has experience in graphic design.*	and	in addition to besides	In addition, Furthermore, Moreover, Besides, More importantly,
To clarify information *Smaller cars are more efficient; **in other words,** they use less fuel.*			That is, In other words, In fact,
To illustrate or exemplify information *Many European cities are found along waterways. **For example,** London, Paris, Vienna, and Budapest all lie on major rivers.*			For instance, For example, To illustrate,
To show contrast *Tim does not usually perform well under pressure, **but** he gave a brilliant recital.* *Tim does not usually perform well under pressure. **Despite this,** he gave a brilliant recital.*	but yet	even though although though while whereas despite the fact that	However, Nevertheless, Nonetheless, In contrast, Even so, Still, Despite [this / that], In spite of [this / that], All the same, On the other hand,
To express cause or result *They have a new baby, **so** they rarely get a good night's sleep!* *__Now that__ they have a new baby, they rarely get a good night's sleep!*	so for	because since due to the fact that now that so that	Therefore, Consequently, Accordingly, As a consequence, As a result,
To express a condition *Pollution can be reduced __provided that__ car manufacturers mass-produce cars with greater fuel efficiency.* *Car manufacturers should mass-produce cars with greater fuel efficiency. __Otherwise,__ pollution will not be reduced.*	or (else)	(only) if provided that as long as unless even if whether (or not)	Otherwise,
To show similarity *Water is necessary for life. **Similarly,** oxygen is required by all living things.*			Similarly, Likewise,

Remember

- A coordinating conjunction links two independent clauses in a sentence. It is preceded by a comma.
- A subordinating conjunction introduces a dependent clause in a sentence. When a dependent clause starts a sentence, the clause is followed by a comma.
- A transition links ideas between sentences or paragraphs. It usually begins a sentence and is followed by a comma. A transition can also be preceded by a semicolon.

C **On a separate sheet of paper, combine each pair of sentences two ways: once with the connecting word(s) in a and once with the connecting words in b. Use a semicolon before a transition. Change the wording as necessary to retain the meaning.**

1 John is a bit of a perfectionist. His sisters are pretty easygoing. (**a** while **b** in contrast)
2 Nicole has always struggled with being disorganized. She's made a lot of progress recently. (**a** although **b** despite that)
3 My boss tends to be very negative. She gets angry too quickly. (**a** in addition to **b** furthermore)
4 I need to stop procrastinating. I won't ever finish the class assignment on time. (**a** unless **b** otherwise)
5 Carl has been trying not to be so controlling at work. He gets along better with his colleagues. (**a** now that **b** as a result)

UNIT 5

Indirect speech: review and expansion

Remember
Indirect questions end with a period, not a question mark. Like in embedded questions, verbs in indirect questions follow the same changes as the verbs in indirect statements.

Imperatives in indirect speech

When imperatives are used to report commands, requests, instructions, and invitations, the imperative form changes to the infinitive. The negative infinitive is used for negative commands, requests, and instructions.

Direct speech	Indirect speech
"Could you please **go** to the store?"	She asked me **to go** to the store.
The chef said, "**Add** two eggs and stir the mixture."	The chef said **to add** two eggs and stir the mixture.
"Please **have** dinner with us," he said.	He invited me **to have** dinner with them.
She told the child, "**Don't cross** the street."	She told the child **not to cross** the street.

Changes to pronouns and possessives

Remember: In indirect speech, pronouns and possessives change to reflect the point of view of the reporter rather than the original speaker.

My manager said, "**You** have to finish **your** report and give it to **me** as soon as possible."	→	My manager said (that) **I** had to finish **my** report and give it to **her** as soon as possible.
I told her, "**You**'ll have **this** report on **your** desk by noon."	→	I told her (that) **she** would have **that** report on **her** desk by noon.
Peter asked them, "Are **these** coats **yours**?"	→	Peter asked them if **those** coats were **theirs**.

A **Write each sentence in indirect speech.**

1 Marian advised Claire, "Turn on the TV at 9:00 because there's a funny show on."

.....

2 Dr. Baker advised his patient, "Don't let emotional tension make you sick."

.....

3 She told me, "Be a good sport and laugh about it."

.....

4 "Don't laugh at that joke," Fred instructed his son. "It's disgusting."

.....

5 "Laugh first, cry later," an old saying advises us.

.....

6 Lucas told us, "Never touch the green button on the printer."

.....

7 "Are you taking the kids to the zoo tomorrow?" Mr. Franklin's wife asked him.

.....

8 Diane said, "Please don't ask how the meeting went."

.....

B **On a separate sheet of paper, write these conversations in indirect speech, using correct pronouns and possessives.**

1 **MARIA:** Your cartoon is great. Your drawing is so funny.
JACK: Yours is hilarious, too! It really cracked me up!

Maria said Jack's cartoon was great and that ...
Jack answered that...

2 **KATHERINE:** Allison, I'm not sure if this tablet is yours.
ALLISON: It's definitely mine. Thanks!

3 **RICHARD:** My paper on the health benefits of humor has just been published in a medical journal.
ME: I'm happy for you! I'd appreciate it if you could send me a link.

4 **KIM:** I bought a new car last week.
BEN: I know. I saw it in the parking garage. It looks much nicer than your old one.

5 **SAM:** I found some great old joke magazines at the bookstore downtown. They're a hoot.
PIRI: That's great. Would you let me borrow them when you've finished them?

Say, tell, and ask

Remember: Use tell when you mention the listener. You can use say in indirect speech when you mention the listener, but you must use the preposition to and introduce the indirect speech with that.

Ms. Kerr **told Dr. Barton** she had to change the time of her appointment. (listener mentioned)
Dr. Barton **said** that wouldn't be a problem. (listener not mentioned)
Dr. Barton **said to the nurse** that it wouldn't be a problem. (listener mentioned)

Use ask either with or without mentioning the listener. Don't use to after ask when you mention the listener.

Ms. Kerr **asked** if she could make an appointment later in the week. OR
Ms. Kerr **asked Dr. Barton** if she could make an appointment later in the week.

Be careful!

DON'T SAY: He ~~said the manager~~ that he completely disagreed with her.
DON'T SAY: He ~~told~~ that he completely disagreed with the manager.
DON'T SAY: He ~~told to the manager~~ that he completely disagreed with her.
DON'T SAY: He ~~asked to the manager~~ if she agreed.

C Complete the sentences with a form of say, tell, or ask.

1 She ..... the server if she could pay with a credit card.
2 We ..... that we would come back later when they were less busy.
3 He ..... his friends that he would be a few minutes late.
4 She ..... to her teacher that she needed a bit more time.
5 They ..... the reporter that they were ready to provide information about the case.
6 I ..... them if they enjoyed the movie.

GRAMMAR FOR WRITING: other reporting verbs

Writers use a variety of reporting verbs to describe actions more specifically and accurately.

claim
"Things are definitely getting better," **claims** Charles Wilder, a patient trying out laughter therapy for the first time.
Charles Wilder, a patient trying out laughter therapy for the first time, **claims** that things are definitely getting better.

declare
"The nursing staff has been doing a terrific job!" **declared** the head doctor on Tuesday.
On Tuesday, the head doctor **declared** that the nursing staff had been doing a terrific job.

explain
"You should always discuss dieting with your doctor," Dr. Fish **explained**.
Dr. Fish **explained** that people should always discuss dieting with their doctors.

report
The *New York Times* **reports**, "Obesity is a growing problem in Asia."
Last year, the *New York Times* **reported** that obesity was a growing problem in Asia.

state
The new CEO **stated**, "Things are going to change around here."
The new CEO **stated** that things were going to change around there.

More reporting verbs

add	maintain
announce	mention
answer	promise
comment	remark
complain	reply
exclaim	reveal
imply	write

D Write each sentence with a different reporting verb. Use a dictionary if necessary.

1 The *Bangkok Post* says that the president of Chile will be visiting Thailand next month.
.....
2 The minister of education said yesterday that major improvements had been made in schools across the country.
.....
3 The secretary general of the United Nations says that more could be done to alleviate world hunger.
.....
4 The scientists who conducted the study said that more research would have to be conducted.
.....
5 The children who wrote on the walls said that they wouldn't do it again.
.....
6 The BBC said that it would increase its coverage of the news in the Middle East.
.....

Real and unreal conditionals: summary and expansion

Type	Use	If clause (states the condition)	Result clause (states the result)	Examples
Factual conditional	To express a general or scientific fact	**simple present** Note: In this type of conditional, if can be replaced by when or whenever.	**simple present**	*If it **rains**, the gardens **close** early.* *Water **freezes** if the temperature **falls** below zero degrees Celsius.* *Babies **cry** when they **need** to eat.*
	To talk about what will happen in the future under certain conditions	**simple present** Note: Don't use a future form in the if clause.	**will / be going to + base form of the verb** Note: Use can, may, might, or should if the result is not certain.	*If you **plan** your trip carefully, things **will go** smoothly.* *If we **arrive** late, they**'re going to start** without us.* *If we **hurry**, we **may be able to catch** the train.*
Present unreal conditional	To talk about present unreal or untrue conditions	**simple past or were** Note: Don't use would in the if clause.	**would + base form of the verb** Note: Use could or might if the result is not certain.	*If I **had** the time, I **would explain** the problem to you.* *If he **were** here, he **might make** a lot of changes.*
Past unreal conditional	To talk about past unreal or untrue conditions	**past perfect** Note: Don't use would have in the if clause.	**would have + past participle** Note: Use could have or might have if the result is not certain.	*If they **had known** about the storm, they **would have taken** a different flight.* *If you **had told** us about the delay, we **could have made** other arrangements.*
Mixed time frames	To talk about past unreal or untrue conditions in relation to the present	**past perfect** Note: Don't use would in the if clause.	**would + base form of the verb** Note: Use could or might if the result is not certain.	*If I **had prepared** for the interview, I **wouldn't be** so nervous.* *If we **had left** earlier, we **might be** on time now.*
	To talk about present unreal or untrue conditions in relation to the past	**simple past or were** Note: Don't use would have in the if clause.	**would have + past participle** Note: Use could have or might have if the result is not certain.	*If she **were** honest, she **would have told** us the truth.* *If I **spoke** Russian, I **might have understood** the guide.*

Extension: other uses

Use should, happen to, or should happen to in the if clause in factual conditionals when the condition is less likely.

If you { **should** / **happen to** / **should happen to** } see Peter, tell him to call me.

To express inferences in conditional sentences, different combinations of tenses can be used.

If Julie **went** to the party last night, she definitely **saw** what happened.
If you **don't know** the answer to this question, you **didn't do** your homework.
If the results **didn't come out** yesterday, they**'ll** definitely **come out** today.
If you still **haven't finished** packing by now, you**'re not going to catch** your flight.

A Circle the correct word or words to complete each sentence.

1 If Sam (does / will do) well this year, he'll apply to medical school.
2 Water (boils / is going to boil) when the temperature reaches 100 degrees Celsius.
3 If you (will / should) find my scarf, please hold it for me.
4 If you (happen / happen to) see a good camera at the market, please buy it for me.

(Continued on next page)

5 If it (wouldn't have been / hadn't been) for her savings, Anna wouldn't have been able to attend university.
6 If we (would have known / had known) that car insurance was so expensive, we wouldn't have bought a car.
7 If you didn't get a reply today, you (would definitely hear / will definitely hear) from us tomorrow.
8 If I (had / would have) a garden, I'd grow several types of flowers.
9 If I (would have practiced / had practiced) my speech a bit more, I might not be so worried now.
10 If I (should happen to / will) see John, I'll tell him you went home.

UNIT 7

Article usage: summary

Note where indefinite or definite articles are used or omitted.

	Indefinite article	Definite article	No article
General statement	**Use with singular count nouns:** ***A cat*** *may symbolize good fortune.*	**Use with singular count nouns:** ***The cat*** *may symbolize good fortune.* **Use with non-count nouns:** *Freud called attention to* ***the importance*** *of dreams.*	**With plural count nouns:** ***Cats*** *may symbolize good fortune.* **With non-count nouns:** ***Misfortune*** *may strike at any time.*
First mention	**Use with singular count nouns:** *I found* ***a*** *lottery ticket.*		**With plural count nouns:** *I have (some) lottery* ***tickets****.* **With non-count nouns:** *I bought (some)* ***shampoo****.*
Second mention		**Use with singular count nouns:** ***The*** *lottery* ***ticket*** *was in my wallet.* **Use with plural count nouns:** ***The*** *lottery* ***tickets*** *were in my wallet.* **Use with non-count nouns:** ***The shampoo*** *is in the closet.*	

A **Rewrite the paragraph, correcting eleven errors and making any necessary changes.**

The homes are expensive these days, but Peter got lucky and bought small house last week. A house has two bedrooms and one bathroom. It also has large kitchen and the living room. Peter will use a living room as his home office. Bedrooms are in bad condition, and Peter will need a help painting them. Then he wants to have the party so his friends can admire a house. Later Peter will buy a furniture—when he saves some money!

Definite article: additional uses

When a noun represents a unique thing	Use with singular count nouns: *The sun rises in the east.*		
With a comparative or superlative adjective to make a noun unique (or with right, wrong, first, only, or same)	Use with singular count nouns: *Telling the truth is the best course of action. It's always the right thing to do.* *The robin is the first sign of spring.*	Use with plural count nouns: *People in different places often have the same cultural traditions.*	Use with non-count nouns: *That's the only information I was able to find on the Internet.*
When context makes a noun specific	Use with singular count nouns: *The hospital in this town has an excellent emergency room.*	Use with plural count nouns: *The buildings in this town are no higher than ten stories.*	Use with non-count nouns: *The air in this city is polluted.*
When an adjective clause makes a noun specific	Use with singular count nouns: *The scam that he fell for is very well known.*	Use with plural count nouns: *The scams that people fall for can end up costing a lot of money.*	Use with non-count nouns: *The progress that she made was due not to good luck but to hard work.*
When an adjective represents a certain group of people	Use with a noun derived from an adjective, such as: the blind, the deaf, the dead, the living, the young, the old, the poor, the rich, the unemployed, the privileged, the underprivileged: *The unemployed must often learn new job skills.*		

B Complete the paragraphs with words from the box. Use a definite article when appropriate.

tourists | gas | views | sport | world | wealthy | hot air | ballooning | first men

On March 20, 1999, Bertrand Piccard of Switzerland and Brian Jones of Britain became ..... (1) to travel around ..... (2) in a balloon. The numerous balloonists who had been attempting this journey for decades beforehand ran into various problems with weather and equipment.

In the past several years though, ... (3) has become a popular adventure sport. Due to the high cost of ..... (4), which is required to create ..... (5) that lifts the balloon, ballooning tends to be a sport reserved for ..... (6). However, ... (7) can get a taste of ..... (8) by paying for a balloonist to take them on a breathtaking ride to enjoy ..... (9) that they see from the sky during their travels.

Non-count nouns with both a countable and an uncountable sense

With some non-count nouns, the change in meaning is subtle: The countable meaning refers to something specific and the uncountable meaning refers to something general.

countable meaning	uncountable meaning
a fear = the anticipation of a specific danger; a phobia He had **two fears**: heights and open spaces.	**fear** = a general anticipation of danger Irrational **fear** can lead to anxiety.
a victory = a specific event in which mastery or success is achieved The battle of Waterloo was **a** great **victory** for the English.	**victory** = the phenomenon of winning She led her party to **victory**.
a time = a specific moment in the past or future; a specific occasion There was **a time** when food was much cheaper. How **many times** did you read it?	**time** = the general concept; clock time **Time** passes so quickly! What **time** did you arrange to meet?
a belief = something accepted on faith, not knowledge common **belief** is that cold weather can cause a cold.	**belief** = general or religious faith Is **belief** more common in older or younger people?

C Write a before a noun where necessary. Write X if a noun should not have an article.

1 a Will people ever learn to control their spending? Only ..... time can tell.
  b There has never been ..... time when people didn't try to understand their dreams.
2 a If you have ..... fear of flying, you shouldn't take a job that requires overseas travel.
  b Psychologists agree that ..... fear is a universal emotion.
3 a Ignorance and fear may sometimes lead to ..... conflict.
  b For the last few years, there has been ..... serious conflict between local landowners and business owners.
4 a The coach's tactics helped the team win ..... major victory in last night's game.
  b Everyone cannot always experience the joy of ..... victory; someone has to lose.

GRAMMAR FOR WRITING: passive reporting verbs with an infinitive phrase

A passive reporting verb can be followed by an infinitive phrase.

Many insects **are believed to be** good for the garden.

The infinitive phrase can be simple, continuous, perfect, or perfect continuous.

This book is **said to be** excellent.
The robber **was reported to be running** away from the scene of the crime.
The car is believed **never to have been** in an accident before.
She was thought **to have been preparing** dinner when she got sick.

D Change each of the following sentences from the active voice to the passive voice.

1 Many people believe that flying isn't as safe as driving.
.....
2 They reported that the driver was talking on his phone when he crashed into the back of that van.
.....
3 Many people say the tour was overpriced, but others think the price was very fair.
.....
4 People said the article was a lie, but it turned out to be perfectly true.
.....

UNIT 8

GRAMMAR FOR WRITING: emphatic stress

In informal writing, you can underline the verb be, a modal, or other auxiliary verb to indicate emphatic stress. The addition of do for emphatic stress does not require underlining. In more formal writing, with the exception of adding the auxiliary do, underlining for emphatic stress is avoided.

She is good at math, isn't she?
Even though it was getting late, I would have liked to stay longer.
I suddenly realized that I had been there before.
BUT She didn't answer her phone, but she did text me.

Be careful! In the modal-like expression had better, underline better, not had.
He'd better pay attention in class!

If you want to indicate emphatic stress, don't contract the verb be, a modal, or an auxiliary verb.

I will tell her. NOT ~~I'll~~ tell her.

A Use the prompts to write B's response with emphatic stress. Add the auxiliary do if possible, and underline the stressed verb be, modal, or other auxiliary verb.

1 **A:** Do you worry much about global warming?
  B: ..... (I think about it) from time to time.
2 **A:** Would you say you have a way with words?
  B: ..... (I express myself) clearly.
3 **A:** I'm thinking of applying to medical school, but I haven't made up my mind yet.
  B: Well, ... (you should apply).
4 **A:** Do you have to pass any kind of tests to get a job at the Mason Corporation?
  B: ..... (you have to take) an EQ test.

5 **A:** Shouldn't Jamie hurry if she wants to catch the 3:00 bus?
B: ..... (She'd better hurry). That's the last bus.

6 **A:** Would you like me to introduce you to my brother?
B: ..... (I'd like to meet) him.

7 **A:** Would you like to grab dinner somewhere together?
B: ..... (I've already had) dinner.

Infinitives and gerunds in place of the subjunctive

Certain statements in the subjunctive can be rephrased less formally by changing <u>that</u> to <u>for</u> and using an infinitive.
It's essential **for** John **to find** the time each day to relax. (= It's essential that John **find** the time each day to relax.)

An infinitive can also be used without a <u>for</u> phrase. It usually refers to "people in general."
It's essential **to find** the time each day to relax.

Certain statements in the subjunctive can be rephrased using a gerund if they refer to "people in general."
Dr. Sharpe recommends **spending** a few moments relaxing. (= Dr. Sharpe recommends that people **spend** a few moments relaxing.)

B **Rewrite each sentence less formally, using infinitives and gerunds. Make any necessary changes.**

1 It's crucial that you practice feng shui.
2 The article suggests that you carry lucky charms.
3 The manager recommended that they finish the project fast.
4 It's important that we get enough sleep every night.
5 The directions advise that you add salt.
6 It's necessary that she arrive at the theater by 4:00 P.M.

UNIT 9

GRAMMAR FOR WRITING: when to use the passive voice

Passive sentences focus attention on the result of an action rather than on the performer (agent) of the action. Writers prefer the passive voice in the following situations:

1 **To emphasize the result of an action, or if the agent is unimportant or unknown. This use is common in academic writing, scientific articles, and news reports.**
Some sophisticated treatments **have been developed**. (emphasizes the treatments, not the people who developed them)
Hundreds of people **were made** homeless by yesterday's floods. (emphasizes the result, not the floods themselves)

2 **To describe a process. This use is found in technical and scientific writing.**
There are four basic steps in the commercial production of orange juice. First the oranges **are unloaded** from trucks and **placed** on a conveyor belt. Then they **are washed** and **sorted**. Next they **are put** into machines that remove the juice and put it into cartons.

3 **To use an impersonal or indirect tone, which suggests formality, impartiality, or objectivity. This use is favored in official documents, formal announcements, and signs, or to avoid placing blame.**
Walking on the grass **is prohibited**.
An error **has been made** in your account. It **will be corrected** on next month's statement. (The writer avoids mentioning who made the mistake and emphasizes the fact that it will be corrected, rather than who will do the correcting.)

4 **To keep the reader's attention focused on a previously mentioned noun, because it is the central topic of the paragraph.**
They caught the thief later that evening. He **was placed** in jail and **was allowed** to call a lawyer. (The topic is the thief. By using the passive voice in the second sentence, the writer shifts the reader's attention to what happened to the thief.)

5 **To avoid using a "general subject." General subjects include the impersonal <u>you</u>, <u>we</u>, and <u>they</u>; <u>people</u>; <u>one</u>; <u>someone</u> / <u>somebody</u>; <u>anyone</u> / <u>anybody</u>. This use is common in formal documents, in official signs, and in newspaper editorials and other texts that express an opinion.**
People must show their IDs before boarding. PREFERRED: IDs **must be shown** before boarding.
Someone should inform consumers of their rights. PREFERRED: Consumers **should be informed** of their rights.

6 **To avoid awkward sentence constructions. This is a common solution when the agent has a long or complex modifier.**
The Tigers, whose new strategy of offense and defense seemed to be working, defeated the Lions.
PREFERRED: The Lions **were defeated** by the Tigers, whose new strategy of offense and defense seemed to be working.

A **Write each sentence in the passive voice. Don't include a by phrase unless you think it is required.**

1 Construction workers built the museum in less than six months.

.....

2 People must present their passports at the border.

.....

3 First, engineers perfect the design for the new product. Then, workers build a prototype. Next, engineers test the prototype. After engineers approve the design, the factory begins production.

.....

4 We have credited the sum of eighty-five dollars to your VISTA account.

.....

5 The reporter, whose investigation uncovered many shocking details, exposed the mayor's pattern of corrupt behavior.

.....

UNIT 10

Phrasal verbs: expansion

Remember
Intransitive phrasal verbs are always inseparable. They can't be used in the passive voice since they don't have direct objects.

The passive form of phrasal verbs

Transitive phrasal verbs are always inseparable in the passive voice, even when they are separable or always separated in the active voice.

I couldn't **turn on** the TV (OR **turn** the TV **on**). → The TV couldn't be **turned on**.

They **turned** the empty lot **into** a beautiful garden. → The empty lot was **turned into** a beautiful garden.

Transitive and intransitive meanings of phrasal verbs

Some phrasal verbs have both a transitive and an intransitive meaning.

He went to bed without **taking off** his clothes. (transitive meaning: remove)

What time does your plane **take off**? (intransitive meaning: leave)

She **broke in** the new employees by showing them the procedures. (transitive meaning: train someone)

Thieves **broke in** and stole her jewelry. (intransitive meaning: enter by force)

For a complete list of transitive and intransitive phrasal verbs, see the Reference Charts, pages 114–115.

Three-word phrasal verbs

A three-word phrasal verb consists of a verb, a particle, and a preposition that together have a specific meaning. The verb, the particle, and the preposition in three-word phrasal verbs are inseparable.

As a result of his controversial ideas, the senator **came up against** members of his own party, who opposed him vigorously.

Does society have an obligation to **look out for** people who are disadvantaged?

Temper tantrums are not uncommon in young children. As children mature, they **grow out of** this behavior.

I'm going to close my door and not take any calls today; I've just got to **catch up on** my work.

For a complete list of three-word phrasal verbs, see the Reference Charts, page 116.

A **Rewrite each sentence in the passive voice. Do not include a by phrase.**

1 We have to call the meeting off.

.....

2 She talked the client into a better deal.

.....

3 They covered the mistake up.

.....

4 He dropped the children off in front of the school.

.....

5 One of the applicants filled the form out incorrectly.

.....

6 I paid the balance off last month.

.....

7 Someone threw the document away.

.....

8 The speaker handed pamphlets out at the end of the presentation.

.....

B **Underline the phrasal verb in each sentence. Then decide if it has a transitive or an intransitive meaning.**

	transitive	intransitive	
1	☐	☐	The photographer blew up the photo 200 percent so we could use it for the poster.
2	☐	☐	The plane blew up shortly before it was supposed to land.
3	☐	☐	The workers won't give up until they're paid fair wages.
4	☐	☐	She has tried to give up smoking several times, without success.
5	☐	☐	Phil has to wake up at 5:00 A.M. every day to get to work on time.
6	☐	☐	The children played quietly in order not to wake up their parents.
7	☐	☐	He works out three or four times a week in order to stay healthy.
8	☐	☐	World leaders are meeting to work out a plan to eradicate poverty.

PRONUNCIATION TABLE

These are the pronunciation symbols used in *Connectivity 5*.

Vowels

Symbol	Key Word
i	beat, feed
ɪ	bit, did
eɪ	date, paid
ɛ	bet, bed
æ	bat, bad
ɑ	box, odd, father
ɔ	bought, dog
oʊ	boat, road
ʊ	book, good
u	boot, food, student
ʌ	but, mud, mother
ə	banana, among
ɚ	shirt, murder
aɪ	bite, cry, buy, eye
aʊ	about, how
ɔɪ	voice, boy
ɪr	beer
ɛr	bare
ɑr	bar
ɔr	door
ʊr	tour

Consonants

Symbol	Key Word
p	pack, happy
b	back, rubber
t	tie
d	die
k	came, key, quick
g	game, guest
ʧ	church, nature, watch
ʤ	judge, general, major
f	fan, photograph
v	van
θ	thing, breath
ð	then, breathe
s	sip, city, psychology
z	zip, please, goes
ʃ	ship, machine, station, special, discussion
ʒ	measure, vision
h	hot, who
m	men, some
n	sun, know, pneumonia
ŋ	sung, ringing
w	wet, white
l	light, long
r	right, wrong
y	yes, use, music
ɾ	butter, bottle
t̚	button

PRONUNCIATION LESSONS (Optional)

These Pronunciation Lessons are optional. The goal is to improve students' awareness of the pronunciation rules of Standard American English and to improve comprehensibility and fluency in speaking. Each lesson presents a new pronunciation feature, accompanied by audio for repetition and additional speaking or listening exercises for practice.

UNIT 1

Sentence stress and intonation: review

Sentence stress

Remember: Content words are generally stressed in a sentence.

I've **ALWAYS DREAMED** about **BEING** a **PHOTOGRAPHER**.
You've been **TALKING** about **DOING** that for **YEARS**!
Have you **EVER THOUGHT** about a **CAREER** in **LAW**?

Content words

nouns	photographer, Robert, career
verbs	think, study, discuss
adjectives	important, young, successful
adverbs	carefully, ever, recently
possessive pronouns	ours, yours, theirs
demonstrative pronouns	this, that, these
reflexive pronouns	myself, yourself, ourselves
interrogative pronouns	who, what, why

Intonation

Lower pitch after the stressed syllable in the last stressed word in statements, commands, and information questions. Raise pitch after the last stressed syllable in yes/no questions.

I love the outdoors, so I've decided to become a naturalist. ↘ What's stopping you? ↗

Tell me something about your experience. ↘ BUT Have you made plans to get married? ↗

In compound nouns, stress only the first word.

She has just been accepted to a top **BUSINESS school**.
Have you made any progress with your **JOB search**?

If the last syllable in the sentence is stressed, lengthen the vowel and lower pitch. In yes/no questions, lengthen the vowel and raise pitch.

I just gave notice at the bank. ↘ Have you decided on a career? ↗

(Continued on page 135)

A **Listen and practice.**

1 I've always dreamed about being a photographer.
2 You've been talking about doing that for years!
3 Have you ever thought about a career in law?

B **Listen and practice.**

1 I love the outdoors, so I've decided to become a naturalist.
2 Tell me something about your experience.
3 What's stopping you?
4 Have you made plans to get married?
5 I just gave notice at the bank.
6 Have you decided on a career?

C **Circle the content words.**

1 It was very difficult for Dan to hide his disappointment.
2 He was rejected by two law schools.
3 What does he plan to do now?
4 He just accepted a position teaching math at the university.
5 MediLabs has an opening for a junior lab specialist.

Now practice reading each sentence aloud. Listen to compare.*

D **Circle the last stressed content word in each sentence.**

1 He wants to start his own travel agency.
2 I don't really know how to get started.
3 Do I need to have experience in the tourism industry?
4 Why are you looking for a change?
5 Tell me about your plans for the coming year.
6 Do you want to become a flight attendant?
7 Have you applied for that job?

Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to compare.*

NOTE: Whenever you see a listening activity with an asterisk (*), say each word, phrase, or sentence in the pause after the number. Then listen for confirmation.

UNIT 2

Emphatic stress and pitch to express emotion

Use emphatic stress and higher pitch on content words to indicate intensity of emotion.

I'm **SO SORRY**!
I'm **REALLY UPSET**!
What do you **MEAN**?
How could you **DO** that?
What **GREAT NEWS**!
Thank you **SO MUCH**!

A **Listen and practice.**

1 I'm so sorry!
2 I'm really upset!
3 What do you mean?
4 How could you do that?
5 What great news!
6 Thank you so much!

B **Practice reading each sentence aloud, using intonation to express emotion. Listen to compare.***

1 **JOHN**, what **HAPPENED**?
2 You look **WORRIED**.
3 I feel **JUST TERRIBLE**!
4 How did **THAT** happen?
5 Why didn't you slow **DOWN**?
6 We could have been **KILLED**!
7 How could you **SAY** that?

(End of lesson)

UNIT 3

Vowel reduction to /ə/

Remember: The /u/ sound in the function word to is often reduced to /ə/ in spoken English.

We tried **to** cheer him up. /tə/
They were scared **to** death. /tə/
It was starting **to** get me down. /tə/
You just need **to** give it a little more time. /tə/

Do not reduce the /u/ sound when to comes before another /ə/ sound.

/tə/ /tu/
She was trying **to email** a message **to a** friend.

When to occurs before her or him, you can say it two ways (Note the change in syllable stress, too):

Use /tə/ and pronounce /h/ → I sent it **to her** yesterday. /tə'hər/
Use /tu/ and drop /h/ → I sent it **to her** yesterday. /'tuər/

In the phrases have to, ought to, and be going to, /u/ generally reduces to /ə/, and there are often other sound changes.

I didn't **have to** walk very far. /hæftə/
You really **ought to** be careful next time. /ɔɾə/
We're definitely **going to** take a cell phone on our next trip. /gʌnə/

Function words

prepositions	of, from, at, to
conjunctions	and, but, or
determiners	a, the, some
personal pronouns	he, she, they
possessive adjectives	my, her, their
auxiliary verbs	have [+ past participle]
	be [+ present participle]

Be careful! When an auxiliary verb is negative or used in short answers, it is generally stressed.

I **CAN'T GO**. He **WON'T LIKE** it.
No, they **DON'T**. Yes, I **HAVE**.

A **Listen and practice.**

1 We tried to cheer him up.
2 They were scared to death.
3 It was starting to get me down.
4 You just need to give it a little more time.
5 She was trying to email a message to a friend.
6 I sent it to her yesterday.
7 I sent it to her yesterday.
8 I didn't have to walk very far.
9 You really ought to be careful next time.
10 We're definitely going to take a cell phone on our next trip.

B **Circle the words in the following sentences that you think contain sounds that will be reduced, according to what you have learned about vowel reduction.**

1 I'm learning to sail my ship.
2 They had sent an SOS text message from a cell phone to a friend in London.
3 They got several messages telling them to be strong.
4 The helicopters had been unable to take off because of the severe weather.
5 You ought to tell your brother that you can't talk to him right now.
6 Don't let it get to you.
7 I'm going to refuse to give up.
8 We have to keep trying, no matter how tired we are.

Now practice reading each sentence aloud and listen to compare.*

(End of lesson)

UNIT 4

Shifting emphatic stress

You can shift stress within a sentence to change emphasis. Place emphatic stress on key words to get your meaning across.

A: I think I'm too critical of other people.
B: Really? I don't think I'm critical **ENOUGH**.

A: I don't think I'm critical enough.
B: Really? I think I'm **TOO** critical.

A: I think I'm too critical of other people.
B: I don't see you that way at all. **I'M** too critical.

A: I think I'm too critical of other people.
B: Really? Not me . . . At least I don't **THINK** I'm too critical.

A **Listen and practice.**

1 I don't think I'm critical **ENOUGH**.
2 I think I'm **TOO** critical.
3 **I'M** too critical.
4 I don't **THINK** I'm too critical.

B **Study each conversation, paying attention to emphatic stress.**

1 "You know what my problem is? I'm a perfectionist."
RESPONSE: Well, **I'M** just the opposite.
2 "You know what my problem is? I'm a perfectionist."
RESPONSE: Not **ME**. I'm just the **OPPOSITE**.
3 "What set Sam off this morning?"
RESPONSE: I have **NO** idea. But he's **ALWAYS** angry about **SOMETHING**.
4 "Why did Sam tell Paul off in front of everyone?"
RESPONSE: It's **JUST** the way he is. He's always **ANGRY** about something.
5 "Why was Judy so angry this morning?"
RESPONSE: I don't know. I've **NEVER** seen her lose her **COOL** like that.
6 "Can you believe how angry Judy was this morning?"
RESPONSE: Not **REALLY**. I've **NEVER** seen her lose her cool like **THAT**.

Now practice reading each response aloud, using emphatic stress as shown. Listen to compare.*

(End of lesson)

UNIT 5

Intonation of sarcasm

Saying the opposite of what you mean in order to show that you don't think a joke is funny is a type of sarcasm. When someone thinks a joke is funny, the response is usually said with raised pitch. The same response can convey sarcasm if it is said with flattened pitch and at a slower pace.

Pleasure	Sarcasm
 How funny! (= It's funny.)	How funny. (= It's not funny.)
 That's hysterical! (= It's funny.)	That's hysterical. (= It's not funny.)
 That's terrific! (= It's great.)	That's terrific. (= It's not great.)
 I love it! (= It's great.)	I love it. (= It's not great.)

A **Listen and practice.**

1 How funny! / How funny.
2 That's hysterical! / That's hysterical
3 That's terrific! / That's terrific.
4 I love it! / I love it.

B **Practice saying each statement two ways, first with intonation showing pleasure and then sarcasm. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

1 That's hilarious! / That's hilarious.
2 That's so funny! / That's so funny.
3 What a funny story! / What a funny story.
4 That's great! / That's great.
5 That's too much! / That's too much.
6 That really made me laugh! / That really made me laugh.

(End of lesson)

UNIT 6

Regular past participle endings

Voiced sounds		Voiceless sounds
/b/	/i/	/p/
/g/	/ɪ/	/k/
/ð/	/eɪ/	/θ/
/v/	/ɛ/	/f/
/z/	/æ/	/s/
/ʒ/	/ɑ/	/ʃ/
/ʤ/	/ɔ/	/ʧ/
/m/	/oʊ/	/t/
/n/	/ʊ/	
/ŋ/	/u/	
/r/	/ʌ/	
/l/	/d/	

There are three pronunciations of the past participle ending -ed, depending on the final sound of the base form of the verb.

With voiced sounds (except /d/)

When the base form ends with a voiced sound, pronounce the -ed ending as /d/.

moved canceled described stayed agreed

With voiceless sounds (except /t/)

When the base form ends with a voiceless sound, pronounce the -ed ending as /t/.

helped asked crushed watched

HOWEVER: When the base form ends with the sound /t/ or /d/, pronounce the -ed ending as a new syllable: /ɪd/ or /əd/. In American English, the final sound before the -ed ending is always /ɾ/, no matter whether the base form ended in the sound /t/ or /d/. Link /ɾ/ with the -ed ending.

wai ted → /weiɾɪd/ nee ded → /niɾɪd/

re por ted → /rɪpɔrɾɪd/ in clud ed → /ɪnkluɾɪd/

Reduction in perfect modals

The auxiliary have in perfect modals is generally reduced. The /h/ is dropped and /æ/ is reduced to /ə/.

/wʊɾəv/

If I'd looked at the expiration date, I **would have** renewed my passport.

/maɪɾəv/

If I weren't Japanese, I **might have** needed a visa to enter the country.

/wʊɾənəv/

If we'd left on time, we **wouldn't have** missed our flight.

Perfect modals

would have
could have
should have
might have
may have
} + [past participle]

A Listen and practice.

1 moved
2 canceled
3 described
4 stayed
5 agreed
6 helped
7 asked
8 crushed
9 watched
10 waited
11 reported
12 needed
13 included

B Listen and practice.

1 If I'd looked at the expiration date, I would have renewed my passport.
2 If I weren't Japanese, I might have needed a visa to enter the country.
3 If we'd left on time, we wouldn't have missed our flight.

C Circle the correct pronunciation of each -ed ending.

1	avoided	/ɪd/	/t/	/d/	9	promised	/ɪd/	/t/	/d/
2	looked	/ɪd/	/t/	/d/	10	covered	/ɪd/	/t/	/d/
3	summarized	/ɪd/	/t/	/d/	11	added	/ɪd/	/t/	/d/
4	arrived	/ɪd/	/t/	/d/	12	changed	/ɪd/	/t/	/d/
5	owed	/ɪd/	/t/	/d/	13	reported	/ɪd/	/t/	/d/
6	ruined	/ɪd/	/t/	/d/	14	discussed	/ɪd/	/t/	/d/
7	kicked	/ɪd/	/t/	/d/	15	investigated	/ɪd/	/t/	/d/
8	refunded	/ɪd/	/t/	/d/	16	enjoyed	/ɪd/	/t/	/d/

Now practice saying each word aloud and listen to compare.*

(Continued on page 140)

D **Practice saying each sentence aloud, paying attention to reductions. Listen to compare.***

1 If I'd put my passport in my briefcase, it wouldn't have gotten lost.
2 If you'd checked the luggage limits, you might have avoided extra charges.
3 If my friend's luggage hadn't gotten stolen, he could have gone on the sightseeing tour.
4 I probably wouldn't have missed my flight if I had come on time.
5 If they'd taken a few simple precautions, their luggage might not have gotten stolen.

UNIT 7

Linking sounds

Link plural noun endings to the first sound in the word that follows.

Superstitions about animals are very common. /supər'stɪʃənzəbaʊt/

Some say rats leaving a ship will cause it to sink. /ræt̬'sliviŋ/

Link third-person singular endings to the first sound in the word that follows.

A belief in a superstition often results in fear. /rɪ'zʌltsɪn/

Remember: There are three different sounds for the endings of plural nouns and third-person singular verbs.

/z/	/s/	/ɪz/
diamonds	results	promises
superstitions	sharks	noises
bottles	types	matches
believes	beliefs	wishes
dreams	sleeps	judges

A **Listen and practice.**

1 Superstitions about animals are very common.
2 Some say rats leaving a ship will cause it to sink.
3 A belief in a superstition often results in fear.

B **Practice reading each sentence aloud, paying attention to the linking sounds you have learned. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

1 A frog brings good luck to the house it enters.
2 Babies born with teeth become extremely selfish.
3 An itchy nose means you'll have a fight.
4 A lucky charm protects against the evil eye.
5 She keeps a large bowl of water near the front door.
6 Superstitions can be found in every culture.
7 A company claims to have invented a machine that allows people to talk with their pets.
8 Some fears are hard to overcome.
9 My sister believes in ghosts, avoids black cats, and carries a lucky charm in her pocket.

(End of lesson)

UNIT 8

Emphatic stress with auxiliary verbs

Use emphatic stress on an auxiliary verb to confirm or contradict.

A: Do you think Jennifer Lawrence has a successful acting career?
B: I think so. She **IS** getting a lot of lead roles these days.

A: I wonder if I should take French lessons.
B: Great idea! I think you **SHOULD** learn French.

A: Have you eaten at the Blue Moon Café before?
B: Actually, I think I **HAVE** eaten there before.

A: Jan says you love coffee. Is that true?
B: Not at all. I really **DON'T** like coffee.

Remember: The auxiliary do needs to be added for emphatic stress in affirmative statements in the simple present or past tense.

A: Jan says you love coffee. Is that true?
B: Yes, it is. I really **DO** like coffee.

A **Listen and practice.**

1 She **IS** getting a lot of lead roles these days.
2 I think you **SHOULD** learn French.
3 Actually, I think I **HAVE** eaten there before.
4 I really **DON'T** like coffee.
5 I really **DO** like coffee.

B **Practice responding to each speaker, using emphatic stress on the auxiliary verb. Listen to compare.***

1 "I think Olivia's a great cook."
RESPONSE: I agree. She does make great food.

2 "Your husband doesn't dance very well."
RESPONSE: That's true. He really doesn't dance well.

3 "Can you eat seafood?"
RESPONSE: Actually, I can't eat seafood. I'm allergic to it.

4 "Your cousins are hysterical!"
RESPONSE: I agree. They really do tell a lot of funny jokes.

5 "Ana's report is late again."
RESPONSE: Well, she does tend to procrastinate.

6 "Does Gary have a head for figures?"
RESPONSE: No. But he is taking a math class on Tuesday evenings.

7 "I think it's time to tell everyone you're going to quit."
RESPONSE: You're right. I should tell them sooner rather than later.

8 "Have you made up your mind yet?"
RESPONSE: No. But I have been thinking about it.

(End of lesson)

UNIT 9

Reading aloud

Because it's more difficult to understand language when it's read rather than spoken in conversation, read with a regular rhythm and use fewer sound reductions. If there's a title, state it separately with falling intonation. Pause at all punctuation. Separate sentences into "thought groups," pausing after each one. Pause slightly longer between sentences.

Envisioning the Future

In the 1960s, / only large institutions, / such as banks, / corporations, / and the military, / had computers. // They were expensive, / slow, / and very large— / requiring a special air-conditioned room— / and access to them was limited / to only a few people. // In the 1970s, / computer prices came down / and then small businesses began to use them. // Nevertheless, / in 1977, / the CEO and founder of Digital Equipment, / Kenneth Olsen, / predicted that computers would never be used in the home.

A **Listen to the selection. Then practice reading it aloud.**

Envisioning the Future
In the 1960s, only large institutions, such as banks, corporations, and the military, had computers. They were expensive, slow, and very large—requiring a special air-conditioned room—and access to them was limited to only a few people. In the 1970s, computer prices came down and then small businesses began to use them. Nevertheless, in 1977, the CEO and founder of Digital Equipment, Kenneth Olsen, predicted that computers would never be used in the home.

B **Practice reading each selection aloud. Then listen to compare.* (Note that thought groups can vary, so your choices may differ from what you hear on the audio.)**

1 **Birth of the Personal Computer**
In the early 80s, Steve Jobs and Bill Gates introduced the personal computer—the Macintosh and the IBM PC, respectively—which made computing at home possible. In 1983, Jobs gave a speech about the future, in which he predicted that, for most people, a great deal of time would be spent interacting with personal computers. He also predicted that, within ten years, computers in the office and at home would be connected so people would be able to use them to communicate.

2 **Predicting Social Media**
In 1999, Gates predicted that small devices would be carried around by everyone so that they could get instant information and stay in touch with others. He also claimed that, by the early twenty-first century, Internet communities would have been formed, based on one's interests or to connect with friends and family.

(End of lesson)

UNIT 10

Intonation of tag questions

When a tag question follows a statement to which a speaker anticipates agreement, both the statement and the tag question are said with falling intonation. The main stress in the tag question falls on the auxiliary verb and not on the pronoun. Note that there is generally no pause at the comma.

It's really shocking, isn't it?

They'll come up with a solution, won't they?

It's not really surprising, is it?

She didn't speak out against that project, did she?

It really makes you feel angry, doesn't it?

When the tag question represents a genuine question to which the speaker expects an answer, the statement is said with falling intonation, but the tag question is said with rising intonation.

It's really shocking, isn't it?

They'll come up with a solution, won't they?

It's not really surprising, is it?

She didn't speak out against that project, did she?

It really makes you feel angry, doesn't it?

A **Listen and practice. (Each sentence is said two ways.)**

1 It's really shocking, isn't it?
2 It's not really surprising, is it?
3 It really makes you feel angry, doesn't it?
4 They'll come up with a solution, won't they?
5 She didn't speak out against that project, did she?

B **Listen to the following tag questions. Check to indicate if each one anticipates agreement or expects an answer.**

	Anticipates agreement	Expects an answer
1 That's really appalling, isn't it?	☐	☐
2 He's worried about his children, isn't he?	☐	☐
3 It really makes you feel good, doesn't it?	☐	☐
4 It wasn't really true, was it?	☐	☐
5 They're going to do something about that problem, aren't they?	☐	☐
6 It's not really important, is it?	☐	☐
7 You heard that on TV, didn't you?	☐	☐
8 You'll support us, won't you?	☐	☐

Now practice saying each tag question aloud and listen to compare.*

C **Practice saying each tag question two ways, first to express anticipated agreement and then to express a genuine question. Listen to compare.***

1 It really makes you stop and think, doesn't it?
2 They're concerned about global warming, aren't they?
3 The president's economic policy is effective, isn't it?
4 The benefits of globalization are very clear, aren't they?
5 The benefits of globalization aren't very clear, are they?
6 There's no turning back, is there?

(End of Pronunciation Lessons)

WRITING HANDBOOK (Optional)

For each unit in the *Connectivity* Student's Book, this Writing Handbook provides a succinct lesson focused on one key principle of good writing in English. In addition to the presentation of each principle, the Handbook includes clear examples and models. To ensure students put each principle into practice, the Handbook provides a Unit Writing Task and a Self-Check for students to evaluate their progress.

UNIT 1 A formal cover letter

A **WRITING SKILL | Study the rules.**

The purpose of a cover letter is to express your interest in a position and to acquaint the employer with you. If a job ad provides instructions about what to include in your cover letter, be sure to follow the directions carefully. If you don't, you may not receive a response. Your cover letter can be sent in traditional paper form by mail, or as an email.

As an email

Use a formal email style, addressing the recipient in a salutation by his or her title and last name followed by a colon. Make paragraphs easy to read by separating them with a blank line space. If you already wrote a cover letter in traditional paper format, do not attach that document to your email. Instead, paste the digital version of the cover letter into the email so the recipient can see the information upon opening the email. However, do not include your résumé with the email message. Attach your résumé to your email as a separate file.

As a traditional paper letter

Follow the style used for other formal letters, as in the Writing Model. Use good quality paper and be neat. Proofread your letter carefully to be sure there are no spelling mistakes or typographical errors. Try to limit the letter to one page. With your cover letter on top, include your résumé on a separate sheet of paper in the same envelope.

Suggestions for an effective cover letter:

- Tell the employer why you are writing (in response to an ad, your interest in working at that particular company or institution, etc.).
- Say why you think you would be a good candidate (i.e., briefly state your qualifications.)
- Tell the employer how to contact you for follow-up or to schedule an interview.
- Do not include too much information about your life.

WRITING MODEL

Celina Ingram — your address
95 River Road
Newtown, FL 32791

+1 555 887 7930 — other contact info
celina.ingram@blue.net

March 30, 2022 — date

Mr. Ian Howe
Human Resources
Clermont Greeting Cards
7200 Bay Blvd
Seattle, WA 32555
— recipient's address

Dear Mr. Howe: — salutation

I am writing in response to your advertisement on giantjob.com for the executive administrative assistant position at the Clermont Card Company in Seattle.

I have often bought Clermont greeting cards because of their positive messages and nice graphics, which is why I would be proud to work there. In addition, I believe I would be a good candidate because of my successful experience as an administrative assistant at Pinkerton Greeting Cards.

a blank line space

I have attached my résumé and the names and contact information of two managers here at Pinkerton who have offered to provide a recommendation.

If you agree that my experience and other qualifications make me a good candidate, please contact me at the address or email address above. As I will be moving to Seattle in two weeks, please contact me at my email address after April 15.

I look forward to hearing from you.

Cordially, — complimentary close
Celina Ingram — signature
Celina Ingram — typewritten name

attachment — indicates another document included in the same envelope or email

B **PRACTICE | Read the email cover letter. On a separate sheet of paper, rewrite it, correcting errors in style and formality.**

To: From: Re:

Hi, Bill—Just wanted u 2 know Im intersted in that great advertising copy writer job I saw listed in the want ads ☺. I think I'm the rite person 4 u. Here's why: I am 26 years old and graduated from Meecham College with a major in english. I have been working at Poco Cola in the advertising department for five years I am ready to move to a new company. My résumé is attached so you can see my qualifications. If you are interested in discussing the job, please email me at the address above to set up an interview. –Jon

C **UNIT 1 WRITING TASK | On a separate sheet of paper, write a formal email or a traditional paper cover letter to an employer, expressing interest in a job. Create a job title that interests you and use the name of a real or a fictitious employer. Use real or invented information.**

SELF-CHECK

- ☐ Does my letter have any spelling, punctuation, or typographical errors?
- ☐ Did I use formal letter writing conventions?
- ☐ Did I tell the employer the purpose of my letter?
- ☐ Did I say why I think I would be a good candidate?
- ☐ Did I tell the employer how to contact me for follow-up?

UNIT 2 Restrictive and non-restrictive adjective clauses

A WRITING SKILL | Study the rules.

Restrictive adjective clauses

A restrictive adjective clause provides *essential information* necessary to identify the noun or pronoun it modifies. Do not use commas.

The colleague **who borrowed my tablet yesterday** admitted that she had lost it.
The people in the town **where I went to high school** had a big impact on my life.
The man **whose parents were both doctors** grew up wanting to help people.
Ethan offered to pay for the damage **that he had caused**.

Non-restrictive adjective clauses

A non-restrictive adjective clause provides *additional information* that is not necessary to identify the noun or pronoun it modifies. Use a comma both before and after a non-restrictive adjective clause, unless it's at the end of a sentence.

My colleague, Sherri, **who borrowed my tablet yesterday**, admitted that she had lost it.
The people of Bensonville, **where I went to high school**, had a big impact on my life.
Pete, **whose parents were both doctors**, grew up with a strong desire to help people.
Ethan offered to pay for the damage to Brenda's car, **which he agreed he had caused**.

Be careful!
Use punctuation that supports your intended meaning.
The laptop **which I bought last week** is great. (Essential information: Distinguishes this laptop from other laptops)
The laptop, **which I bought last week**, is great. (Non-essential information: "By the way, I bought it last week.")

B ERROR CORRECTION | Read the college essay, in which the writer describes a life lesson. Correct any punctuation errors in the adjective clauses. Add five commas and delete two.

ERROR CORRECTION

What I Learned from My First Job

During the first week at my first job which was at an electronics store, something happened that ended up teaching me a valuable lesson ten years later. At the end of the day, when the manager counted the money in the cash register, it had come up short. A co-worker apparently had taken some of the cash, but she lied and blamed me. I insisted that I wasn't responsible, but the manager who didn't know me fired me immediately. I was very upset about it at the time, but I got another job and eventually forgot all about it.

Ten years later, though, I got a phone call, that really surprised me. It was from the co-worker, who had accused me of taking the money. She called me to apologize for what she had done. Apparently, it had been bothering her for a long time.

This incident taught me something important. Sometimes when people tell a lie, they hurt themselves the most. While I had completely forgotten about it, my former co-worker who'd told the lie remembered the incident and felt bad about it all those years.

C PRACTICE | Decide if each adjective clause provides essential or additional information. Write a checkmark if the punctuation is correct.

..... **1** My grandparents are the ones, who taught me the most about right and wrong.
..... **2** Our sister-in-law who is always truthful about everything told our brother that he was wrong.
..... **3** I told a lie that I have regretted for more than twenty years.
..... **4** Her favorite vase which had been given to her by her aunt fell on the floor and broke.
..... **5** He told his neighbor that he would pay for the damages to her car which was the right thing to do.

D UNIT 2 WRITING TASK | Write a college application essay in which you describe an experience that taught you a life lesson or that shaped your values. Provide details by including at least three adjective clauses that add essential and additional information.

SELF-CHECK

- ☐ Did I include at least three adjective clauses?
- ☐ Did I distinguish between essential or additional information?
- ☐ Did I use commas correctly in non-restrictive adjective clauses?

UNIT 3 Reducing adverbial clauses

A WRITING SKILL | Study the rules.

Reducing adverbial clauses to adverbial phrases

Adverbial clauses can be reduced to adverbial phrases when the subject of the independent clause and the subject of the adverbial clause are the same. Reduced adverbial phrases are more common in writing than in speaking.

adverbial clauses		reduced to adverbial phrases
When I saw the damage, I was shocked.	→	**Seeing the damaged car,** I was shocked.
When we were eating, we got a call.	→	**When eating** (or **Eating**), we got a call.
We saw a bear **while we were hiking**.	→	We saw a bear **while hiking**.
Before I left, I sent my parents a letter.	→	**Before leaving,** I sent my parents a letter.
After I had shared my news, I felt better.	→	**After having shared my news**, I felt better.

Be careful!

When the subjects of the adverbial clause and the independent clause are different, the clause cannot be reduced.

Before **she** saw the crocodile, **it** attacked.
DON'T SAY ~~Before seeing the crocodile~~, it attacked.

Punctuation

Use a comma after a clause or phrase when it comes first.

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

B PRACTICE | **Read the Writing Model. Underline the reduced adverbial phrases and, on a separate sheet of paper, rewrite the sentences with them, changing the phrases to clauses.**

C PRACTICE | **On a separate sheet of paper, rewrite each of the following sentences, reducing adverbial clauses to adverbial phrases when possible. If the sentence can't be reduced, explain why not.**

1 When she was waking up, Alicia Sorohan heard a scream.
2 While Joy Booth was preparing a presentation for the next day, she had palpitations and intense feelings of anxiety.
3 After she decided the only way to save Ryan was to go for help, Jessica began a three-hour hike on the trails and through the river.
4 Before the helicopter could land, the weather had taken a turn for the worse.
5 After she had delivered the talk, Glennie told the group that she was completely deaf.

D **UNIT 3 WRITING TASK | Write a short news report about a dangerous or frightening event, using the Writing Model for support. Write at least two paragraphs and tell the story in the order that the events occurred. The event can be real or fictional. Use at least three adverbial clauses or phrases to clarify time relationships.**

SELF-CHECK

- ☐ Did I write two or more paragraphs?
- ☐ Does my report tell the story in the order that the events occurred?
- ☐ Did I use at least three adverbial clauses or reduced adverbial phrases to clarify time relationships?

WRITING MODEL

May 5 —While camping yesterday, the Evans family was surprised by some frightening neighbors: a bear cub and its mother. Twin 5-year-olds Paul and Marcy were delighted because the young animal reminded them of the cute creatures in their picture books and on TV. Their father, on the other hand, wasn't as charmed because he knew that approaching a bear cub was dangerous since an adult bear is usually nearby.

Luckily for the family, Mr. Evans was already awake and getting breakfast ready when he heard the bear. As he posted later on Facebook: "While getting the milk out of our camping bag, I heard a rustling noise behind me. I turned around and saw a bear cub trying to open the garbage can. I knew I had to think fast."

Hearing his kids coming out of the tent, Mr. Evans quickly pushed them back inside to prevent them from approaching the bear to play with it. At that moment, a large adult female, probably the cub's mother, came by and led the cub away. The Evanses' camping day continued peacefully after that.

UNIT 4 Transitional topic sentences

A **WRITING SKILL | Study the rules.**

Remember: Transition words and subordinating conjunctions link ideas within and between sentences.

They can also be used in a paragraph's topic sentence to connect the paragraph to the one that precedes it.

The following words and phrases can be used as transitions to announce the content of a new paragraph:

To add information

Furthermore, it's very convenient.
Moreover, it's very convenient.
More importantly, it's very convenient.

To contrast information

Even though it's convenient, it's not for everyone.
Although it's convenient, it's not for everyone.
Despite the fact that it's convenient, it's not for everyone.
Nevertheless, it's not for everyone.
On the other hand, it's not for everyone.
However, it's not for everyone.

WRITING MODEL

For an effective solution to procrastination, I suggest using the daily calendar on your phone. It can be used to break up the steps essential to completing a larger task into smaller tasks. That way it's easier to keep things moving forward. It also allows you to check off the smaller tasks as they're finished, which motivates you by providing a feeling of accomplishment.

Furthermore, using a phone calendar is not really all that difficult. You can use the calendar that's already installed on your phone, or you can download an app for that purpose if you prefer one with a different format. Instructions are easily available online, and they're usually very clear.

Nevertheless, using a phone calendar does take some getting used to if you've been accustomed to relying on a paper date book or traditional agenda. It may require some time to learn how to use it, but the calendar will make your work easier. Without a calendar, it's far too easy to simply forget about what needs to be done. With one, it's easy to keep track of your progress. If your teacher or manager asks questions, you have a record you can refer to. This increases your confidence. I believe the calendar is one of the best ways to convert procrastination into effective organization.

B **PRACTICE | Read the Writing Model. Then rewrite the two topic sentences, using these transition words and phrases. (Note: You may have to make other changes in the sentences.)**

Furthermore, using a phone calendar is not really all that difficult.

1 More importantly, ...
2 Moreover, ...

Nevertheless, using a phone calendar does take some getting used to if you've been accustomed to relying on a paper datebook or traditional agenda.

3 Even though .....
4 Although .....
5 Despit the fact that .....
6 On the other hand, ...
7 However, ...

C **UNIT 4 WRITING TASK | Write a three-paragraph essay presenting a solution to a common shortcoming. In paragraph one, introduce the solution. Use transitional topic sentences to link the content of the second and third paragraphs.**

Some common shortcomings
being . . .
- disorganized
- oversensitive
- hot-tempered
- controlling
- negative
- a perfectionist

SELF-CHECK

- ☐ Does the first paragraph have a topic sentence?
- ☐ Do the paragraphs that follow have transitional topic sentences?
- ☐ Does each transitional topic sentence clearly link to previous content?

UNIT 5 Writing dialogue

A **WRITING SKILL | Study the rules.**

Paragraphing a story with dialogue

With direct speech, begin a new paragraph each time you introduce a new speaker. Remember that paragraphs should be indented or should have a space above them so the reader can see where new paragraphs begin. See one paragraphing style in the Writing Model.

Punctuation of direct speech

- When the reporting verb comes before a quotation, put a comma after the reporting verb. Put the end punctuation inside the quotation marks.
  Mr. Mann said, "That's not at all funny."
- When the reporting verb comes after a quotation, put a comma, question mark, or an exclamation point at the end of the quoted sentence, inside the quotation marks. Put the speaker's name before or after the reporting verb.
  "Please don't do anything cruel," Ms. Kane said.
  "Didn't anyone object to that mean practical joke?" asked Carlson.
- A reporting verb can also come between two parts of a quotation. Put quotation marks around each part of the quotation. Don't begin the second part of the quotation with a capital letter unless it begins a new sentence.
  "Melanie and Elaine," said Mr. Sargent, "please apologize for hurting Morgan."
- If the reporting verb comes between complete sentences, put a period after the reporting verb. Begin the new sentence with a capital letter.
  "Peter, please apologize to Morgan," Mr. Sargent continued. "You participated in that practical joke, too."

WRITING MODEL

About a year ago, my grandmother was walking down the street, stopping from time to time to look in shop windows. At one store, she stopped to admire a dress in the window. Just as she turned to enter the store, a businessman who wasn't looking where he was going bumped into her and knocked her down.

"Oh, I'm so sorry!" said the man. "Are you OK?"

My grandmother was too stunned to reply. But then after a moment she said she was fine.

"Look!" she heard someone say from across the street. "An old woman just fell down!"

She quickly sat up and looked around with great concern and said, "Where?"

When she told us this story, we all laughed. But, it really wasn't that funny, and it could have been serious.

B **PRACTICE | On a separate sheet of paper, rewrite the sentences, correcting the errors in punctuation and capitalization.**

1 Norman Cousins said, "That he had cured himself with laughter."
2 "The Superiority Theory" our professor explained. "Is exemplified by finding people's errors funny."
3 "The joke was really cruel," said Claire. "they shouldn't have played it."
4 "Does that example illustrate the Incongruity Theory" asked John?
5 "I learned about all kinds of humor in my psychology class", said my sister.

C **PRACTICE | On a separate sheet of paper, write the following indirect speech statements in direct speech, using correct punctuation for dialogue.**

1 Dr. Summers stated that positive emotions can have a direct effect on emotional and physical health.
2 A psychologist told me many people believed that Norman Cousins's book popularized the idea that laughter therapy could be helpful in treating illness.
3 She said that practical jokes come from our need to feel superior to others.
4 Ms. Blake insisted that traditional medicine is more effective than laughter therapy.
5 Our professor asked whether there is any scientific evidence that laughter can treat the illness.

D **UNIT 5 WRITING TASK | Write a true or imaginary story telling what happened and what people said, using dialogue. Use the Writing Model for support.**

SELF-CHECK

- ☐ Did I use direct speech in my story?
- ☐ Did I punctuate direct speech correctly?
- ☐ Did I correctly paragraph the dialogue?

UNIT 6 A comparison and contrast essay

A **WRITING SKILL** | **Study the rules.**

Choose one of these formats for organizing your supporting paragraphs when you want to compare and contrast places, objects, people, ideas, etc., in an essay. (Be sure to include expressions of comparison and contrast.)

I. Introductory paragraph
Begin with an explanation of what you are going to compare and contrast.

WRITING MODEL

Public and private transportation both have upsides and downsides, so it is fortunate that we have options. To help us choose, we can take into account convenience, cost, destination, and the needs and preferences of the people with whom we are traveling. Other factors we might consider are the length of the trip and the environmental impact of the means of transportation we choose.

II. Supporting paragraphs
Choose Format A or B to present and support your ideas.

Format A: Discuss the similarities in one paragraph and the differences in another.

Format B: In each paragraph, focus on one specific aspect of the topic and discuss the similarities and differences within the paragraph

(Format A)

Both public and private means of transportation provide clear advantages. **They are similar in certain ways.** Both are convenient and cut travel time, allowing people to travel farther than traveling on foot. In addition, they are capable of providing comforts such as air-conditioning and heating.

Nevertheless, public and private means of transportation are different in more ways than they are similar. Private cars offer a level of security, comfort, and convenience not necessarily available in public transportation. You can make your own schedule, take a different route, and avoid paying fares. Plus, you don't have to travel with strangers. However, only on public transportation can you sit back and relax, or even move around, and not have to pay attention to your driving or to traffic and weather conditions.

OR

(Format B)

Regarding scheduling, private and public means of transportation are very different. When you travel by car, you can make your own schedule and stop anywhere and anytime you want. On the other hand, when you travel by public bus or train, you know exactly when you are going to arrive, making planning easy.

In terms of comfort, private transportation has the clear advantage. Public transportation is often crowded and . . .

III. Concluding paragraph
Summarize your main ideas.

Most people choose to use a mix of private and public transportation, depending on their circumstances. However, if I could choose only one means of transportation, I'd go with the car. It has its downsides, but I enjoy the privacy of traveling alone, or only with my family, and the convenience of being able to make my own schedule. All in all, driving in my own car is the way to go.

B **UNIT 6 WRITING TASK** | **Write an essay comparing and contrasting two means of transportation. Use Format A or Format B, depending on what you want to communicate. Use expressions of comparison and contrast.**

Comparison	Contrast
Similarly,	While / Whereas . . .
Likewise,	Unlike [buses],
In similar fashion,	Nonetheless, / Nevertheless,
In the same way,	In contrast,
. . . as well.	On the other hand,
. . . don't either.	However,

SELF-CHECK

- ☐ Does my essay have an introductory and a concluding paragraph?
- ☐ Did I use one of the two formats for organizing the supporting paragraphs?
- ☐ Did I use expressions of comparison and contrast?

UNIT 7 Subject-verb agreement: expansion

A WRITING SKILL | Study the rules.

When the subject and verb are separated by other words, the subject and verb must still agree.
Beliefs in bad omens and curses **are** common in many cultures.
The smart thing to do when someone tells you something is unlucky **is** to just listen.

When two subjects are connected with and in a sentence, the verb must be plural.
A black cat and **a broken mirror are** symbols of bad luck in several cultures.

When verbs occur in a sequence, all the verbs must agree with the subject.
My sister **has** a lucky horseshoe, **avoids** the number 13, and **wears** a good luck charm on a chain around her neck.

When the subject is an indefinite pronoun like each, everyone, anyone, somebody, or no one, use a singular verb.
Nobody I know **worries** about sweeping a house in which a funeral has taken place.

When the subject is all, some, or none and refers to a singular count noun or a non-count noun, use a singular verb. Otherwise use a plural verb.
If salt is spilled by accident, **some is** immediately thrown over the shoulder.
Some superstitions are old-fashioned, but **some are** not.

Remember: Subjects and verbs must always agree in number.
A superstition is a belief many people think is irrational.
Many people believe certain objects can bring good luck.

B PRACTICE | Read the paragraph and rewrite it on a separate sheet of paper, correcting the errors in subject-verb agreement.

ERROR CORRECTION

One common superstition in Western countries concern the number 13. Because they are considered unlucky, many situations involving the number 13 is frequently avoided. For example, in the past, the thirteenth floor of tall apartment buildings were often labeled "fourteen." While that is rare today, there are still many people who are uncomfortable renting an apartment on the thirteenth floor. In addition, there is a general belief that Friday the thirteenth brings bad luck, increases the chance of mishaps, and make it more difficult to get things done effectively.

C UNIT 7 WRITING TASK | On a separate sheet of paper, write a four-paragraph essay. In your first paragraph, introduce the topic of superstitions in general, explaining what they are and why people might believe them. Then write two supporting paragraphs, each with a topic sentence about a different superstition. End with a concluding paragraph that summarizes your main points. Be sure all your verbs and subjects agree in number.

SELF-CHECK

- ☐ Did I introduce the topic of superstitions in general in my first paragraph?
- ☐ Did my second and third paragraphs each include a clear topic sentence?
- ☐ Did I summarize my main points in a concluding paragraph?
- ☐ Did all my subjects and verbs agree?

UNIT 8 Explaining cause and result

A **WRITING SKILL | Study the rules.**

In formal writing, connecting words and phrases are commonly used to clarify relationships between ideas. Use the following to focus on causes or results.

Causes

Use one of these phrases to focus on a cause.

Due to ___ ,	Because of ___ ,
As a result of ___ ,	As a consequence of ___ ,

cause

As a result of my lack of organization, I never can find things on my desk when I need them.

cause

It may be diffcult to stay on task **due to constant interruptions by colleagues**.

Results

Begin a sentence with one of these words or phrases to focus on a result.

As a result,	Consequently,
As a consequence,	Therefore,

result

Colleagues may constantly interrupt your work. **Consequently**, it may be difficult to stay focused.

B **PRACTICE | In the Writing Model, underline four sentences with connecting words or phrases that clarify causes and results. Then, on a separate sheet of paper, rewrite each sentence twice, using a different connecting word or phrase.**

C **UNIT 8 WRITING TASK | Write a three-paragraph essay about the challenges of staying focused while trying to study or complete a task at work or at home. Use the "outline" below as a guide. Be sure to include connecting words and phrases to signal causes and results.**

Paragraph 1
Describe the things that make staying focused difficult.

Paragraph 2
Describe the results of not being able to stay focused.

Paragraph 3
Suggest some ways one might overcome the challenges and become more focused on completing a task.

SELF-CHECK

- ☐ Did my paragraphs follow the content and sequence suggested in Exercise C?
- ☐ Did I use connecting phrases to focus on causes?
- ☐ Did I introduce sentences with connecting words or phrases to focus on results?

WRITING MODEL

When trying to focus on a task at work, you may discover numerous distractions that can keep you from completing what you planned to do. You may find it difficult to stay focused due to your staying up late the night before. Or, as a consequence of frequent interruptions by colleagues, you may feel like you are always starting the task all over again. Many other things can distract you from a task, and the results can be significant.

Not being able to stay focused can have serious consequences. You may not be able to produce a report for your manager by the time it's due. As a result, your manager may wonder whether he or she can count on you to achieve your commitments. Your colleagues may depend on you to finish your part of a collaborative task, but you are unable to. Consequently, when these things happen, your reputation at work can suffer.

If you are having difficulty completing a task, it is important that you take action to help you stay on task. If you are frequently interrupted, you may have to close your office door or ask your colleagues not to disturb you. If you are suffering from a lack of sleep, you may have to take a break or grab a cup of coffee for a burst of energy. It's useful to have a strategy to cope with distraction and fatigue because those will probably always occur.

UNIT 9 The thesis statement in a formal essay

A WRITING SKILL | Study the rules.

A **thesis statement** presents the main idea of an essay, for example, by making an argument or stating a point of view. A formal essay should include a thesis statement somewhere in the **introductory paragraph**. The **supporting paragraphs** that follow should be organized to provide reasons, facts, or examples to support your thesis. A **concluding paragraph** should restate your thesis and summarize the main points of the supporting paragraphs. The outline below shows an effective way to organize a formal essay to support a thesis.

I. Introductory paragraph
- Include a thesis statement.
- Provide a hint of the topics the essay will include.

II. Supporting paragraphs
- In each paragraph, include a topic sentence that supports your thesis statement.
- Provide examples that support your topic sentence.

III. Concluding paragraph
- Summarize the main points of your essay.
- Restate your thesis.

To write a thesis statement . . .
- Narrow the topic to one or two main ideas.
- Make sure it expresses a point of view.

WRITING MODEL

There are good reasons to be optimistic about the future of the automobile. Manufacturers are already increasing their focus on providing alternative energy sources and technologies for self-driving vehicles. **Gas-powered engines and human drivers will almost certainly be replaced over the next few decades.**

Most experts today are confident that, in the future, the majority of cars will be powered by electricity. Unlike today's electric cars, which are not as popular as gas-powered vehicles, the cars of the future will be affordable and easier to maintain. For example, . . .

Recent advances in artificial intelligence will soon make human drivers obsolete. Tomorrow's electric cars will have advanced technological features that will dramatically increase safety on the road. First of all, cars will all be able to drive themselves. In addition, . . .

Based on the direction the auto industry is heading in today, we can predict these advances will come sooner rather than later. Manufacturers already offer both electric and hybrid choices that include a number of driverless features, so it's only a matter of time before gas-powered vehicles, and knowing how to drive them, become a memory.

B PRACTICE | Essay tests often suggest topics in the form of a question. On a separate sheet of paper, write a thesis statement for each topic. Be sure to apply the guidelines above.

1 How can we end poverty?
Poverty will be ended only if world leaders make finding a solution a top priority.
2 What are the best ways to learn about other cultures?
3 How can urban crime rates be improved?
4 What can be done to prepare for the next pandemic?
5 How can jobs be automated without causing massive unemployment?
6 Is the population shift from rural to urban areas a problem?

C UNIT 9 WRITING TASK | Write a four- or five-paragraph essay on one of the suggested topics. State your argument in the introductory paragraph with a thesis statement. Support your argument with two or three supporting paragraphs, each with a topic sentence. In a concluding paragraph, restate your argument and summarize the main points.

Suggested topics
- How will transportation in the next century differ from today's?
- What technological developments do you predict will change the way people communicate with each other?
- What do you think will be the greatest improvements in medical care over the next fifty years?
- What are the most important issues educators need to pay attention to in order to ensure quality education for all in the future?
- In what ways do the world's leaders need to cooperate in order to ensure a future for our planet and the people living on it?
- Your own idea: .....

SELF-CHECK
- ☐ Did I include a thesis statement that clearly states my argument?
- ☐ Does each of my supporting paragraphs have a topic sentence that supports my point of view?
- ☐ Does my conclusion summarize my main points and restate my thesis?

UNIT 10 Rebutting an opposing point of view

A WRITING SKILL | Study the rules

When writing a rebuttal to an opposing argument or point of view, support your ideas by presenting them one by one. Following is an outline to organize your essay effectively.

I. Introductory paragraph
First, explain the issue and summarize the opposing point of view. Then include a thesis statement that states your own point of view.

II. Supporting paragraphs
In each paragraph, state one argument supporting the point of view you are rebutting. Use details and examples to support your own point of view.

III. Concluding paragraph
Summarize your point of view.

Expressions for introducing others' arguments:
According to [Dr. Kuhn], . . .
Some people [say / think / feel] that . . .
Many experts [argue / believe] that . . .
It may be true that . . .
It has been [argued / said / pointed out] that . . .

Transitions and subordinating conjunctions for your rebuttal:
However, . . .
Nevertheless, . . .
Even so, . . .
All the same, . . .
In spite of this, . . .

WRITING MODEL

There are many people who feel that globalization is causing more problems than it is solving. **Nevertheless, it is my opinion that, overall, globalization has contributed to a better world.** We need to accept it as the reality of today's world and do what we can to make it work for everyone.

Critics argue that many countries have not benefitted as much as others. **All the same**, we shouldn't assume that all countries will benefit at the same speed or time. It is a fact that free trade has greatly benefitted nations in East and Southeast Asia. Their economies have grown substantially in this century and their standard of living has greatly improved. There's no reason to believe this won't happen elsewhere, for example in West Africa.

It has been argued that globalization has caused an increase in the spread of disease, worsened pollution, and made it easier for criminals to cross borders. **In spite of this**, I believe that free trade and increased international cooperation have also made it easier for nations to fight these problems more effectively. With attention, these are problems that can be solved.

Clearly, globalization has created problems that need to be overcome. **Even so, I believe the advantages of globalization far outweigh the problems.**

B PRACTICE | Look at the interview with Angela Kuhn on page 108. Find five arguments that support or argue against the idea that globalization has been a positive force for change. On a separate sheet of paper, paraphrase each argument in your own words and introduce each with the expressions from Exercise A.

It has been argued that globalization has improved the quality of life in many places.

C PRACTICE | Now write statements to rebut each of the arguments that you introduced in Exercise B. Use the suggested transitions and subordinating conjunctions.

Even so, the outsourcing of manufacturing has reduced job opportunities in some countries.

D UNIT 10 WRITING TASK | Write an essay of at least four paragraphs in which you present your point of view about globalization and rebut the opposing point of view. Or summarize and rebut Kuhn's arguments for or against globalization in the interview on page 108.

SELF-CHECK

- ☐ Did I summarize the point of view I want to rebut in my introduction?
- ☐ Did I rebut each argument by providing details and examples to support my own?
- ☐ Did I use the suggested expressions and transitions or subordinating conjunctions to link my ideas clearly?
- ☐ Did I summarize my point of view in my conclusion?

SOFT SKILLS BOOSTER (Optional)

The Soft Skills Booster helps develop the soft skills increasingly valued and required by employers to ensure employees' effective interaction with colleagues, management, partners, and clients in work settings. The target skills in the *Connectivity 5* Soft Skills Booster also contribute to students' success in academic settings and in everyday life. Each Soft Skills Booster unit focuses on one soft skill, which is then practiced with a partner. Finally, students are directed to apply the soft skill in a Communication Activator exercise from the unit in the Student's Book. As students become proficient with each soft skill, they should be encouraged to use it in all speaking activities in order to maximize the quality of their relationships with others.

UNIT 1 Soft skill: POSITIVE ATTITUDE

Encourage and offer suggestions to support others

(For Exercise B, page 11)

A Use these expressions to encourage and offer suggestions to your partner. Listen and repeat each one.

TIP: Maintaining a positive attitude in response to others' ideas encourages creativity and innovation, which are important to a company's success.

Encourage someone	Offer suggestions
That's an excellent idea. I think you should go for it. I bet you can make it happen. You should give it your best shot.	Have you thought about ___ ? What about ___ ? You may want to consider ___ . I'd suggest you ___ .

B **PAIR WORK** | **Take turns reading and completing the prompts below. Your partner will encourage you or offer a suggestion. Use expressions from Exercise A.**

Student A	Student B
I'd really like to visit ..... someday. **(country name)**	I've always dreamed of living in ..... . **(place name)**
I've always wanted to study ..... . **(name of subject)**	I've always wanted to study in ..... . **(country name)**
I'd love to buy a house or apartment in ..... . **(city or neighborhood name)**	I think it would be interesting work for a / an ..... company. **(foreign nationality)**
I think it would be interesting to be a / an ..... . **(job title)**	I think it would be great to do volunteer work with ..... . **(type of people needing help)**
I've always wanted to learn how to play ..... . **(sport name)**	I would love to take up ..... . **(name of a hobby)**
Your own idea:	Your own idea:

C **Now practice encouraging and offering suggestions as you do Exercise B on page 11.**

UNIT 2 Soft skill: INTEGRITY

Indicate when your values are similar or different

(For Exercise C, page 21)

TIP: Letting your colleagues know how your values align or differ builds trust and establishes you as someone with integrity.

A **Use these expressions to state when your values are similar to or different from those of your colleagues. Listen and repeat each one.**

When your ideas are similar . . .	When your ideas differ . . .
You and I think alike.	That's where we differ.
I feel the same way you do.	I guess I don't see things the same way.
I like what you're saying.	That's not how I see things.
You're so much like me.	That's so not me.

B **PAIR WORK | Take turns reading the prompts below. Your partner will indicate if his or her values are similar or different. Use expressions from Exercise A.**

Student A	Student B
One of my core values is patience. I'm not naturally patient . . . I have to work at it. That's why I've made it one of my goals.	Loyalty is very important to me. I mean, if your family or friends don't stand by you through thick and thin, what's the point?
I find it important to think about gratitude every day, especially when I wake up in the morning. I start the day by thinking about the people and things I'm thankful for.	Frankly, I'm sick of seeing homeless people on the street. I mean, responsibility is an important core value in my life. Those people should just get jobs. If you work hard enough, you'll have everything you ever need.
One of my most important life goals is wealth. I want to become financially independent and have enough money to buy any of the things I want. Only then can I think about other values that may also be important to me.	I have to say, all this talk about values just sounds silly to me. Who has time to think about such things? I sure don't. I have more important things to think about.
For me, kindness is the most important thing. I need to practice kindness with people I like as well as people I don't like. Just because some people say unkind things to me doesn't mean I have to do the same to them.	My core value? That's easy: fun. Life should be fun, and the people I hang out with should be fun, too. That's what makes life worth living, in my opinion.
Your own idea:	Your own idea:

C **Now practice indicating when you and your partner's values are similar or different as you do Exercise C on page 21.**

UNIT 3 Soft skill: EFFECTIVE COMMUNICATION

Use self-correction to repair errors or slips of the tongue.

(For Exercise B, page 33)

A **Use these expressions to correct yourself when you make a slip of the tongue or an error during a discussion. Listen and repeat each one.**

TIP: Self-correction shows that you are willing to admit your mistakes in order to communicate effectively.

Self-correcting

I mean ___ .
Not (X), (Y).
I didn't mean (X). I meant (Y).
What I meant to say was ___ .
What I was trying to say was ___ .
Let me try that again.

Remember: To acknowledge you've made an error, say . . .
Sorry.
Oops.
Excuse me.

B **PAIR WORK | Take turns reading the prompts. Practice self-correcting with expressions from Exercise A.**

Example: YOU SAY: I'm really terrified of high spaces.
BUT YOU MEANT TO SAY: high *places*

"I'm really terrified of high spaces. Sorry . . . I didn't mean high spaces. I meant high places."

Student A	Student B
YOU SAY: Stevie Wonder lost his hearing shortly after birth. (**BUT YOU MEANT TO SAY:** his *sight*)	**YOU SAY:** Evelyn Glennie's hearing began to deteriorate when she was eight years old. (**BUT YOU MEANT TO SAY:** *ten* years old)
YOU SAY: What was amazing was that he was a childhood policy. (**BUT YOU MEANT TO SAY:** a childhood *prodigy*	**YOU SAY:** Glennie wrote her autobiography and collaborated on a film called "Touch the Sky." (**BUT YOU MEANT TO SAY:** "Touch the *Sound*")
YOU SAY: When his mother worried about their hardships, Stevie Wonder told him that he was happy with his life. (**BUT YOU MEANT TO SAY:** told *her*)	**YOU SAY:** As a public speaker, Glennie teaches her audiences how to listen, even though she have lost her ability to hear. (**BUT YOU MEANT TO SAY:** even though she *lost*)
YOU SAY: I wonder if Joy Booth gets petty swans when someone . . ." (**BUT YOU MEANT TO SAY:** *sweaty palms*)	**YOU SAY:** Joy Booth said that he learned how to deal with her fear from her sister, who has a PhD in neuroscience. (**BUT YOU MEANT TO SAY:** *she* learned)
YOU SAY: Gabe was feeling blue because of something an intern said to him at work. (**BUT YOU MEANT TO SAY:** of something he said to an intern at work.)	**YOU SAY:** Luz advised her husband to call her intern up and face the music. (**BUT YOU MEANT TO SAY:** *his* intern)

C **Now practice correcting yourself, if necessary, as you do Exercise B on page 33.**

SOFT SKILLS BOOSTER

UNIT 4 Soft skill: ADAPTABILITY

Use hesitation expressions to buy time to prepare yourself to answer unanticipated questions.

(For Exercise B, page 41)

A Use these hesitation expressions to give yourself more time to respond to an unanticipated or unexpected question during a discussion. Listen and repeat each one.

Hesitation expressions
Hmm . . . That's a good question.
Let's see . . . That's a tough one.
You know, I'd have to think about that.
Um, I'm not sure. Let me think about that for a second.

TIP: Being able to "think on your feet" in order to adapt to an unanticipated question builds your self-confidence and improves the quality of social interaction.

B PAIR WORK | Take turns asking the questions below. Buy time with hesitation expressions from Exercise A before answering each question.

Student A	Student B
When was the last time you lost your temper?	
	Do you usually keep your feelings in or say what's on your mind?
When was the last time you wanted to express your feelings but held yourself back?	
	Can you remember a time you told someone off?
Have you ever made an issue of something and regretted it later?	
	Can you remember a time when someone was upset about something and took it out on you instead?
When was the last time you decided to shrug something off instead of worrying about it?	
	How do you let off steam when you're worried or upset about something?

C Now practice buying time with hesitation phrases as you do Exercise B on page 41.

UNIT 5 Soft skill: DECISIVENESS

Offer a strong or weak hypothesis

(For Exercise C, page 53)

TIP: Being able to emphatically state an opinion as well as confidently admit when you're not sure is crucial to developing good leadership skills.

A **Use these expressions to offer a strong or weak hypothesis during a discussion. Listen and repeat each one.**

Offering a strong hypothesis	Offering a weak hypothesis
It's obviously . . .	I might be wrong about this, but I think . . .
This is a perfect example of . . .	It seems to me like this could be . . .
It sure sounds to me like . . .	This may sound crazy, but it might be . . .

> **This is a perfect example of** the Superiority Theory. We laugh because we feel smarter than someone else.

> **I might be wrong about this, but I think** this is funny because of both the Relief Theory *and* the Incongruity Theory.

B **PAIR WORK | Take turns reading the jokes aloud and offer a strong or weak hypothesis about which theory best explains the intended humor of each joke — the Superiority, Incongruity, or Relief Theory. Use expressions from Exercise A.**

1

A man complained to his wife, "Today was so depressing! It rained all day. I had a ton of work to do. And my boss told me I need work harder. I hate Thursdays!" She replied, "You think today's bad? Just wait two days." "What happens in two days?" he asked. She replied, "It's a sadder day!"

2

What's the difference between a cat and a sentence? A cat has claws at the end of its paws. And a sentence has a pause at the end of its clause.

3

Seeing one of the students sleeping in class, the teacher became very angry. "Wake up!" the teacher yelled. "You can't sleep in my class!"
"I know," the student said. "But if you were just a bit quieter, I *could*!"

4

One day, I was walking in the park and I sat down on a bench and started singing. An elderly man was sitting on a bench nearby. After a few minutes, he got up and walked over and said, "You know, I've always wanted to sing. But now I wish YOU could!"

5

A young woman was working on her laptop at the local coffee shop when she suddenly exclaimed, "Oh no!"
"What's wrong?" asked the server.
"What's wrong? Someone hacked my password. This is the third time I've had to rename my cat!"

6

An English teacher explained to her class how a double negative in English forms a positive. She wrote on the board, "For example: He's not unhappy," and she said, "This actually means he's happy." One student asked, "What about a double *positive*? Would that form a negative?" "There's no such thing as a double positive in English," the teacher replied confidently. But then she heard a voice from the back of the room, "Yeah, right!"

7

A customer was returning a computer to the store: "This computer's broken!"
"What's wrong?" the clerk asked.
"When I try to print, it says: Can't find the printer."
The clerk said, "I'm so sorry. How frustrating!"
The customer replied, "It sure is. I even tried turning the screen around to face the printer, but the computer *still* couldn't find it!"

8

Hal and Sal meet for coffee in the company break room. Hal says, "Hey, I just bought a wooden car!"
Sal says, "A wooden car? Never heard of such a thing!"
"Me neither," says Hal. "But it's a beauty. It's got wooden wheels."
Sal says, "How unusual!"
"And it's got a wooden engine," says Hal.
Sal says, "A wooden engine? No way!"
"Anyway, I'm trying to get my money back," says Hal.
Sal asks, "How come?"
Hal answers, "It wooden start!"

C **Now practice offering strong or weak hypotheses as you do Exercise C on page 53.**

UNIT 6 Soft skill: PROBLEM SOLVING Give constructive feedback non-judgmentally

(For Exercise B, page 63)

A **Use the expressions on the left to give constructive feedback and advice non-judgmentally. Use the expressions on the right to respond. Listen and repeat each one.**

TIP: Not judging someone else's previous error or misfortune makes it easier for him or her to accept constructive feedback.

Giving advice	Responding to advice
Next time, you might want to think about (not) . . .	You're absolutely right.
Did you consider (not) . . . ?	Yeah, you're right.
Well, if I were you, next time I would (not) . . .	Yeah, you may be right.
If you ask me, it probably would have been better (not) to have . . .	Maybe, but . . .
The way I see it, you probably should (not) have . . .	

B **PAIR WORK | Take turns reading each problem aloud. Your partner gives you constructive feedback and you respond. Use expressions from Exercise A.**

Student A (Student B gives feedback)	Student B (Student A gives feedback)
I got to the airport at 6:45 for a 7:30 flight, but I got bumped. They said the flight was full, and I'd have to wait ten hours for the next one!	I made a reservation by phone, but when I got to the hotel they didn't have any record of it. It took me hours to find a hotel that had a room.
Someone stole my camera and wallet out of my backpack. I'd left my backpack on the beach while I was swimming.	We had some drinks and snacks from the little fridge in our hotel room. When we checked out, we were shocked at how much we were charged for them!
The taxi driver was going so fast! I was terrified, and I was holding onto my seat. Suddenly the car swerved. I hit the door and got a bad bruise on my arm.	When I returned the rental car, they noticed a broken taillight. I knew it hadn't been my fault—it must have already been there when I rented the car. But they charged me for it anyway.
The food at the street market had a funny taste—I thought it was a spice I hadn't tried before. But then after I got back to the hotel, I started throwing up and was terribly ill for three days.	I had my wallet in my back pocket. When I got off the subway, a couple of guys bumped into me. Next time I checked, my wallet was gone! They got away with all my cash!
When I got to the hotel, they couldn't find my reservation. I got angry at the clerk and started yelling. He called security and they grabbed me and led me outside.	I took a six-day tour of Europe. We saw London, Paris, Madrid, Rome, Vienna, and Berlin. But by the fourth day of the trip I was totally exhausted and got totally confused about which city I was in!

C **Now practice giving feedback about the past as you do Exercise B on page 63.**

UNIT 7 Soft skill: LEADERSHIP Encourage others to support their ideas

(For Exercise B, page 75)

TIP: Asking others to elaborate on their ideas helps build mutual respect and a habit of critical thinking among people who work together.

A **Use these expressions to encourage others to provide examples that explain or support their ideas. Listen and repeat each one.**

Asking for examples
What led you to that conclusion?
Can you explain what led you to that?
What are some examples of that?
For example? / For instance? / Such as?

Really? What led you to that conclusion?

Have you been following the news? Some fans really crossed the line this week by yelling ethnic jokes at some of the players on the opposing team.

B **PAIR WORK | Take turns reading a statement as a conversation starter. Using expressions from Exercise A, ask your partner to explain or support his or her statement.**

Student A	Student B
Advertisements use various strategies to persuade people to buy a product.	Unfortunately, racism still influences people's behavior.
Movies can affect people in profound ways.	The news doesn't always report a story in an objective way.
What celebrities do has a huge effect on popular culture.	A person's family and friends probably have the most influence on his/her belief system.
Many people depend on expert opinions to help them make decisions on difficult or complicated issues.	Schools, companies, or other institutions also shape people's values.
Although not as widespread as in the past, sexism still exists in the workplace.	Hypnosis can be used to affect people's behavior.
Your own idea:	Your own idea:

C **Now practice asking for and giving examples as you do Exercise B on page 75.**

UNIT 8 Soft skill: RESPECTFULNESS — Interrupt and delay an interruption

(For Exercise B, page 83)

TIP: In a lively group discussion, knowing how to interrupt and how to delay someone's interruption enables others to fully complete their thoughts and cuts down on frustration.

A **Use these expressions to politely interrupt, or to delay an interruption, during a discussion. Listen and repeat each one.**

Interrupting	Delaying an interruption
Sorry / Excuse me, but . . .	Let me just finish this thought.
I hate to interrupt, but . . .	First let me say . . .
Yes, but let me just say that . . .	Just one second.
I don't mean to butt in, but . . .	I'm almost finished.

B **PAIR WORK | Read your script aloud. Your partner tries to interrupt you as you read, and you try to delay each interruption. Use expressions from Exercise A.**

Script 1

Student A

A: I work in an office where I have to do a lot of paperwork, but I also get a lot of phone calls—I can't stand getting all those calls—I lose my concentration and I can't focus on the paperwork . . . But I've got to answer the phone because no one else will—my co-workers are all really lazy—so I get very frustrated and hardly get any work done . . . Though I've tried to talk to my boss about it, she says I should be able to get the paperwork done AND answer the phone—but she's quite wrong—and I just don't think there's anything I can do about it! I think I'm just going to have to quit!

Student B tries to interrupt

B: ___ I work in an office where I have to do a lot of paperwork and answer the phone, too. And there's a pretty simple solution.

B: ___ I really think there's probably a simple solution. I would suggest not answering the calls but instead listening to them later on voicemail.

B: ___ If you can just answer the voicemail once every hour or so, you could get an hour's worth of paperwork done uninterrupted.

Script 2

Student B

B: I sit at a desk all day, and I've got this terrible chair—it's very cheap and old, and it's hard on my back—lower back pain—you can imagine how terrible that must feel . . . And I also get pain in my shoulders—so I have this awful pain all day long, even after work . . . And I've gone to see a doctor about it and he gave me some medication, but it makes me sleepy—so I can't take it at work—but my back hurts so much that the pain interferes with the quality of my work—and my boss is too cheap to get me a good chair! He gets angry when I complain, which I do a lot, but I don't know what else to do!

Student A tries to interrupt

A: ___ I used to have a bad chair in my office, too, and I had some back pain. So let me tell you what I did about it.

A: ___ There are some good chairs that are designed to support your lower back.

A: ___ A better chair might be a bit expensive, but if you're in so much pain, I'd recommend going ahead and buying one with your own money.

A: ___ You really should get a better chair.

C **Now practice interrupting and delaying interruptions as you do Exercise B on page 83.**

UNIT 9 Soft skill: CONFLICT RESOLUTION

Respectfully acknowledge that others may disagree with you

(For Exercise B, page 99)

TIP: Acknowledging that your colleagues may have different points of view from your own enables them to hear yours with an open mind.

A **Use these expressions to respond to complex or controversial questions. Listen and repeat each one.**

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

B **PAIR WORK | Take turns asking the questions below. Use expressions from Exercise A when responding.**

Student A	Student B
What do you think is the most serious problem the world is facing?	
	What do you think is the biggest problem in our country?
What do you think the biggest problem with the news media is?	
	What do you think the most serious problem with our education system is?
What do you think the most serious problem with our government is?	
	What do you think is the biggest threat families are facing today?
Your own idea:	
	Your own idea:

C **Now practice using these phrases for responding to complex or controversial questions as you do Exercise B on page 99.**

UNIT 10 Soft skill: NEGOTIATION

Attempt to come to agreement by respectfully acknowledging an opposing point of view

(For Exercise B, page 109)

TIP: It's easier to negotiate differences of opinion when you show acceptance of an opposing view and provide reasons for your own point of view.

A **Use these expressions to politely disagree with others but to indicate that you are open to their ideas as well.**

Disagreeing politely
Maybe, but don't you think . . .?
I hear what you're saying, but the way I see it . . .
That's one way to look at it, but from my point of view . . .
I understand what you're saying, but if you ask me, I think . . .
I understand where you're coming from, but I tend to think that . . .

B **PAIR WORK | Take turns reading the prompts and politely disagreeing with your partner. Use expressions from Exercise A to acknowledge your partner's opinion and introduce your own.**

Student A	Student B
I believe globalization is helping raise wages and living standards for everybody all over the world.	(globalization has hurt all the people who live in developing countries)
(globalization has generated most of the jobs we have in this country)	(the large multinational corporations only bring in low-wage jobs)
(the large multinationals are investing a lot in our country and helping our economy)	(the large multinationals are taking all the money they make here out of the country)
(globalization is spreading money around the globe and helping poor people become rich)	(globalization is bankrupting all the small shops and family-owned businesses in this country)
(globalization is letting us export more and more — and bringing in new imports that we can't make in our own country)	(globalization is totally destroying our culture and way of life)

C **Now practice disagreeing politely as you do Exercise B on page 109.**

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