

CAMBRIDGE



ONLINE SELF-STUDY  
COMPANION

Jack C. Richards & Chuck Sandy

# Passages

Third Edition

[www.irLanguage.com](http://www.irLanguage.com)

مرجع زبان ایرانیان

مرجع زبان ایرانیان

# Student's Book 1

مرجع زبان ایرانیان



Jack C. Richards & Chuck Sandy

# Passages

Third Edition

مرجع زبان ایرانیان

مرجع زبان ایرانیان



CAMBRIDGE  
UNIVERSITY PRESS

Student's Book

1

# Authors' Acknowledgments

A great number of people contributed to the development of *Passages Third Edition*. Particular thanks are owed to the following reviewers and institutions, as their insights and suggestions have helped define the content and format of the third edition:

Paulo A. Machado, Rio de Janeiro, Brazil; Simone C. Wanguetel, Niterói, Brazil; Athiná Arcadinos Leite, **ACBEU**, Salvador, Brazil; Lauren Osowski, **Adult Learning Center**, Nashua, NH, USA; Brenda Victoria, **AIF System**, Santiago, Dominican Republic; Alicia Mitchell-Bonquet, **ALPS Language School**, Seattle, WA, USA; Scott C. Welsh, **Arizona State University**, Tempe, AZ, USA; Sílvia Corrêa, **Associação Alumni**, São Paulo, Brazil; Henrick Oprea, **Atlantic Idiomas**, Brasília, Brazil; Márcia Lima, **B.A. English School**, Goiânia, Brazil; Carlos Andrés Mejía Gómez, **BNC Centro Colombo Americano Pereira**, Pereira, Colombia; Tanja Jakimoska, **Brava Training**, Rio de Janeiro, Brazil; Paulo Henrique Gomes de Abreu, **Britannia International English**, Rio de Janeiro, Brazil; Gema Kuri Rodríguez, **Business & English**, Puebla, Mexico; Isabela Villas Boas, **Casa Thomas Jefferson**, Brasília, Brazil; Inara Lúcia Castillo Couto, **CEL-LEP**, São Paulo, Brazil; Ana Cristina Hebling Meira, **Centro Cultural Brasil-Estados Unidos**, Campinas, Brazil; Juliana Costa da Silva, **Centro de Cultura Anglo Americana**, Rio de Janeiro, Brazil; Heriberto Díaz Vázquez, **Centro de Investigación y Docencia Económicas**, Mexico City, Mexico; D. L. Dorantes-Salas, **Centro de Investigaciones Biológicas del Noroeste**, La Paz, Mexico; Elizabeth Carolina Llatas Castillo, **Centro Peruano Americano El Cultural**, Trujillo-La Libertad, Peru; Márcia M. A. de Brito, **Chance Language Center**, Rio de Janeiro, Brazil; Rosalinda Heredia, **Colegio Motolinia**, San Juan del Río, Mexico; Maria Regina Pereira Filgueiras, **College Language Center**, Londrina, Brazil; Lino Mendoza Rodriguez, **Compumunicate**, Izúcar de Matamoros, Mexico; Maria Lucia Sciamarelli, **Cultura Inglesa**, Campinas, Brazil; Elisabete Thess, **Cultura Inglesa**, Petrópolis, Brazil; Catarina M. B. Pontes Kruppa, **Cultura Inglesa**, São Paulo, Brazil; Sheila Lima, **Curso Oxford**, Rio de Janeiro, Brazil; Elaine Florencio, Beth Vasconcelos, **English House Corporate**, Rio de Janeiro, Brazil; Vasti Rodrigues e Silva, **Fox Idiomas**, Rio de Janeiro, Brazil; Ricardo Ramos Miguél Cézár, Walter Júnior Ribeiro Silva, **Friends Language Center**, Itapaci, Brazil; Márcia Maria Pedrosa Sá Freire de Souza, **IBEU**, Rio de Janeiro, Brazil; Jerusa Rafael, **IBEUV**, Vitória, Brazil; Lilianne de Souza Oliveira, **ICBEU**, Manaus, Brazil; Liviane Santana Paulino de Carvalho, **ICBEU**, São Luís, Brazil; Manuel Marrufo Vásquez, **iempac Instituto de Enseñanza del Idioma Ingles**, Tequila, Mexico; Nora Aquino, **Instituto de Ciencias y Humanidades Tabasco**, Villahermosa, Mexico; Andrea Grimaldo, **Instituto Laurens**, Monterrey, Mexico; Cenk Aykut, Staci Jenkins, Kristen Okada, **Interactive College of Technology**, Chamblee, GA, USA; Imeen Manahan-Vasquez, Zuania Serrano, **Interactive Learning Systems**, Pasadena, TX, USA; Nicholas J. Jackson, **Jackson English School**, Uruapan, Mexico; Marc L. Cummings, **Jefferson Community and Technical College**, Louisville, KY, USA; Solange Nery Veloso, **Nery e Filho Idiomas**, Rio de Janeiro, Brazil; Tomas Sparano Martins, **Phil Young's English School**, Curitiba, Brazil; Paulo Cezar Lira Torres, **PRIME Language Center**, Vitória, Brazil; Angie Vasconcellos, **Robin English School**, Petrópolis, Brazil; Barbara Raifsnider, **San Diego Community College District**, San Diego, CA, USA; James Drury de Matos Fonseca, **SENAC**, Fortaleza, Brazil; Manoel Fialho da Silva Neto, **SENAC**, Recife, Brazil; Marilyn Ponder, **Tecnológico de Monterrey**, Irapuato, Mexico; Linda M. Holden, **The College of Lake County**, Grayslake, IL, USA; Janaína da Silva Cardoso, **UERJ**, Rio de Janeiro, Brazil; Gustavo Reges Ferreira, Sandlei Moraes de Oliveira, **UFES**, Vitória, Brazil; Nancy Alarcón Mendoza, **UNAM, Facultad de Estudios Superiores Zaragoza**, Mexico City, Mexico; Rosa Awilda López Fernández, **UNAPEC**, Santo Domingo, Dominican Republic; Vera Lúcia Ratide, **Unilínguas**, São Leopoldo, Brazil; Elsa Yolanda Cruz Maldonado, **Universidad Autónoma de Chiapas**, Tapachula, Mexico; Deida Perea, **Universidad Autónoma de Ciudad Juárez**, Ciudad Juárez, Mexico; Gabriela Ladrón de Guevara de León, **Universidad Autónoma de la Ciudad de México**, Mexico City, Mexico; Juan Manuel Ardila Prada, **Universidad Autónoma de Occidente**, Cali, Colombia; Lizzete G. Acosta Cruz, **Universidad Autónoma de Zacatecas**, Fresnillo, Mexico; Ary Guel, Fausto Noriega, Areli Martínez Suaste, **Universidad Autónoma de Zacatecas**, Zacatecas, Mexico; Gabriela Cortés Sánchez, **Universidad Autónoma Metropolitana Azcapotzalco**, Mexico City, Mexico; Secundino Isabeles Flores, Guillermo Guadalupe Duran Garcia, María Magdalena Cass Zubiria, **Universidad de Colima**, Colima, Mexico; Alejandro Rodríguez Sánchez, **Universidad del Golfo de México Norte**, Orizaba, Mexico; Fabiola Meneses Argüello, **Universidad La Salle Cancún**, Cancún, Mexico; Claudia Isabel Fierro Castillo, **Universidad Politécnica de Chiapas**, Tuxtla Gutierrez, Mexico; Eduardo Aguirre Rodríguez, M.A. Carolina Labastida Villa, **Universidad Politécnica de Quintana Roo**, Cancún, Mexico; Gabriela de Jesús Aubry González, **Universidad TecMilenio Campus Veracruz**, Boca del Río, Mexico; Frank Ramírez Marín, **Universidad Veracruzana**, Boca del Río, Mexico.

Additional thanks are owed to Alex Tilbury for revising the Self-assessment charts, Paul MacIntyre for revising the Grammar Plus section, and Karen Kawaguchi for writing the Vocabulary Plus section.

# Welcome to Passages!

Congratulations! You have learned the basics; now it's time to raise your English to a whole new level.

Your journey through each unit of *Passages Third Edition* will include a range of activities that will **progressively expand your language ability** in a variety of contexts, including formal and informal communication.

Along the way, you will encounter frequent communication reviews and progress checks that will **systematically consolidate your learning**, while **additional grammar and vocabulary practice** is available whenever you need it in the Grammar Plus and Vocabulary Plus sections in the back of this book.

## RAISING YOUR ENGLISH TO A WHOLE NEW LEVEL

Unique features to boost your English proficiency!

### 1 FRIENDS AND FAMILY

LESSON A ▶ What kind of person are you?

**1 STARTING POINT**  
**Personality survey**

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

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

**Pair work** Compare your responses to the survey. Find two of your partner are different.  
"I'm not afraid of giving speeches in front of the class. How about you?"  
"Oh, I'm definitely afraid of doing that!"

**2 VOCABULARY & SPEAKING**  
**How would you describe yourself?**

A Which statement from the survey best matches these personality traits? Write the correct number. Then compare answers with a partner.

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

**Pair work** Choose another partner. Find two traits you have in common. Find one way that you're different.  
"So, how would you describe yourself?"  
"Well, I'd say I'm pretty laid-back and relaxed."  
"Me, too. I never worry about getting places on time."  
"I don't either. I like taking it easy and..."

**STARTING POINT** presents new grammar in a variety of real-world contexts.

**VOCABULARY** expands upon prior knowledge and improves vocabulary building skills.  
**NEW Vocabulary Plus:** extra vocabulary practice when you need it!

VOCABULARY PLUS see page 130

**GRAMMAR** is explored in context and builds on previously encountered structures.  
**Grammar Plus:** extra grammar explanations and practice when you need it!

**3 GRAMMAR**  
**Verbs followed by gerunds**

Use the gerund form after these verbs.  
I enjoy going to parties where I don't know everyone.  
I avoid expressing my feelings and ideas in public.  
I don't mind giving up my time to help other people.

Use the gerund or infinitive form after these verbs.  
I can't stand being / to be in a messy room.  
I love taking / to take my friends to cool new clubs.  
I hate getting up / to get up for early morning classes.

Use the gerund form after these expressions containing prepositions.  
I insist on making my own decisions.  
I always feel like going dancing!  
I'm into going out to new foreign restaurants.

GRAMMAR PLUS see page 129

A Look at the Starting Point on page 2 again. Can you find other expressions that are followed by gerunds? Which of them can also be followed by infinitives?

**Pair work** How do you feel about these things? Discuss your answers using verbs or expressions followed by gerunds and infinitives.

- tell people that I'm angry with them
- help with chores around the house
- listen to people's personal problems
- eat a full meal late at night
- start conversations with people I don't know
- go to places where I have to use English

"I usually avoid telling people that I'm angry with them. I guess I'm just afraid of making them angry at me."

**4 SPEAKING**  
**Personal profiles**

A Look at the information about these people. Which person is most similar to you? Why?

**Meet Your Neighbors**

	Emily	Carlos	Linda	Chris
Job	college student	artist	lawyer	teacher
Personality	friendly and outgoing	wild and crazy	shy and reserved	laid-back and relaxed
Lifestyle	<ul style="list-style-type: none"> <li>• loves playing sports</li> <li>• into traveling</li> </ul>	<ul style="list-style-type: none"> <li>• loves to dance</li> <li>• can't stand going home early</li> </ul>	<ul style="list-style-type: none"> <li>• into watching old movies</li> </ul>	<ul style="list-style-type: none"> <li>• enjoys cooking meals for friends</li> <li>• loves to tell jokes</li> </ul>

**Class activity** Write a similar profile for yourself. Don't write your name. Your teacher will take your profile and give you the profile of another student. Ask questions around the class to find the other student.

**SPEAKING** activities spark lively discussions focusing on interesting and relevant situations.

LESSON A What kind of person are you? 3

5 LISTENING

Life in Sydney

A Listen to Maria and Ian talk about life in Sydney. Who seems to enjoy living there more?



B Listen again. Which person has these opinions? Choose Maria, Ian, or both.

	Maria	Ian	Both
1. It's easy to get around Sydney.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The beaches are great.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The rents are expensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It's a fun place to live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The restaurants are all expensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Life is better in a smaller town.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**LISTENING**  
activities sharpen  
essential listening  
comprehension skills.

6 DISCUSSION

Quality of Life

A Rate these quality-of-life issues as very important (2), important (1), or not important (0). Can you add one more to the list?

Quality of Life

- affordable housing
- a variety of restaurants
- beautiful parks
- convenient public transportation
- exciting nightlife
- first-class hotels
- historic sites
- low crime rates

B Pair work Which three issues are the most important considering where to live? Explain why.

"I guess affordable housing and exciting nightlife are the most important. I find a place I could afford that was near someplace fun."  
"I know what you mean. But for me, I guess low crime rates and convenient public transportation are the most important. I want to live somewhere where I feel safe. I don't mind if it's a bit more expensive."

C Class activity Share your answers with your class. Which issue was mentioned most often?

WRITING

Brainstorming

Brainstorming means making a list of ideas about a topic. Then you can use this list to come up with a topic sentence and ideas to support it.

A Group work Brainstorm as many ideas as you can to add to the dos and don'ts for living on a budget.

Living on a Tight Budget	
Do	Don't
<ul style="list-style-type: none"> <li>compare prices</li> <li>look for sales</li> <li>check ads for used items</li> </ul>	<ul style="list-style-type: none"> <li>buy the latest fashion</li> <li>buy brand name</li> <li>use credit cards</li> </ul>

B Group work Brainstorm dos and don'ts for one of the following situations:

- getting over a bad cold
- staying safe in a big city

C Read this paragraph about living on a tight budget. Write a topic sentence and a similar paragraph about your topic.

مرجع زبان ایرانیان

Living on a tight budget is easy if you follow some tips. First of all, you should never buy something you don't need to check at least a few other stores and go online. Don't be in a hurry! If you take your time, you might find a sale. Now, ask a salesperson if there's going to be one soon. You can also check in the newspaper for second-hand items. You can check in the newspaper for. Finally, you might get a better price at some stores. Don't use credit cards, so be sure to ask about cash discounts.

D Pair work Exchange brainstorming lists and paragraphs. Then answer the questions.

- How many brainstorming ideas did your partner use? Choose the best ones?
- Do you have any questions about your partner's paragraph? Do you disagree with it?
- Can you think of a good title for your partner's paragraph?

**WRITING**  
tasks build academic  
writing skills through  
step-by-step activities.

Passages Third Edition is a two-level course that will open the door to communicating with greater fluency and proficiency, with:

- more sophisticated real-world grammar and vocabulary,
- thought-provoking discussions and academic writing activities,
- more challenging listening and reading comprehension topics.

**READING**  
passages drawn from  
authentic sources  
promote critical thinking  
and analysis.

READING

Cyber-begging

A Pair work Imagine that a stranger asked you for money to help pay off a frivolous debt. Would you help? Tell your partner. Then read the article.

**Can you spare a dime for my Gucci bills?**

There was a time when Karyn Bosnak couldn't pay a \$59.00 bill at the grocery store. She was officially broke. She didn't have enough money to get on the subway, but she looked rich. She was a television producer, earned \$900 a week, and had a closetful of designer labels like Gucci and Louis Vuitton. But she also had a \$20,221.40 credit card bill and an empty bank account. Karyn decided that it was time for a change. She built a website and simply asked people to help her out by sending her a buck or two.

On the site, Karyn honestly explained her situation. Gucci shoes and all. "If 20,000 people gave me just \$1, I'd be home free, and I'm sure there are 20,000 people out there who can afford to give me \$1." Amazingly, it worked. Her website was visited by more than a million people. Although most donors just gave a few dollars, one generous donor sent \$1,000. She was on TV and in newspapers and magazines. She was offered a book deal and a movie contract. And of course, she was able to pay off her credit card debt.

She also sold her designer clothes on eBay. In her closet, where the Gucci purses once sat, Karyn keeps all the letters that people have sent her.

She's received teddy bears, subscriptions to Vogue, Dunkin' Donuts coupons, backpacks, jewelry, cat food, and candles.

It's hard to understand why so many people helped a total stranger pay off her huge credit card bill. Why did they do it? Karyn explains, "I was just honest about what happened; I didn't make up some sob story about saving the world." Her donors think it's funny and original, she argues, and view it less as a charity than as an entertainment site. Imitators have sprung up all over the Internet, some with outrageously selfish requests like a BMW or a house. Actually, Karyn was not the first person to put up a website asking strangers for money. The practice has a name: "cyber-begging." Most sites receive little traffic and even less cash. Karyn also had thousands of enemies and critics. People sent her hate mail and scolded her on weblogs. Karyn says she never let this anger bother her. "They are probably jealous they didn't think of it," she explains.

Source: "Brother, can you spare a dime for my Gucci bills?" by Janale Brown, Salon.com

B Read the article again and answer the questions. Then compare your answers with a partner.

- Why was Karyn in financial trouble?
- What was her main solution to her problem? What else did she do?
- Why did so many people respond positively to her website?

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

- Do you think Karyn was unethical, or was she simply clever?
- What would you have done if you were Karyn?

**KEEP MOVING UP!**

More support is always available – when and where you need it!

The **WORKBOOK** provides extensive practice of grammar and vocabulary as well as additional reading and writing activities.

The **ONLINE WORKBOOK** – a digital version of the Workbook – enables your teacher to provide instant feedback on your work.

The **PASSAGES ONLINE VOCABULARY ACCELERATOR** increases the speed and ease of learning new vocabulary through powerful and innovative digital learning techniques.

# Plan of **BOOK 1**

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

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

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



SPEAKING	LISTENING	WRITING	READING
<ul style="list-style-type: none"> <li>■ Talking about Internet trends</li> <li>■ Debating whether social networking is a positive or negative influence</li> <li>■ Giving opinions on modern information technology</li> <li>■ Discussing potential future technologies</li> </ul>	<ul style="list-style-type: none"> <li>■ Three people talk about social networking</li> <li>■ A news report describes health problems caused by technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a product or service review</li> </ul>	<ul style="list-style-type: none"> <li>■ “Can you spare a dime for my Gucci bills?": A woman uses the Internet to get money to pay off a frivolous debt</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing jobs that require creativity</li> <li>■ Taking a creativity quiz</li> <li>■ Suggesting new uses for everyday items</li> <li>■ Talking about creative thinking habits</li> <li>■ Choosing the inventions that have had the greatest impact on modern life</li> <li>■ Explaining why new products are invented</li> </ul>	<ul style="list-style-type: none"> <li>■ Three employees explain how their jobs are creative</li> <li>■ Two descriptions of important business and product ideas</li> </ul>	<ul style="list-style-type: none"> <li>■ Choosing when to begin a new paragraph</li> <li>■ Writing a composition about a creative or unique person</li> </ul>	<ul style="list-style-type: none"> <li>■ “The Man Who Taught the World to Sing”: A profile of the man who invented karaoke</li> </ul>
<ul style="list-style-type: none"> <li>■ Talking about what is typical</li> <li>■ Discussing what makes you typical or not</li> <li>■ Discussing the effect of major life changes</li> <li>■ Giving advice in a role play</li> </ul>	<ul style="list-style-type: none"> <li>■ Three people discuss how they're unique or typical</li> <li>■ Three people describe how they solved a problem</li> </ul>	<ul style="list-style-type: none"> <li>■ Identifying supporting statements</li> <li>■ Writing a paragraph with supporting statements</li> </ul>	<ul style="list-style-type: none"> <li>■ “Painting and Problem Solving: Four Lessons”: How problem solving and the dynamics of painting are alike</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing how to handle irritating situations</li> <li>■ Comparing styles of complaining</li> <li>■ Role-playing complaints</li> <li>■ Describing how difficult situations make you feel</li> <li>■ Stating consumer complaints</li> </ul>	<ul style="list-style-type: none"> <li>■ Two people describe irritating situations</li> <li>■ A man uses an automated phone menu</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a message of complaint</li> </ul>	<ul style="list-style-type: none"> <li>■ “Dave Carroll Airs a Complaint”: A musician posts music videos to complain about an airline</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing the results of a survey on ethical behavior</li> <li>■ Comparing what you would do about different ethical dilemmas</li> <li>■ Discussing your experiences with unreliable people or services</li> <li>■ Talking about values that are important to you</li> <li>■ Explaining what you'd choose if you were given three wishes</li> </ul>	<ul style="list-style-type: none"> <li>■ Two people describe being confronted by an ethical dilemma</li> <li>■ Three people talk about the values that are most important to them</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a thesis statement</li> <li>■ Writing a four-paragraph composition about a happy memory or a regret</li> </ul>	<ul style="list-style-type: none"> <li>■ “New York Honors a Hero”: How a construction worker became a hero</li> </ul>
<ul style="list-style-type: none"> <li>■ Describing the benefits and challenges of living abroad</li> <li>■ Comparing customs between Canada and your country</li> <li>■ Sharing bad travel experiences</li> <li>■ Planning a trip with your group</li> </ul>	<ul style="list-style-type: none"> <li>■ Three people talk about their experiences living abroad</li> <li>■ Two people describe travel mishaps</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing conclusions</li> <li>■ Writing a composition about living or traveling abroad</li> </ul>	<ul style="list-style-type: none"> <li>■ “Get Yourself Lost”: The best way to experience a foreign destination</li> </ul>

# FRIENDS AND FAMILY

## LESSON A ► What kind of person are you?

### 1 STARTING POINT

#### Personality survey

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

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



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

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

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

### 2 VOCABULARY & SPEAKING

#### How would you describe yourself?

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

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

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

**B Pair work** Choose another partner.

Find two traits you have in common.

Find one way that you're different.

*"So, how would you describe yourself?"*

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

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

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

#### Useful expressions

##### Same traits

So am I. (I am, too.)

I'm the same way.

So do I. (I do, too.)

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

##### Different traits

I'm not like that.

I'd say I'm more . . .

Really? I don't.

That's not true for me.

**VOCABULARY PLUS** see page 130

### 3 GRAMMAR

#### Verbs followed by gerunds

Use the gerund form after these verbs.

I **enjoy going** to parties where I don't know everyone.

I **avoid expressing** my feelings and ideas in public.

I **don't mind giving up** my time to help other people.

Use the gerund or infinitive form after these verbs.

I **can't stand being / to be** in a messy room.

I **love taking / to take** my friends to cool new clubs.

I **hate getting up / to get up** for early morning classes.

Use the gerund form after these expressions containing prepositions.

I **insist on making** my own decisions.

I always **feel like going** dancing!

I'm **into going out** to new foreign restaurants.

**GRAMMAR PLUS** see page 106

**A** Look at the Starting Point on page 2 again. Can you find other expressions that are followed by gerunds? Which of them can also be followed by infinitives?

**B Pair work** How do you feel about these things? Discuss your answers using verbs or expressions followed by gerunds and infinitives.

1. tell people that I'm angry with them
2. help with chores around the house
3. listen to people's personal problems
4. eat a full meal late at night
5. start conversations with people I don't know
6. go to places where I have to use English




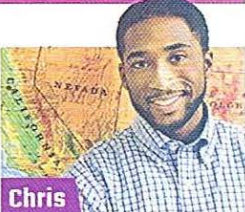
*"I usually avoid telling people that I'm angry with them. I guess I'm just afraid of making them angry at me."*

### 4 SPEAKING

#### Personal profiles

**A** Look at the information about these people. Which person is most similar to you? Why?

## Meet Your Neighbors

				
<b>Job</b>	college student	artist	lawyer	teacher
<b>Personality</b>	friendly and outgoing	wild and crazy	shy and reserved	laid-back and relaxed
<b>Lifestyle</b>	<ul style="list-style-type: none"> <li>▪ loves playing sports</li> <li>▪ into traveling</li> </ul>	<ul style="list-style-type: none"> <li>▪ loves to dance</li> <li>▪ can't stand going home early</li> </ul>	<ul style="list-style-type: none"> <li>▪ into watching old movies</li> </ul>	<ul style="list-style-type: none"> <li>▪ enjoys cooking meals for friends</li> <li>▪ loves to tell jokes</li> </ul>



**B Class activity** Write a similar profile for yourself. Don't write your name. Your teacher will take your profile and give you the profile of another student. Ask questions around the class to find the other student.

## 5 LISTENING

### Changes

**A** Listen to Marcos and Heather talk about how they have changed over the last five years. How did they change? Complete the chart with the expressions from the box.

kind and generous    friendly and outgoing    shy and reserved    wild and crazy

	used to be . . .	has become . . .
 <p>Marcos</p>		
 <p>Heather</p>		

**B** Listen again. Choose the person you think would be more likely to do each of these things this weekend.

	Marcos	Heather
1. stay out late at a big party	<input type="checkbox"/>	<input type="checkbox"/>
2. stay at home and watch TV	<input type="checkbox"/>	<input type="checkbox"/>
3. help someone with a personal problem	<input type="checkbox"/>	<input type="checkbox"/>
4. invite a friend to a funny movie	<input type="checkbox"/>	<input type="checkbox"/>

## 6 DISCUSSION

### How have you changed?

**A** How have you changed over the last five years? What do you want to change now? Complete the chart.

	How I've changed	How I'd like to change
Habits		
Personality		
Likes and dislikes		

**B Pair work** Compare your charts. Ask follow-up questions.

*"I used to watch a lot of TV, but now I don't."*

*"Really? What made you change?"*

*"Well, I was afraid of getting out of shape. So I . . ."*

#### Useful expressions

##### Describing how you've changed

I used to . . . , but now I . . .

I think I've become more . . .

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

I'd like to be more . . .

I'm interested in . . .

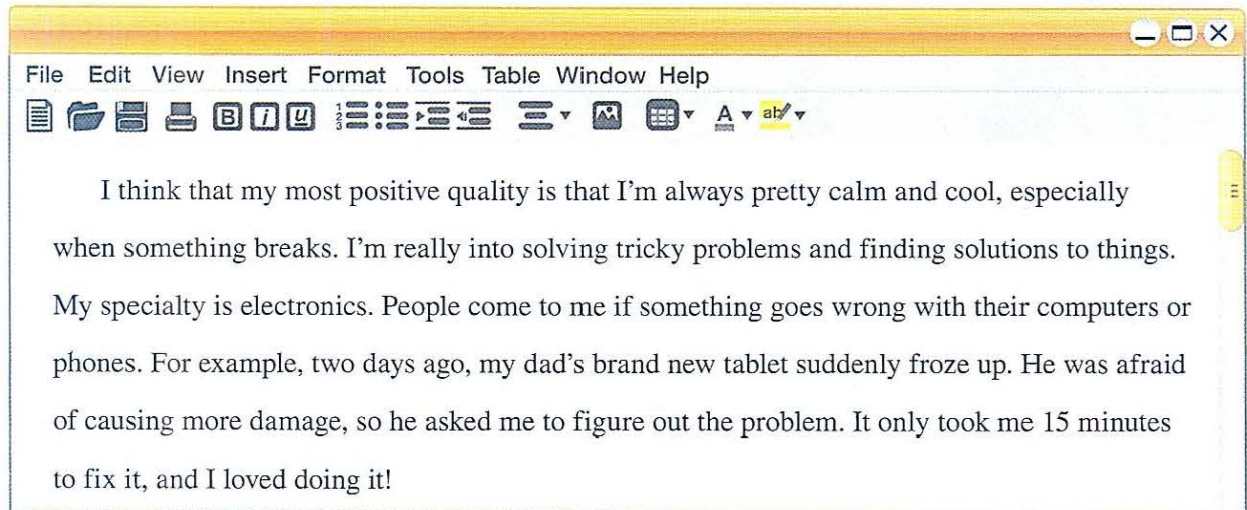
## 7

## WRITING

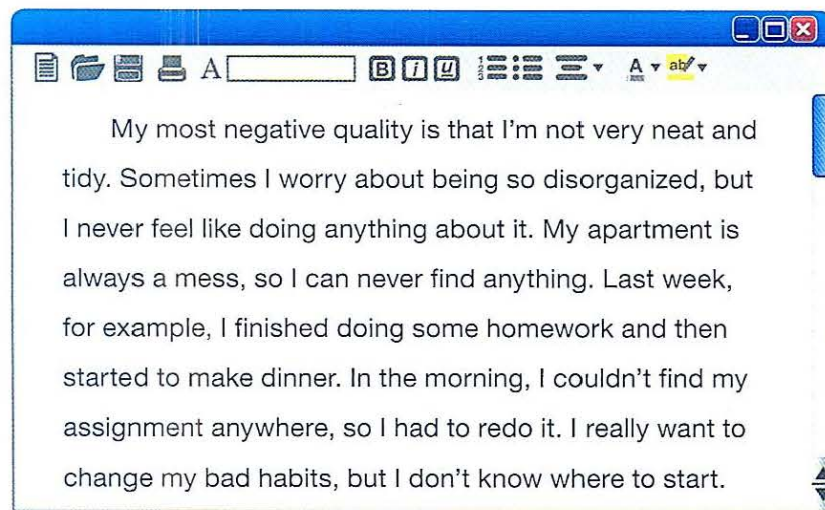
## Topic sentences

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

- A** Read these paragraphs about people's best and worst qualities. Underline the topic sentence in each paragraph.



I think that my most positive quality is that I'm always pretty calm and cool, especially when something breaks. I'm really into solving tricky problems and finding solutions to things. My specialty is electronics. People come to me if something goes wrong with their computers or phones. For example, two days ago, my dad's brand new tablet suddenly froze up. He was afraid of causing more damage, so he asked me to figure out the problem. It only took me 15 minutes to fix it, and I loved doing it!



My most negative quality is that I'm not very neat and tidy. Sometimes I worry about being so disorganized, but I never feel like doing anything about it. My apartment is always a mess, so I can never find anything. Last week, for example, I finished doing some homework and then started to make dinner. In the morning, I couldn't find my assignment anywhere, so I had to redo it. I really want to change my bad habits, but I don't know where to start.



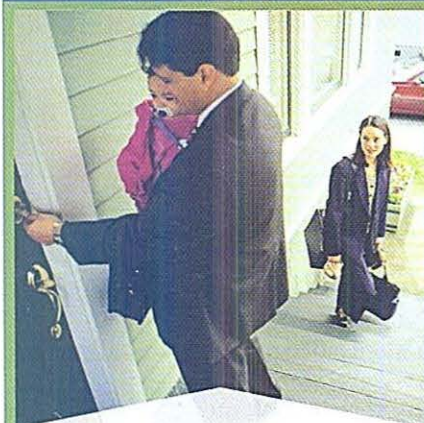
- B** Think about your own personal qualities. Make a list. Then decide which quality is the most positive and which is the most negative. Circle each one.
- C** Write a paragraph about either your most positive or your most negative quality. Make sure your paragraph has only one main idea.
- D Pair work** Exchange paragraphs with a partner. Then answer the questions.
1. What is your partner's topic sentence? Underline it.
  2. What examples does your partner give to support the topic sentence?
  3. What do you find most interesting about your partner's paragraph?

1 STARTING POINT

Different types of families

A Look at the families in the pictures. What's different about each type of family?

What's Your Family Like?



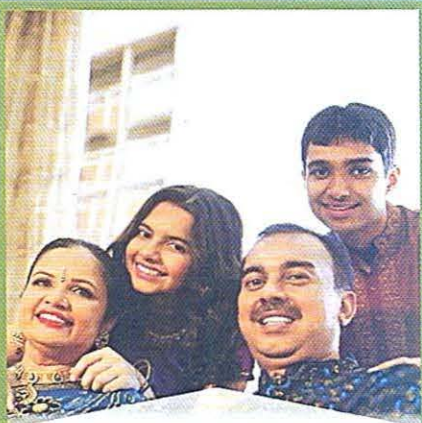
The Watsons, Sydney

"My wife and I both work now, and the extra money is great. The only trouble with being a **two-income family** is we don't spend as much time together."



The Wangs, Vancouver

"We're an **extended family** now that Grandma has moved in. The big advantage of having her at home is that she can babysit more often."



The Patels, London

"We're a typical **nuclear family** – it's just my sister, my parents, and me. The only bad thing about living in our house is there's only one bathroom!"

B Pair work What are some more advantages and disadvantages of each type of family in part A? Compare ideas.

*"In a nuclear family, you might not see your grandparents every day. That's a disadvantage."*

2 LISTENING & SPEAKING

How are their families different?

A Listen to Paul and Andrea talk about their families. What kind of family did each person grow up in? How have their families changed?

B Listen again. Match the people on the left with the phrases on the right.

- |                                |   |
|--------------------------------|---|
| 1. Andrea <u>b</u>             | a. has two daughters.                       |
| 2. Andrea's husband ____       | b. doesn't know her in-laws very well.      |
| 3. Andrea's sister-in-law ____ | c. has three brothers.                      |
| 4. Paul's sister ____          | d. is looking forward to seeing the family. |
| 5. Paul ____                   | e. will be cooking for 12 people.           |
| 6. Paul's mother ____          | f. is a law student.                        |

C Pair work Is your family similar to Paul's or Andrea's? How is it similar? How is it different?

### 3 GRAMMAR

#### Noun clauses after *be*

A noun clause is a part of a sentence with a subject and a predicate that functions as a noun. *That* is optional in noun clauses after *be*. Also notice the prepositions followed by gerunds in the first part of the sentences.

The only trouble **with** being a two-income family is **(that) we don't spend as much time together**.  
The big advantage **of** having Grandma at home is **(that) she can babysit more often**.

**GRAMMAR PLUS** see page 107

**A** Look at the Starting Point on page 6 again. Can you find the noun clause in the last paragraph? Which preposition is used in the first part of the sentence?

**B** Combine the sentences. Then compare answers with a partner.

1. I'm the youngest in the family. The nice thing is I get a lot of attention.  
*The nice thing about being the youngest in the family is that I get a lot of attention.*
2. I have a younger sister. The trouble is she always wants to borrow my clothes.
3. I'm away at college. The bad part is that I miss my family.
4. I work at night. The worst thing is I can't have dinner with my family.
5. I'm the oldest in the family. One bad thing is that I always have to babysit.

**C** Complete the sentences with your own ideas. Then compare answers with a partner.

1. An advantage of being a twin is . . .  
*that you always have someone to hang out with.*
2. A problem with being an only child is . . .
3. One benefit of being the oldest is . . .
4. A big disadvantage of having an older sibling is . . .
5. The best thing about having a big family is . . .



### 4 DISCUSSION

#### Family matters

**A** Choose at least three questions you'd like to talk about with your group.

- What's the best thing about spending time with your family? What's the worst thing?
- What's one advantage of having a close family?
- What are some rules that people have to follow in your family?
- What's a benefit of having strict parents?
- Are you most likely to confide in a parent, a sibling, or a friend?
- Do you believe mothers and fathers should do the same chores?
- What are the advantages and disadvantages of having a two-income family?

**B Group work** Discuss the questions you chose in part A. Ask follow-up questions and make sure everyone in your group participates.

# 5 VOCABULARY

## Compound family terms

**A** Match the family members on the left with the definitions on the right.

- |                                   |   |
|-----------------------------------|---|
| 1. Your great-aunt is ____        | a. your father's or mother's grandmother.                   |
| 2. Your granddaughter is ____     | b. your mother's or father's aunt.                          |
| 3. Your sister-in-law is ____     | c. your son's or daughter's daughter.                       |
| 4. Your great-grandmother is ____ | d. your wife's or husband's sister, or your brother's wife. |

**B Pair work** Which of the family members in the box can be combined with a prefix or suffix in the chart? Complete the chart with a partner. What does each term mean?

aunt	daughter	mother	niece	son
brother	father	nephew	sister	uncle

great-	grand-	great-grand-	-in-law
aunt	daughter	mother	

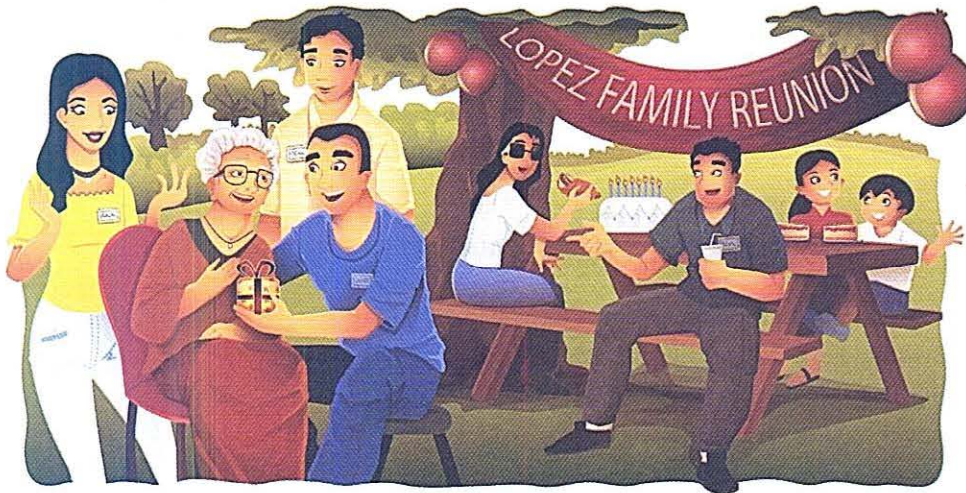
*"Your great-nephew is your brother's or sister's grandson."*

**VOCABULARY PLUS** see page 130

# 6 LISTENING

## Family reunion

**A** Listen to Victor tell a friend about his family reunion. What were they celebrating at the reunion?



**B** Listen again. In addition to Victor, who else was at the reunion? Select the people mentioned.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> 1. his grandfather    | <input type="checkbox"/> 4. his sister-in-law | <input type="checkbox"/> 7. his mother-in-law     |
| <input type="checkbox"/> 2. his uncle's cousin | <input type="checkbox"/> 5. his niece         | <input type="checkbox"/> 8. his cousin            |
| <input type="checkbox"/> 3. his brother        | <input type="checkbox"/> 6. his son           | <input type="checkbox"/> 9. friends of the family |



# 7 READING

## A family of friends

**A Group work** Do you tend to rely more on friends or family for help and advice? Why? Discuss with your group.

### From Circle of Friends to Modern Tribe

*Who celebrates birthdays and holidays with you? Who do you call when a crisis hits or when good luck strikes? If your answer is "my friends," you may have a "tribe."*

When Ethan Watters took stock of his life a few years ago, the San Francisco writer realized that he was more dependent on friends than family, who lived hundreds of miles away.

"My friends were the centerpiece of my social life," he says. "They had taken on all the responsibilities that family members typically tackle – connecting me to the city, being a matchmaker, and helping me find jobs and places to live."

This circle of friends had become a tribe, which started when a group of artists, writers, and photographers began meeting for dinner every Tuesday night. Before long, they had begun functioning as a family of choice.

Watters grew to believe that non-family members forming close-knit social networks was a growing trend in the United States, and he wrote a book about it called *Urban Tribes: Are Friends the New Family?*

Modern tribes like Watters's often grow out of a shared interest or experience, but not every group of friends becomes a tribe.

The shift from "circle of friends" to tribe happens when members begin to treat each other like

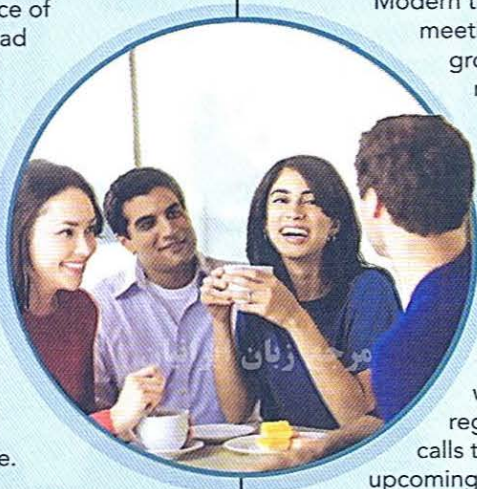
family – offering support without expectation of repayment; sheltering each other from gossip, stress, and attack; and looking out for everyone's overall well-being in life, work, and relationships.

Modern tribes often have a regular meeting place, annual parties, and group trips. Shared rites and rituals create a tribal story. "The members of the group may change," Watters says, "but the story of that group has central elements that remain. It gives the group a history."

Every tribe usually has an individual or core group that tends to its growth and survival. These tribal leaders are the ones who get everyone together on a regular basis and make the phone calls that get members excited about upcoming events.

Like families, tribes have a way of shaping their members: Individuals feel more confident, secure, loved, and stable. Even if your own family is close-knit, you may benefit from cultivating a family-like circle of friends. "The love and support we get from one," Watters says, "does not take away from the love and support we get from another."

Source: "My Tribe," by Erin Peterson, *Experience Life*



**B** Read the article and answer the questions. Then compare answers with a partner.

1. In what ways does Watters's circle of friends function as a family?
2. According to the article, what are some differences between a tribe and a family?
3. How does a group of friends become a tribe?

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

1. What are some advantages and disadvantages of relying on friends for family-like support?
2. Do you consider yourself a member of a modern tribe? Why or why not?

# 2

## MISTAKES AND MYSTERIES

### LESSON A ▶ Life lessons

#### 1 STARTING POINT

##### Learning the hard way

A Read about these people's problems. What mistake did each person make?

### What Did I Get Myself Into?

#### Three mistakes that led to big messes

I was supposed to be studying for a math test this weekend, but my friends made me go to the beach with them instead. I mean, I didn't have to go with them, but I did. Now the test is in two hours, and I'm totally unprepared. I should have stayed home and studied!

— Alicia, Tepic, Mexico

In high school, I had to wear a uniform, so I didn't have a lot of fashionable clothes. When I started college, I thought I needed to have more, so I wasted a lot of money on trendy outfits. But I really shouldn't have done it. Now I'm broke!

— Kenichi, Osaka, Japan

We weren't supposed to cook in our dorm rooms, but I had a microwave anyway. The cafeteria was right next door, so I really didn't need to have it. Anyway, I got caught making popcorn last week, and the school took the microwave away.

— Melanie, Toronto, Canada



B **Pair work** What should each person do differently in the future? Compare ideas.

*"I don't think Alicia should listen to her friends in the future."*

*"Yeah, I agree. She shouldn't let them influence her like that."*

#### 2 LISTENING

##### I'll never do that again!

▶ A Listen to Frank talk about a bad decision he made. What was his decision? Why was it a bad one?

▶ B Listen again. Are these statements true or false? Choose the correct answer.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1. Frank and his neighbor were good friends.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Frank knew he was allergic to cats.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Frank marked his calendar to remember to feed the cat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Frank forgot what time his train was going to leave.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Frank remembered to feed the cat on Saturday.          | <input type="checkbox"/> | <input type="checkbox"/> |

### 3 GRAMMAR

#### Past modals and phrasal modals of obligation

*Should have, was supposed to, had to, and needed to* all describe obligations in the past, although they have slightly different uses.

I **should have** stayed home and studied! (*It was a good idea, but I didn't do it.*)

I **was supposed to** be studying this weekend. (*It was expected, but I didn't do it.*)

I **had to** wear a uniform. (*We were forced to do this.*)

I **didn't have to** go with my friends, but I did. (*There was no obligation.*)

I thought I **needed to** have more clothes. (*I thought this was necessary.*)

GRAMMAR PLUS see page 108

**A** Look at the Starting Point on page 10 again. Can you find other examples of past modals and phrasal modals of obligation? What does each one mean?

**B** Choose the answer that is true for each sentence. Then compare answers with a partner.

- I shouldn't have invited them.  
 a. I didn't invite them.  
 b. I invited them.
- That was a secret! You weren't supposed to tell anyone!  
 a. You didn't tell anyone.  
 b. You told someone.
- We didn't have to study for the test.  
 a. We forgot to study.  
 b. We were prepared for the test.
- I know Jane didn't like my cooking, but she didn't need to be so rude about it.  
 a. Jane was rude to me.  
 b. Jane wasn't rude to me.

**C** Complete the sentences with information about yourself. Then compare answers with a partner.

- After I started high school, I had to . . .  
*study a lot harder.*
- I made someone angry once because I wasn't supposed to . . .
- I wasted a lot of money once because I thought I needed to . . .
- When I had the opportunity, I should have . . .

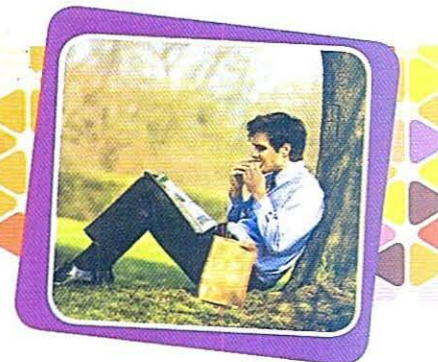
### 4 DISCUSSION

#### Past experiences

**A** Look at the survey and choose the items that are true for you.

#### Have you ever . . .

- enjoyed doing something you weren't supposed to do?
- not done something you should have done?
- done something foolish that you didn't need to do?
- had to follow a rule you didn't like?
- had to enforce a rule you didn't like?



**B Pair work** Discuss your answers. Ask follow-up questions.

*"Have you ever enjoyed doing something you weren't supposed to do?"*

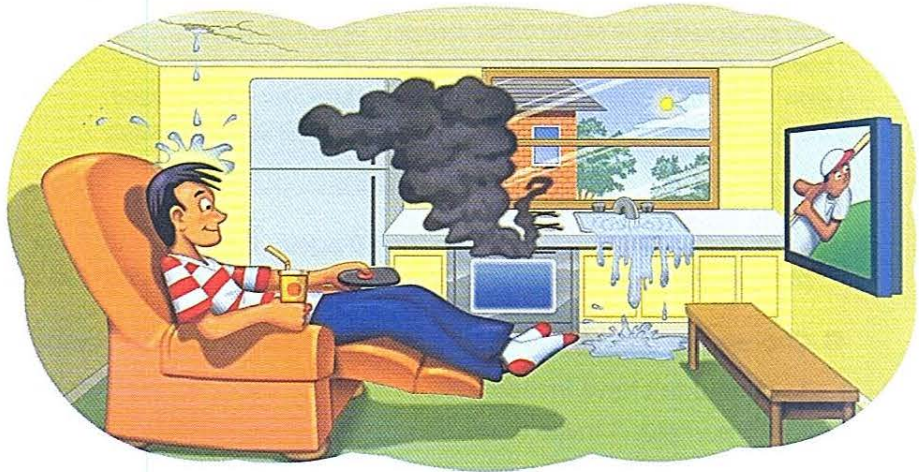
*"Sure. At my old job, I wasn't supposed to take a long lunch, but I took long lunches at the park, anyway. How about you?"*

## 5 VOCABULARY

### Recognizing problems

**A** These verbs are often used to talk about problems. Use the verbs to replace the boldfaced words and phrases in the sentences.

aggravate	a problem
avoid	
cause	
deal with	
identify	
ignore	
run into	
solve	



1. My friend **never does anything about** his problems.  
*My friend always ignores his problems.*
2. Maria can look at a broken bicycle and **find** the problem right away.
3. My sister is never afraid to **try to take care of** a difficult problem.
4. Dan always **makes** his problems **worse**.
5. Ruby always follows the recipe closely to **prevent** problems when she cooks.
6. Michael always **unexpectedly encounters** problems when he tries to fix things.
7. Carla is great at **completely fixing** any kind of problem at work.
8. Al is the kind of student who always **makes** problems for teachers.

**B Pair work** Tell your partner about people you know who are similar to the people in the sentences in part A.

*"My cousin always ignores her problems. Her car is always making strange noises, but she never does anything about it."*

**VOCABULARY PLUS** see page 131

## 6 LISTENING

### Dealing with problems

**A** Listen to Ray (R), Felipe (F), and Jennifer (J) talk about a problem that they each had. What did each person finally do about the problem? Write the correct letter.

\_\_\_ ignored it    \_\_\_ dealt with it    \_\_\_ aggravated it

**B** Listen again. Briefly describe each person's problem.

Ray: \_\_\_\_\_

Felipe: \_\_\_\_\_

Jennifer: \_\_\_\_\_