THIRD EDITION JOAN SASLOW **ALLEN ASCHER** with WORKBOOK

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ENGLISH FOR TODAY'S WORLD

with WORKBOOK

JOAN SASLOW ALLEN ASCHER



Summit: English for Today's World Level 2A with Workbook, Third Edition

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Student Book

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LEARNING OBJECTIVES

COMMUNICATION GOALS

UNIT

· Ask about someone's background · Job applications Simultaneous and sequential past actions: review UNIT and expansion · Collocations for career and study · Discuss career and study plans · Completed and uncompleted past actions closely plans · Compare your dreams and goals in related to the present · Describing dreams and goals · Describe job qualifications Word Study: GRAMMAR BOOSTER · Collocations with have and get for Dreams and . Describing past actions and events: review qualifications Goals · Stative verbs: non-action and action meanings PAGE 2 · Describe the consequences of lying · Taking or avoiding responsibility · Adjective clauses: review and expansion UNIT "Comment" clauses · Express regret and take · Philanthropic work responsibility GRAMMAR BOOSTER · Explore where values come from · Discuss how best to help others · Adjective clauses: overview · Grammar for Writing: adjective clauses with Character quantifiers and · Grammar for Writing: reduced adjective clauses Responsibility PAGE 14 · Express frustration, empathy, and · Expressing frustration, empathy, · Clauses with no matter and encouragement encouragement · Using so ... (that) or such ... (that) to explain Describe how fear affects you Physical effects of fear physically Word Study: GRAMMAR BOOSTER Discuss overcoming handicaps and · Using parts of speech hardships · Embedded questions: review and common errors Fears. Examine the nature of heroism · Non-count nouns made countable Hardships, . Nouns used in both countable and uncountable and sense Heroism PAGE 26 Shortcomings · Adverb clauses of condition · Discuss how to overcome UNIT shortcomings · Expressing and controlling anger · Cleft sentences: review and expansion Acknowledge inconsiderate GRAMMAR BOOSTER · Explain how you handle anger . Grammar for Writing: more conjunctions and · Explore the qualities of friendship transitions Getting · Cleft sentences: more on meaning and use Along with **Others** PAGE 38 . Discuss the health benefits of · Ways to respond to jokes and · Indirect speech: backshifts in tense and time UNIT other funny things expressions laughter · Respond to something funny · Common types of jokes · Questions in indirect speech · Analyze what makes us laugh · Practical jokes GRAMMAR BOOSTER · Explore the limits of humor · Imperatives in indirect speech Humor · Changes to pronouns and possessives PAGE 50 · Say, tell, and ask · Other reporting verbs

VOCABULARY

GRAMMAR

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
Use Thanks for asking to express appreciation for someone's interest. Use Correct me if I'm wrong, but to tentatively assert what you believe about someone or something. Say I've given it some thought and to introduce a thoughtful opinion. Informally ask for directions by saying Steer me in the right direction. Say As a matter of fact to present a relevant fact. Offer assistance with I'd be more than happy to. Say I really appreciate it to express gratitude.	Listening Skills: Listen to activate vocabulary Listen for main ideas Listen to confirm content Listen for supporting details Listen to infer PRONUNCIATION BOOSTER Sentence stress and intonation: review	Texts: An application for employment An article about two famous people An article about good and bad interview behavior A job advertisement A résumé Skills / strategies: Understand idioms and expressions Confirm information Apply ideas	Task: Write a traditional cover letter to an employer Skill: A formal cover letter
 Admit having made a mistake by apologizing with I'm really sorry, but Confirm that someone agrees to an offer with if that's OK. Use That's really not necessary to politely turn down an offer. Take responsibility for a mistake by saying Please accept my apology. 	Listening Skills: Listen to infer information Listen to support an opinion Listen for main ideas Listen to classify Listen to confirm content Listen for point of view Listen to summarize Listen to draw conclusions PRONUNCIATION BOOSTER Emphatic stress and pitch to express emotion	Texts: A survey about taking or avoiding responsibility An article about lying A textbook article about the development of values Dictionary entries Short biographies Skills / strategies: Understand idioms and expressions Relate to personal experience Classify vocabulary using context Critical thinking	Task: • Write a college application essay Skill: • Restrictive and non-restrictive adjective clauses
 Ask <u>Is something wrong?</u> to express concern about someone's state of mind. Ask <u>What's going on?</u> to show interest in the details of someone's problem. Begin an explanation with <u>Well</u>, <u>basically</u> to characterize a problem in few words. Say <u>Hang in there</u> to offer support to someone facing a difficulty. Say <u>Anytime</u> to acknowledge someone's appreciation and minimize what one has done. 	Listening Skills: Listen to predict Listen to activate parts of speech Listen for details Listen to retell a story Listen to summarize PRONUNCIATION BOOSTER Vowel reduction to /ə/	Texts: A self-test about how fearful you are Interview responses about how fear affects people physically An article about Marlee Matlin Profiles of three heroes Skills / strategies: Understand idioms and expressions Understand meaning from context Summarize	Task: Write a short report about a dangerous or frightening event Skill: Reducing adverbial clauses
 Introduce an uncomfortable topic with there's something I need to bring up. Say I didn't realize that to acknowledge a complaint about your behavior. Use I didn't mean to to apologize for and summarize someone's complaint. Say On the contrary to assure someone that you don't feel the way they think you might. Say I can see your point to acknowledge someone's point of view. 	Listening Skills: Listen to activate grammar Listen to summarize the main idea Listen to infer information Listen to draw conclusions PRONUNCIATION BOOSTER Shifting emphatic stress	Texts: Profiles about people's shortcomings Descriptions of different workshops An article on friendship Skills / strategies: Understand idioms and expressions Understand meaning from context Apply ideas Relate to personal experience	Task: Write a three-paragraph essay presenting a solution to a common shortcoming Skill: Transitional topic sentences
 Exclaim You've got to see this! to urge someone to look at something. Introduce a statement with Seriously to insist someone not hesitate to take your suggestion. Say That's priceless to strongly praise something. Agree informally with Totally. 	Listening Skills: Listen to activate vocabulary Listen to summarize Listen to take notes Listen to apply ideas PRONUNCIATION BOOSTER Intonation of sarcasm	Texts: A self-test about your sense of humor An article about the health benefits of laughter An article about the theories of humor Descriptions of practical jokes Skills / strategies: Understand idioms and expressions Critical thinking Classify	Task: Write a true or imaginary story Skill: Writing dialogue

INIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
roubles Vhile raveling	Describe some causes of travel hassles Express gratitude for a favor while traveling Discuss staying safe on the Internet Talk about lost, stolen, or damaged property	Travel nouns Word Study: Past participles as noun modifiers	Unreal conditional sentences: continuous forms Unreal conditional statements with if it weren't for / if it hadn't been for GRAMMAR BOOSTER The conditional: summary and extension
Ind Over Matter Age 74	Suggest that someone is being gullible Examine superstitions for believability Talk about the power of suggestion Discuss phobias	Ways to express disbelief Expressions with mind Word Study: Noun and adjective forms	Nouns: indefinite, definite, unique, and generic meaning (review and expansion) Indirect speech: it + a passive reporting verb GRAMMAR BOOSTER Article usage: summary Definite article: additional uses More non-count nouns with both a countable and an uncountable sense Grammar for Writing: indirect speech with passive reporting verbs
Performing at Your Best	 Discuss your talents and strengths Suggest ways to boost intelligence Explain how you produce your best work Describe what makes someone a "genius" 	Expressions to describe talents and strengths Adjectives that describe aspects of intelligence	Using auxiliary do for emphatic stress The subjunctive GRAMMAR BOOSTER Grammar for Writing: emphatic stress Infinitives and gerunds in place of the subjunctive
What Lies Ahead?	Discuss the feasibility of future technologies Evaluate applications of innovative technologies Discuss how to protect our future environment Examine future social and demographic trends	Innovative technologies Ways to express a concern about consequences Describing social and demographic trends	The passive voice: the future, the future as seen from the past, and the future perfect The passive voice in unreal conditional sentences GRAMMAR BOOSTER Grammar for Writing: when to use the passive voice
In nterconnected Vorld	 React to news about global issues Describe the impact of foreign imports Discuss the pros and cons of globalization Suggest ways to avoid culture shock 	Phrasal verbs to discuss issues and problems	Separability of transitive phrasal verbs GRAMMAR BOOSTER Phrasal verbs: expansion

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
 Ask a stranger for help with <u>I wonder if you could do me a favor</u>. Agree to offer assistance with <u>How can I help?</u> Confirm willingness to perform a favor with <u>I'd be happy to</u>. Introduce a statement of relief with <u>It's a good thing</u>. 	Listening Skills: Listen to infer Listen to activate grammar Listen for main ideas Listen to confirm content Listen to understand meaning from context Listen for details Listen to summarize PRONUNCIATION BOOSTER Regular past participle endings Reduction in perfect modals	Texts: A travel tips contest Interview responses about travel hassles An article about the dangers of public Wi-Fi Skills / strategies: Understand idioms and expressions Understand meaning from context Paraphrase Find supporting details	Task: Write an essay comparing and contrasting two means of transportation Skill: A comparison and contrast essay
 Call someone's attention to an outrageous claim with <u>Can you believe this?</u> Express surprise at someone's gullibility with <u>Oh</u>, <u>come on</u>. Use <u>That's got to be</u> to underscore a conclusion. Add <u>I guess</u> to an opinion one isn't sure about. Express extreme agreement to another's opinion with <u>You can say that again</u>. 	Listening Skills: Listen for details Listen to confirm content Listen to summarize Listen to infer PRONUNCIATION BOOSTER Linking sounds	Texts: A website about superstitions An article about the placebo and nocebo effects Skills / strategies: Understand idioms and expressions Infer meaning Draw conclusions Critical thinking	Task: Write a four-paragraph essay on superstitions Skill: Subject / verb agreemen expansion
 Say <u>Guess what?</u> to introduce exciting news. Use <u>L can't make up my mind between</u> to signal indecision. Use <u>I wouldn't say</u> to express modesty or doubt. Support a statement or point of view with <u>I've been told that</u>. Provide support for someone's decision with <u>I don't think you can go wrong</u>. 	Listening Skills: Listen for main ideas Listen to infer Listen for supporting details Listen to draw conclusions PRONUNCIATION BOOSTER Emphatic stress with auxiliary verbs	Texts: • A quiz on emotional intelligence • An article on whether intelligence can be increased • An article on staying on target Skills / strategies: • Understand idioms and expressions • Apply ideas • Relate to personal experience	Task: Write a three-paragraph essay about the challenges of staying focused Skill: Explaining cause and result
 Use For one thing to introduce an important first argument. Say Well, if you ask me to offer an opinion. Use I mean to clarify what you just said. Say I see your point to concede the value of someone else's opinion. 	Listening Skills: Listen to activate vocabulary Listen to identify point of view Listen to confirm content Listen to infer information Listen to draw conclusions PRONUNCIATION BOOSTER Reading aloud	Texts: A survey on future predictions An article on how people in the past envisioned the future An article on what some people are doing to protect the environment Dictionary entries Skills / strategies: Understand idioms and expressions Understand meaning from context Draw conclusions	Task: Write a four- or five-paragraph essay about the future Skill: The thesis statement in a formal essay
 Begin a statement with <u>Can you believe</u> to introduce surprising, exciting, or disturbing information. Use <u>But on the bright side</u> to change a negative topic to something more positive. Begin a statement with <u>It just goes to show you</u> to emphasize a point. Say <u>Well</u>, <u>that's another story</u> to acknowledge a positive or negative change of topic. Begin a statement with <u>You'd think</u> to express frustration with a situation. 	Listening Skills: Listen to activate vocabulary Listen to summarize Listen to confirm information Listen to understand meaning from context Listen to draw conclusions PRONUNCIATION BOOSTER Intonation of tag questions	Texts: • A quiz on English in today's world • News stories about global issues and problems • People's opinions about foreign imports • An article about the pros and cons of globalization Skills / strategies: • Understand idioms and expressions • Understand meaning from context • Identify supporting ideas • Interpret information in a graph	Task: Write a four-paragraph essay to rebut an opposing view about globalization Skill: Rebutting an opposing point of view

TO THE TEACHER

What is **Summit?**

Summit is a two-level high-intermediate to advanced communicative course that develops confident, culturally fluent English speakers able to navigate the social, travel, and professional situations they will encounter as they use English in their lives. **Summit** can follow the intermediate level of any communicative series, including the four-level **Top Notch** course.

Summit delivers immediate, demonstrable results in every class session through its proven pedagogy and systematic and intensive recycling of language. Each goal- and achievement-based lesson is tightly correlated to the Can-Do Statements of the Common European Framework of Reference (CEFR). The course is fully benchmarked to the Global Scale of English (GSE).

Each level of *Summit* contains material for 60 to 90 hours of classroom instruction. Its full array of additional print and digital components can extend instruction to 120 hours if desired. Furthermore, the entire *Summit* course can be tailored to blended learning with its integrated online component, *MyEnglishLab*. *Summit* offers more ready-to-use teacher resources than any other course available today.

NEW This third edition represents a major revision of content and has a greatly increased quantity of exercises, both print and digital. Following are some key new features:

- Conversation Activator Videos to build communicative competence
- Discussion Activator Videos to increase quality and quantity of expression
- A Test-Taking Skills Booster (and Extra Challenge Reading Activities) to help students succeed in the reading and listening sections of standardized tests
- · An Understand Idioms and Expressions section in each unit increases the authenticity of student spoken language

Award-Winning Instructional Design*

Demonstrable confirmation of progress

Every two-page lesson has a clearly stated communication goal and culminates in a guided conversation, free discussion, debate, presentation, role play, or project that achieves the goal. Idea framing and notepadding activities lead students to confident spoken expression.

Cultural fluency

Summit audio familiarizes students with a wide variety of native and non-native accents. Discussion activities reflect the topics people of diverse cultural backgrounds talk about in their social and professional lives.

Explicit vocabulary and grammar

Clear captioned illustrations and dictionary-style presentations, all with audio, take the guesswork out of meaning and ensure comprehensible pronunciation. Grammar is embedded in context and presented explicitly for form, meaning, and use. The unique "Recycle this Language" feature encourages active use of newly learned words and grammar during communication practice.

Active listening syllabus

More than 50 listening tasks at each level of *Summit* develop critical thinking and crucial listening comprehension skills such as listen for details, main ideas, confirmation of content, inference, and understand meaning from context.

*Summit is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

Conversation and Discussion Activators

Memorable conversation models with audio provide appealing natural social language and conversation strategies essential for post-secondary learners. Rigorous Conversation Activator and Discussion Activator activities with video systematically stimulate recycling of social language, ensuring it is not forgotten. A unique Pronunciation Booster provides lessons and interactive practice, with audio, so students can improve their spoken expression.

Systematic writing skills development

Summit teaches the conventions of correct English writing so students will be prepared for standardized tests, academic study, and professional communication. Lessons cover key writing and rhetorical skills such as using parallel structure and avoiding sentence fragments, run-on sentences, and comma splices. Intensive work in paragraph and essay development ensures confident and successful writing.

Reading skills and strategies

Each unit of *Summit* builds critical thinking and key reading skills and strategies such as paraphrasing, drawing conclusions, expressing and supporting an opinion, and activating prior knowledge. Learners develop analytical skills and increase fluency while supporting their answers through speaking.

We wish you and your students enjoyment and success with **Summit**. We wrote it for you.

Joan Saslow and Allen Ascher

COMPONENTS

ActiveTeach

Maximize the impact of your *Summit* lessons. Digital Student's Book pages with access to all audio and video provide an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of easy-to-access digital and printable features.

For class presentation . . .

- NEW Conversation
 Activator videos: increase
 students' confidence in oral
 communication
- Discussion Activator videos: increase quality and quantity of expression
- NEW Extra Grammar
 Exercises: ensure mastery
 of grammar
 - NEW Extra Challenge Reading Activities: help students succeed at standardized proficiency tests.

And the control of th

For planning . . .

- A Methods Handbook for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Summit TV teaching notes
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- · Summit TV activity worksheets

For assessment . . .

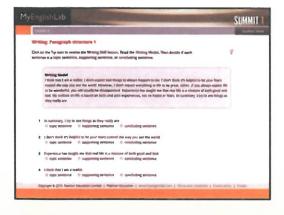
 Ready-made unit and review achievement tests with options to edit, add, or delete items.

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MyEnglishLab W

An optional online learning tool



- NEW Immediate, meaningful feedback on wrong answers
- **NEW** Remedial grammar exercises
- NEW Grammar Coach videos for general reference
- Interactive practice of all material presented in the course
- · Grade reports that display performance and time on task
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- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- NEW The app Summit Go allows access anytime, anywhere and lets students practice at their own pace. The entire audio program is also available for students at www.english.com/summit3e.

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- · Also accessible in digital form in ActiveTeach

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Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are Ready to Go, Workplace Plus, Literacy Plus, and Top Notch. She is also author of English in Context, a series for reading science and technology. Ms. Saslow was the series director of True Colors and True Voices. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

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Dreams and Goals

COMMUNICATION GOALS

- 1 Ask about someone's background
- 2 Discuss career and study plans
- 3 Compare your dreams and goals in life
- 4 Describe job qualifications

PREVIEW

FRAME YOUR IDEAS Complete the first section of an application for employment, using real or invented information.

PERSONAL INFORMATION				date of applica	ntion	1 /
Name				date of applica	acion	/ /
last		middle			first	100
Address	City	mode	State / province	Country		ode / zip code
					1	
					J L	
Contact Information						
home telephone		cell phone			e-mail	
Type of position sought				Available sta	art date	
				/	/	
CURRENT EMPLOYEMENT Are you currently employed?	If so, where?			How long ha	ve you worke	ed there?
	If so, where?			How long ha	ve you worke	ed there?
Are you currently employed?	If so, where?			How long ha	ve you worke	ed there?
Are you currently employed? yes no		Name		How long ha		od there?
Are you currently employed? yes no		Name				
Are you currently employed? yes no	EDUCATION					
Are you currently employed? yes no	EDUCATION High School					
Are you currently employed?	EDUCATION High School College or University Other Education			Major field of stud	dy	Did you graduate
Are you currently employed? yes no	EDUCATION High School College or University Other Education SKILLS AND / OR TR	AINING: Please list skills and	d / or training you ha	Major field of stud	dy	Did you graduate
Are you currently employed? yes no	EDUCATION High School College or University Other Education	AINING: Please list skills and	d / or training you ha	Major field of stud	dy	Did you graduate
Are you currently employed? yes no	EDUCATION High School College or University Other Education SKILLS AND / OR TR the position you seek	AINING: Please list skills and	d / or training you ha	Major field of stud	dy	Did you graduate
Are you currently employed? yes no	EDUCATION High School College or University Other Education SKILLS AND / OR TR the position you seek	AINING: Please list skills and		Major field of stud	dy libute to your a	Did you graduate
	last Address Contact Information home telephone	last Address City Contact Information home telephone	last middle Address City Contact Information home telephone cell phone	last middle Address City State / province Contact Information home telephone cell phone	last middle Address City State / province Country Contact Information home telephone cell phone	last middle first Address City State / province Country Postal or Contact Information home telephone cell phone e-mail

IDENTIFY JOB APPLICATIONS Find and circle these words and phrases in the application. Then listen and repeat.

ACTIVATE VOCABULARY Look at how each word or phrase from Exercise B is used in the job application. Then on a separate sheet of paper, write a definition or synonym for each one.

training employment history

employment contact information

position start date

PAIR WORK What are some do's and don'ts for filling out a job application? With a partner, create a list of suggestions to help an applicant complete a job application successfully.

Be neat and spell

Be neat and spell all words correctly.

E 103 SPOTLIGHT Read and listen to a conversation between two friends discussing career plans. Notice the spotlighted language.

ENGLISH FOR TODAY'S WORLD
Understand a variety of accents.
Anne = Korean
Nina = Spanish

Anne: Well, I finally sent in the applications. Now it's just wait and see.

Nina: How many schools did you end up applying to?

Anne: Ten. That's just about every single one within a hundred-mile radius!

Nina: Don't you think that might be a little overkill? You shouldn't have any trouble getting in, should you?

Anne: Well, the food industry's so trendy right now, and it's gotten pretty competitive. I didn't want to take any chances. This has been a lifelong dream of mine.

Nina: So which one's your first choice? I've read the Taste Institute's pretty good.

Anne: Actually, at first I'd been thinking of going there, but now I've got my heart set on the Culinary Center. I've heard it's far superior to the TI.

Nina: The Taste Institute? Really? Aren't chef schools all six of one, half a dozen of the other?

Anne: I would have thought so, but it turns out

they're not. Nina: How so? Anne: Well, the CC's training is more demanding. You've really got to work hard. And their certificate's got a lot more prestige. A CC certificate's a ticket to an interview with all the top restaurants.

Nina: And that's not true with the TI?

Anne: Apparently not. I did a lot of reading, and it seems that the TI's pretty run-of-the-mill—nothing wrong with it, but nothing particularly outstanding about it either. All in all, the CC's a better bet if I can get in.

Nina: Well, I'll keep my fingers crossed for you, Anne. Hope all your dreams come true.

Anne: Thanks! I appreciate that.

UNDERSTAND IDIOMS AND EXPRESSIONS With a partner, paraphrase each of these expressions from Spotlight, saying each one a different way.

1 " ... it's just wait and see."

2 "... that might be a little overkill?"

3 "I didn't want to take any chances."

4 "I've got my heart set on ... "

5 " ... six of one, half a dozen of the other."

6 "run-of-the-mill"

7 "all in all"

8 "I'll keep my fingers crossed ... "

THINK AND EXPLAIN Answer the following questions. Explain your answers.

1 Why did Anne apply to so many schools?

2 In your opinion, which of the two reasons Anne gives for preferring the Culinary Center is a better reason? Explain.

3 What does Nina mean when she says, "Hope all your dreams come true"?

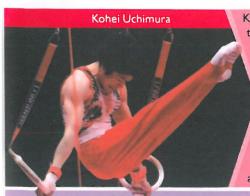
SPEAKING Which factors are the most important to you in choosing a job or career?

Rate each of the following on a scale of 1 to 5, with 1 being the most important.

Then compare charts with a partner, explaining your ratings to each other.

Γ	The training period for the job is short.	The job has lots of prestige.
r	There's not too much competition in the field.	The field is trendy right now.
r	The work is interesting and fun.	The job doesn't require a lot of overtime work.
r	The pay is good.	The field contributes something important to the world.
H	The people in this field are interesting.	

▲ Interpretation | Comparison | Compari



Kohei Uchimura is considered by some to be the greatest gymnast of all time. He began gymnastics very early in life. When Uchimura joined Japan's national team at the age of eighteen in 2007, he had already been practicing gymnastics for fifteen years. And since then, he has competed in world-class events year after year and has won many prizes and honors. Uchimura trains hard and consistently beats almost all his competition. Although Uchimura had already won many competitions before the

2012 Olympics, he had a close call there and fell as he was dismounting from the pommel horse. In spite of this, his team managed to win the silver medal, so the event went into his "win" record anyway. Uchimura has continued to win prize after prize ever since. Uchimura is renowned for the intensity of his concentration during practice. Surprisingly, however, for a world-class athlete, he is known to be pretty relaxed and has a normal life outside of the gym. He's been married since 2012, and he and his wife had their first child in 2013.

Singer, songwriter, and actress Lila Downs, whose mother was from Mexico and whose father was from the United States, grew up in both countries. She had learned to sing as a child and had performed with traditional mariachi bands before she had any formal training. She attended the Institute of Arts in Oaxaca and studied classical voice at the University of Minnesota. During the time Downs was living in the United States, she became more and more interested in the diverse cultural heritage of Mexico. To help support pride in those cultures,

Downs learned and incorporated a variety of indigenous Mexican languages into her songs. One of Downs's other passions is social justice, and the lyrics of some of her songs focus on the stories of workers who migrated from rural Mexico to the U.S. Downs has won many prizes, including a Grammy and a Latin Grammy. She and her husband had been trying for many years to have a baby, and in 2010, they adopted a son. The family travels together on Downs's international singing tours.



DISCUSSION Is it necessary to have formal training to be an elite athlete or a world-class singer? Support your opinion with reasons and examples.

GRAMMAR BOOSTER p. 128

Describing past actions and events: review



GRAMMAR SIMULTANEOUS AND SEQUENTIAL PAST ACTIONS: REVIEW AND EXPANSION

Review: completed past actions: the simple past tense and the past perfect 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).

When Uchimura entered the stadium, the gymnastics event began. (= simultaneous completed actions)

completed past actions.

Remember: The present

perfect can also describe

Uchimura has competed in world-class events year after year.

Downs studied voice in the U.S. in the years before she moved back to Mexico. (= sequential completed actions)

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

Before Uchimura competed in the 2012 Olympics, he had won several world championships.

Review: simultaneous actions in progress: the past continuous 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.

Lila Downs was already singing while I was looking for my seat.

Remember: To describe an action that was completed during an action in progress, use the simple past tense.

Lila met her future husband, Paul, when [or while] she was working in Oaxaca.

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

The past perfect continuous can be used to focus on the fact that 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. Describe the completed action with the simple past tense.

By the time Downs moved to the United States with her parents, she had been performing with mariachis for several years. How long had Uchimura been training before he was asked to join the Japan National Team?

DIGITAL	
MORE EXERCISES	

▶ 1.05 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.

- **GRAMMAR PRACTICE** Complete the statements with the past perfect or past perfect continuous.
 - 1 My brother (had already won / had already been winning) the swim meet when the diving competition began.
 - 2 The house was completely dark when I got home because the family (had gone / had been going) to bed.
 - 3 The audience (had stood / had been standing) in line for hours to buy tickets when they canceled the concert.
 - 4 The women's tennis team (had practiced / had been practicing) on a grass court four times before today's event started.
 - 5 My friend (had already seen / had already been seeing) Lila Downs in concert, so we decided not to go.

NOW YOU CAN

Ask about someone's background

FRAME YOUR IDEAS Complete the questionnaire about your background.

Where were you born?	How long have you been living at your current address?
Where had you been living before you moved to you	ur current address?
If you are married, when did you get married?	Where were you living then?
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	d you describe each one?
1	
2	
3	

DIGITAL B

DISCUSSION ACTIVATOR Get to know a classmate's background. Use the questionnaire 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 events in the past. Say as much as you can.

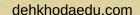
Where were you living when you got married?

OPTIONAL WRITING Write a one-page biography of your partner, using the information from your Discussion Activator. Put the biographies together in a notebook or post them on a class blog. Include pictures of the classmates.





Lisa has been living in Templeton Towers since February. Before that, she had been living with her family in Easton. She got married in January...





DIGITAL A PING VOCABULARY COLLOCATIONS FOR CAREER AND STUDY PLANS Read and listen. Then listen again and repeat.

decide on a course of study or a career

lonathan decided on a career as a veterinarian because he's interested in medicine and loves animals.

take up something you're interested in

Lida is so impressed by the latest animated films that she's decided to take up computer graphics.

apply for a job or a position in a company

Gary is interested in environmental conservation, so he's applied for a job at the Wildlife Center.

apply to a school or program of study

I hope it's not too late to apply to dental school. I don't want to wait another year.

sign up for a course or an activity

Nora needs math for engineering school, but she hasn't used it since secondary school, so she's signed up for a refresher course.

I started out in art, but I'm switching to graphic design.

switch to a new course of study or a career

Magdalena started out in cultural anthropology but soon switched to medicine.

be accepted to / into / by a school or a program

Only two students from our class were accepted to medical school this year.

be rejected by a school or a program

Iris couldn't believe she had been rejected by the Wright College of Music, but luckily she was accepted elsewhere.

enroll in a school or program

Matt has been accepted into flight school, but he won't enroll in the program until next year.

- LISTEN TO ACTIVATE VOCABULARY Listen to the conversations. Then listen again. After each conversation, complete the statement with the Vocabulary. Use each collocation only once.
 - 1 She has engineering school.
 - 2 She has a career in music.
 - 3 He has meditation.
- 4 She has two graduate programs.
- 5 He has teaching math.
- 6 She has a position in a medical lab.
- **VOCABULARY PRACTICE** Complete each person's statement, using the Vocabulary. There may be more than one way to answer correctly.



ve just graduate school!



I've been an English teacher all my life. but I've decided to

It may take me years, but

my lifelong dream has been to be an architect. I'm going to architecture

school this year.



I retired a few years ago, but I'm bored, so I've just law school. My kids think I'm crazy.



When I finish school I want to be a conductor, so I've the music program at my university.



teaching French!

I've just had a baby, but I'm an evening program at the college. I want to study graphic design.



I want to ride a motorcycle, but my mom and dad won't even let me lessons!



I'm really a nervous person, but I've yoga and it really helps calm me down.



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 into a top-notch business school.

Have you looked at the program requirements lately? They've changed.

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

We've been filling out a lot of applications recently.

However, 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 considered applying to graduate school? I never have. I still haven't signed up for lifeguard training.

Be careful!

Use the simple past tense, not the present perfect, to talk about actions completed at a specific time in the

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

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

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-knowing him for a year.

GRAMMAR BOOSTER D. 128

Stative verbs: non-action and action meanings





GRAMMAR PRACTICE Circle the correct verb phrase to complete each statement.

- 1 In 2016, I (have enrolled in / enrolled in) the computer graphics program.
- 2 I still (haven't been receiving / haven't received) an acceptance letter.
- 3 No one (saw / has seen) Mike lately.

- 4 We (haven't been signing up / haven't signed up) for the professional development course yet.
- 5 The class (has started / started) at 9:00 sharp.
- 6 Lately, she's (been getting / got) ready to apply for that new position.
- **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, and appropriate adverbs.

PRONUNCIATION BOOSTER

p. 143

Sentence stress and intonation: review

NOW YOU CAN

Discuss career and study plans



- A: So, Vanessa, have you decided on a career yet?
- B: Thanks for asking. Actually, I've been thinking of taking up social work.
- A: Social work. That's interesting. Correct me if I'm wrong, but weren't you a biology major?
- B: Yes, that's right. But I've given it some thought and decided science just isn't for me.
- A: So how can I help?
- **B**: Well, I'd like to enroll in a good graduate program. I was hoping you could steer me in the right direction.
- A: As a matter of fact we have a great program right here. I'd be more than happy to write you a recommendation.
- B: That's super! I really appreciate it.
- B P 1:09 RHYTHM AND INTONATION Listen again and repeat. Then practice the conversation with a partner.



VIDEO CONVERSATION ACTIVATOR Create a similar conversation, using the questions you wrote in Exercise F. Start like this: So, have you decided on ... Be sure to change roles and then partners. dehkhodaedu.com

DON'T STOP!

- Discuss your background and interests.
- · Say as much as you can.



WRITING SKILL Study the rules.

The purpose of a cover letter is to acquaint an employer with you and to express interest in a position. 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. The letter can be sent in traditional paper form by mail, or as an e-mail.

Traditional paper form

Follow the style used for other formal letters. 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. Include your résumé on a separate sheet of paper in the same envelope.

E-mail form

Use formal e-mail style, addressing the recipient with his or her title and last name followed by a colon. Make paragraphs easy to read by separating them with a blank line space. Do not attach your cover letter to your e-mail. Make the e-mail the actual cover letter so the recipient can see the information upon opening the e-mail. Attach your résumé to your e-mail.

Here are some suggestions:

- · Tell the employer why you are writing (in response to an ad, as a general expression of interest in working at that company or institution, etc.).
- Say why you think you would be a good candidate for the (or a) position; 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 95 River Road your address Newtown, FL 32791 +1 555 887 7930 celina.ingram@blue.net October 2, 2018 date Mr. Ian Howe **Human Resources** recipient's Clermont Greeting Cards address 7200 Bay Blvd Seattle, WA 32555

- salutation Dear Mr. Howe,

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.

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 e-mail address above. As I will be moving to Seattle in two weeks, please contact me at my e-mail address after October 15.

I look forward to hearing from you.

Cordially, complimentary close Celina Ingram Celina Ingram typewritten name attachment indicates another document included in the same envelope

PRACTICE Read the e-mail cover letter. On a separate sheet of paper, rewrite it, correcting errors in style and formality.

Subject:

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 resume is attached so you can see my qualifications. If you are interested in discussing the job, please e-mail me at the address above to set up an interview. -Jon

APPLY THE WRITING SKILL On a separate sheet of paper, write a formal 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?

A 1:15 Listen to the conversations. Then read the questions in the chart and listen again. Complete the chart after each conversation.

Wh	at is his or her dream in life?	ls he or she con achieving his or	
1		☐ yes	no no
2		☐ yes	no no
3		yes	no no
4		yes	no no

В	Co	omplete the statements with the correct prepositions.
	1	She has always wanted to take the piano and has enrolled a program that teaches the basics of music to adults.
	2	Anyone applying a job in the newspaper business should have training journalism.
	3	He has decided
	4	Her experience the diplomatic service and her degree international relations make her an excellent candidate for a position at the U.N.
	5	After being rejected two accounting firms for a summer internship, he decided to switch a different



- 6 Before she applied law school, she signed up speed reading.
- Match each word or phrase with its definition. Then, on a separate sheet of paper, use each one in a statement about your own plans and goals.
 - 1 achievable a capable of being reached

major at his university.

- and the support of sound reaction
- 2 ambitious b decide what one wants to do and work towards it
- 3 work towards a goal c divide necessary work between two or more people so neither one has to do it all
- 4 put off d postpone
- 5 unrealistic e requiring a lot of work
- 6 share responsibilities f unreasonably hard and thus unlikely to be achieved
- Complete each information question, using the past perfect continuous.
 - 1 (how long / you / work on) that project before you changed jobs?
 - 2 (where / they / study) before they moved to Europe?
 - 3 (which program / she / apply for) when she decided to change majors?
 - 4 (what professor / you / study with) when they closed the university?

TEST-TAKING SKILLS BOOSTER p. 151



UNIT

Character and Responsibility

or school?

borrowed?

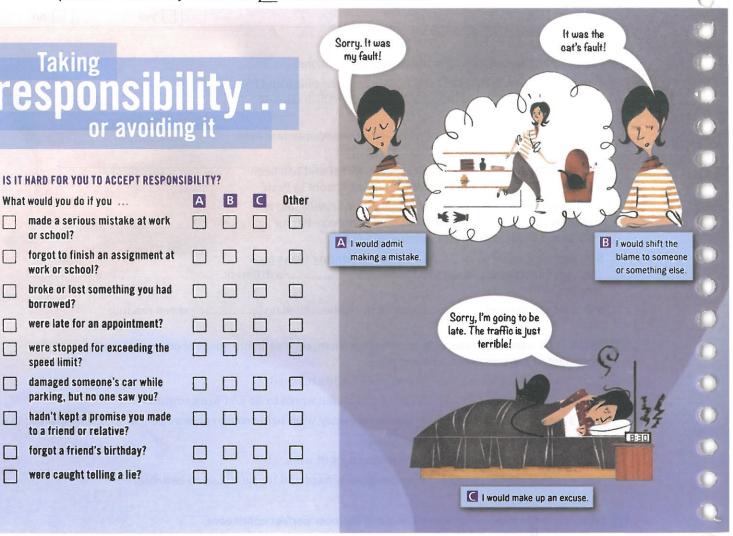
speed limit?

work or school?

FRAME YOUR IDEAS Look at the pictures. Then answer the questions in the survey. Check what you would do in each situation.

COMMUNICATION GOALS

- 1 Describe the consequences of lying
- 2 Express regret and take responsibility
- 3 Explore where values come from
- 4 Discuss how best to help others



- **▶** 1:16 **VOCABULARY** TAKING OR AVOIDING RESPONSIBILITY Listen and repeat.
 - · admit making a mistake
 - · make up an excuse
 - · shift the blame
 - · keep a promise
 - tell a lie / tell the truth

- PAIR WORK Compare and explain your responses to the survey.
- DISCUSSION Are there ever good reasons not to be truthful? Is it ever a better idea to make up an excuse or shift the blame to someone else? Explain your answers and give examples.

ENGLISH FOR TODAY'S WORLD

Understand a variety accents.Jason = American English (regional)
Dad = American English (regional)

E SPOTLIGHT Read and listen to a conversation between a father and his teenage son. Notice the **spotlighted** language.

Jason: Dad ... I think I messed up big time today.

Dad: What happened?

Jason: Well, you know how teachers always like to put up students' artwork on the walls? So Joey and I noticed this really weird drawing of a horse.

Dad: So what? You didn't like it. That's not a crime.

Jason: True. But that's not all.

Dad: Uh-oh.

Jason: See, Mr. Rogg had to step out for a bit. And Joey—you know how he's always fooling around—he starts **making fun of** the drawing, acting like he's the horse.

Dad: And I suppose the class loved that?

Jason: Totally. Everyone was cracking up. Anyway, I couldn't help myself.

I started joking around, too, and I guess we just kind of got carried away.

Dad: Don't tell me the kid who drew it was in that class!

Jason: No one realized it until she got up and ran out.

Dad: Wow. Her feelings must have really been hurt.

Jason: That's not the worst of it. She came back with Mr. I

Jason: That's not the worst of it. She came back with Mr. Rogg and she was crying, which made me feel awful. I could just kick myself! I wish I'd told Joey to cut it out.

Dad: Well, it's never too late to apologize. If I were you, I'd own up to what you did and tell her how bad you feel. Take responsibility for letting things get out of hand. Maybe later you could make it up to her by buying her lunch.

Jason: You're probably right.

Dad: And it wouldn't hurt to talk to Mr. Rogg afterward ... just so he knows you did the right thing.



G UNDERSTANDING IDIOMS AND EXPRESSIONS 2 Complete the statements.

- 1 "Making fun of something" means
- 2 "Couldn't help myself" means
- 3 "That's not the worst of it" means
- 4 "Cut it out" means
- 5 "Own up to something" means
- 6 "Make it up to someone" means

- a admit you did it and take responsibility for it.
- b "Stop doing that!"
- c do something nice for someone you have wronged.
- d joking about it in order to criticize it.
- e wasn't able to stop doing [something].
- f there's even more negative information.

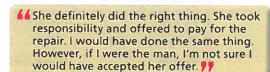
III DISCUSSION Discuss the questions.

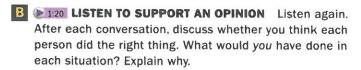
- 1 Whose responsibility was it to prevent what happened in the art class—Joey's, Jason's, Mr. Rogg's, or the girl's? Explain.
- 2 In what way could Joey, Jason, Mr. Rogg, or the girl have handled the situation differently?

SPEAKING PAIR WORK Tell a partner about a situation in which someone's feelings were accidentally hurt. How was the situation resolved? Use the Vocabulary from page 14 and expressions from Spotlight.

- Listen to the conversations. Then listen again and choose the expression that best describes each person's behavior. 1 She the damage.
 - a took responsibility for
 - 2 He the damage.
 - a took responsibility for
 - 3 He
 - a admitted making a mistake
 - 4 She
 - a admitted making a mistake
 - 5 She for being late. a took responsibility
 - **6** She for losing the scarf.
 - a took responsibility

- **b** avoided taking responsibility for
- b avoided taking responsibility for
- b shifted the blame to someone else
- b made up an excuse
- b made up an excuse
- **b** made up an excuse





GRAMMAR "COMMENT" CLAUSES

An adjective clause beginning with which can be used to modify-or comment onan independent clause.

He broke his sister's camera, which made him feel terrible. She blamed Paul for causing the accident, which was totally unfair. I had avoided taking responsibility, which was embarrassing, so I just

made up an excuse.

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

Be careful!

You cannot use that in place of which in a comment clause: She always borrows Bob's tablet, which really bugs him. NOT She always borrows Bob's tablet, that really bugs him.

> GRAMMAR BOOSTER p. 130 Reduced adjective clauses

GRAMMAR PRACTICE Write sentences that include comment clauses with which.

Example: Mark is going to replace my camera. (It's really thoughtful of him.) Mark is going to replace my camera, which is really thoughtful of him.

1 Lena insists on paying for the tickets I gave her. (It's just unnecessary.)

.....

- 2 Mona never returned the book I lent her. (It really bothers me.)
- 3 Apparently, replacing Nancy's ring would cost an arm and a leg. (It's just ridiculous.)
- 4 I offered to pay for dinner. (It was the right thing to do, in my opinion.)
- 5 Gerry crossed the street in the middle of the block. (It's against the law and dangerous.)

PRONUNCIATION BOOSTER

p. 144

Emphatic stress and pitch to express emotion

18

NOW YOU CAN Express regret and take responsibility

- ▲ 1.21 CONVERSATION SPOTLIGHT Read and listen. Notice the spotlighted conversation strategies.
 - A: Tim, you know that tablet you lent me? Well, I'm really sorry, but I have some bad news. I broke it.
 - B: Oh, no. How did that happen?
 - A: Well, I tripped and dropped it, which was completely my fault. I feel awful about it.
 - B: Are you sure it can't be fixed?
 - A: Pretty sure. I took it to the store, and they said it wouldn't be worth it. I'm going to get you a new one, if that's OK.
 - B: That's really not necessary I was just about to get a new one anyway.
 - A: No, I insist. It's no problem. And please accept my apology.

▶ 1:23 Ways to express regret I feel awful (about it). I feel (just) terrible. I'm so sorry.



- ▶1:22 RHYTHM AND INTONATION Listen again and repeat. Then practice the conversation with a partner.
- NOTEPADDING Choose two situations from the survey on page 14 that have actually happened in your life. Make notes about what happened and what you said and did. Use "comment" clauses when possible.

I forgot a friend's birthday, which was embarrassing.

Situation 1:	Situation 2:
What I said:	What I said:
What I did:	What I did:
	AU EXPERIENCE Complete the chart.





- **CONVERSATION ACTIVATOR** Create a conversation similar to the one in Exercise A. Start like this: I'm afraid I have some bad news ... Be sure to change roles and then partners.
- DISCUSSION Choose one of the situations you wrote about on your notepad. Tell your classmates about what happened and details about what you said and did. Then say whether or not you're satisfied with the outcome and why.

RECYCLE THIS LANGUAGE

- · messed up big time
- · got carried away
- · let things get out of hand
- · admit making a mistake
- · make up an excuse
- · tell the truth
- · shift the blame to someone else
- · take responsibility
- · avoid taking responsibility
- · So what?
- · That's not the worst of it.

DON'T STOP!

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





125 VOCABULARY PHILANTHROPIC WORK Read and listen. Then listen again and repeat.

do nor /'doun / n. a person or organization that gives money for a specific cause or charity ALSO do-na-tion n. A number of donors have chosen to make their contributions privately. They prefer not to have their names associated with their donations.

phi•lan•thro•pist /fi¹lænθrəpist/ n. a wealthy person who donates a significant amount of his or her money, time, and / or reputation to charitable causes ALSO phi-lan-thro-py n., phi-lan-thro-pic adj. A number of celebrities have gotten deeply involved in philanthropy. As philanthropists, they have become almost as famous for their philanthropic work as for their work as actors, singers, and athletes.

huemaneietareiean /hyu,mæneterien/ n. a person who is dedicated to improving people's living conditions and treatment by others ALSO huemaneietareiean adj., huemaneietareieaneism n. Many celebrities choose to make humanitarianism an important part of their lives. In some cases, they discover that humanitarian work takes up even more of their time—that being a humanitarian can be a full-time job.

acetiveist / aktavist/ n. a person who works hard for social or political change, often as a member of a social or political organization ALSO acetiveism n. His activism has often gotten him into trouble. As a political activist, he comes into conflict with those who do not share his views.

ACTIVATE THE VOCABULARY Read the biographies. Use the Vocabulary to write a sentence about each person and his or her work.

Graça Machel



improve children's health.

Li Ka-shing

Hong Kong businessman Li Ka-shing is considered to be the wealthiest man in Asia. A number of universities have benefited from the numerous multimillion dollar contributions from his Li Ka-shing Foundation.

mproving literact

Helen Caldicott

In an effort to protect the environment for the future, Australian physician Helen Caldicott has worked for decades to oppose the use and spread of nuclear weapons and the use of nuclear power.

LISTENING WARM-UP When someone achieves wealth and fame, do you think it's that person's responsibility to donate time and money to help others? Explain your point of view.

dehkhodaedu.com





STRATEGIES D 1:26 LISTEN FOR MAIN IDEAS Listen to Part 1 of a report on celebrity philanthropic work. Choose the best title for it.

- 1 Many celebrities try to change the world.
- 2 Two celebrities try to make a difference.
- **3** Jolie and Bono are highly successful in their chosen careers.
- 4 Philanthropic work teaches celebrities new skills.



protecting the environment

helping refugees



22

0	The state of the s	blie's activities and B for Bon	ohilanthropic activities. Listen to Part 1	
	1 donates money		4 gets world leaders to work togeth	her.
	2 organizes even		5 works to improve medical care.	
((3 works to prote	ct wildlife.	6 works with the United Nations.	
(FIRM CONTENT Listen to Fight that are NOT mentioned.	Part 1 again. Cross out the reasons for	
	1 to develop new skill	s	5 to increase one's fame and wealth	
	2 to get attention from	n the media	6 to change how one is seen by others	
1	3 to satisfy a desire to	help end human suffering		
	4 to show gratitude for	or one's success		
	represents the speake 1 Celebrity philan 2 While the critici	r's point of view? Explain you thropists are only intereste sm may have some truth, Jo	Part 2. Which statement best or answer. d in their own fame and getting "photo ops." blie's and Bono's philanthropy has been mainly philanthropy deserves a lot of criticism.	positive.
	of celebrity philanthrop separate sheet of paper SUPPORT AN OPINION philanthropists? Explai	write at least five criticisms pists from the report on a		
	are aware of.			
(
C	in want (1900 to the resp)			
0	NOW YOU CAN Disc	uss how best to help other	·s	
0	attention? Write them	on the notepad and write or	n the photos on page 22 do you think most urge ne activity that would help for each one.	ntly need
	1.	2.	3.	
0	The base of	2 .	5.	
0				
0		pis non	cado yor daniwal yazal opilopilope apallos e el Alicinadi tangga alicinado policinado trata	100
0	DISCUSSION Discuss one of the problems or	the best activities for solving your notepad.	I feel strongly about helping children it's crucial to provide good schools a	n, so I think and 77
0	OPTIONAL WRITING and money to help others?		ple have a responsibility to donate fame ohs, supporting your point of view.	

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 person who borrowed my camera yesterday just told me she had broken it.

She replaced the camera lens that she had broken the day before.

The friend whose phone I lost insisted I didn't need to replace it.

The hotel in the town where we stayed last weekend offered to give us a refund.

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 commas before and after, except at the end of a sentence, when the adjective clause ends with a period.

Lara, who works in my office, told me she broke the camera that she had borrowed.

The Aimes Hotel, where we always get a room in July, offered to give us a refund.

She replaced the tablet, which made her very happy. My laptop, which was always crashing when I really needed it, finally died.

Be careful!

Use punctuation that supports your intended meaning.

The laptop which I bought last week is great. (Differentiates this laptop from others: essential)

The laptop, which I bought last week, is great. (An additional comment about the laptop: not essential)

- **B PRACTICE** Read the college application essay, in which the writer describes a life lesson. Correct punctuation errors with adjective clauses. Add three commas and delete three.
- PRACTICE Decide if the adjective clause provides essential or additional information. Write a checkmark if the punctuation is correct. Make corrections if it is a non-restrictive clause.
 - ☐ 1 His grandparents are the ones who taught him the most about right and wrong.
 - ☐ 2 My cousin who was always truthful about everything told my aunt she was wrong.
 - □ 3 I told a lie that I have regretted for more than ten years.
 - ☐ 4 Her favorite vase which her mother had given her had been broken.
 - □ 5 We found out that Megan was going to join us which was great.

Provide details by including at least three adjective clauses to add

D APPLY THE WRITING SKILL On a separate sheet of paper, write a college application essay in which you describe an experience that taught you a life lesson or that shaped your values.

essential and additional information.

What I Learned from My First Job

While working at my first job which was at a clothing store, I had a co-worker who got me into a lot of trouble. When the manager counted the money in the cash register, it had come up short. The co-worker had taken some of the money, so she shifted the blame to me. I insisted that I wasn't responsible, but the manager who didn't know me fired me immediately.

Ten years later, I got a phone call, that really surprised me. It was from the woman, who had blamed me for 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 an important lesson. Sometimes when people tell a lie, they hurt themselves more than the other person. While I had completely forgotten about the incident, it was my former co-worker, who felt badly about it for all those years.

-	F-	~	ш	•	1

- Did I include at least three adjective clauses?
- ☐ Did I distinguish between essential and additional information?
- Did I use commas correctly in non-restrictive adjective clauses?

On a separate sheet of paper, complete each statement with your own comment clause, using which.

Example: Some celebrity philanthropists only care about publicity, which I think is a shame

- 1 Angelina Jolie has received many awards for her philanthropic work....
- 2 Most people tell lies to avoid hurting people's feelings....

3 My brother took responsibility for his mistake....

4 I made up an excuse for being late to work....

who

which that

whom where

when



Web Project: Celebrity Philanthropists www.english.com/summit3e

take responsibility

Fears, Hardships, and Heroism

FRAME YOUR IDEAS Take the self-test. Total your responses.

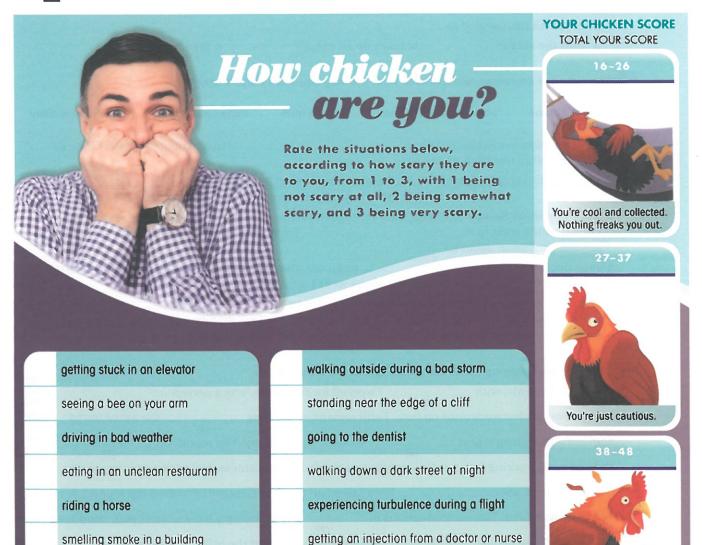
COMMUNICATION GOALS

- 1 Express frustration, empathy, and encouragement
- 2 Describe how fear affects you physically

You're a total chicken! You're probably afraid of

your own shadow.

- Discuss overcoming handicaps and hardships
- Examine the nature of heroism



seeing a snake in your garden

being in a place undergoing an epidemic

- **B** PAIR WORK Compare self-tests with a partner. Are you both afraid of the same things? Which of you is more chicken?
- 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?

smelling smoke in a building

taking a roller-coaster ride

being a passenger in a speeding car

Understand a variety of accents.

Luiz = Portuguese

Michel = French

D EXECUTE SPOTLIGHT Read and listen to two friends discuss a problem. Notice the **spotlighted** language.

Luiz: Hey, Michel. Anything wrong? You look like you've lost your best friend.

Michel: No. Nothing like that. I'm just in hot water with Emilie.

Luiz: Emilie? But the two of you were so lovey-dovey when I saw you at the restaurant on Sunday. What's up?

Michel: Well, Sunday was her birthday, and we'd been planning to get engaged on her birthday, but I guess I got cold feet. I just don't think I'm ready to make that kind of commitment yet. In any case, she's really upset. She feels like I pulled the rug out from under her.

Luiz: Well, I can imagine that must have been really disappointing for her. Don't you feel like you're in love anymore? Or is there someone else?

Michel: No. Definitely not. I love her with all my heart, but no matter how much I tell myself she's the only one for me, I just can't take the plunge. I don't know what's wrong with me. Maybe it's some kind of psychological problem.

Luiz: I wouldn't jump to that conclusion. Marriage is a big deal, Michel. And it's forever. Most people find that scary.

Michel: I think that's what freaks me out about it. Every time I think of proposing, I panic. I feel so guilty that I don't even want to see her right now.

Luiz: Well, it's not the end of the world. Sounds like you just have a minor case of the jitters.

Michel: You think so?

Luiz: Mark my words. She'll wait for you. Just chill for a while until you're ready, OK?

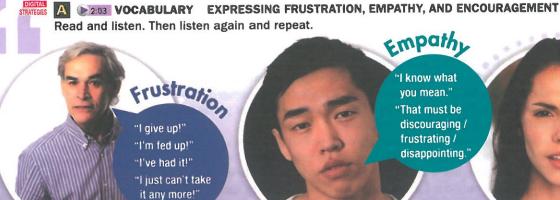


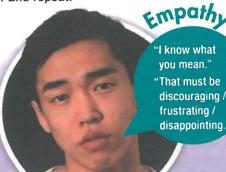
UNDERSTAND IDIOMS AND EXPRESSIONS Choose the best way to complete each statement.

- 1 If you're "in hot water," you're
 - a in trouble
- **b** excited
- 2 When you "get cold feet," you
 - a decide to do something as you had planned
 - b decide not to do something as you had planned
- **3** If Emilie feels like Michel "pulled the rug out from under her," she feels that
 - a he didn't do what he had promised
 - **b** he was disappointed with her
- **4** If you do something "with all your heart," you do it
 - a unwillingly
- b with 100% commitment
- 5 When Michel said "I just can't take the plunge," he meant he
 - a couldn't go through with proposing
 - b didn't want to marry her
- **6** When Luiz says "I wouldn't jump to that conclusion," he's suggesting that Michel's reasoning is probably
 - a right
- **b** not right

- 7 Something that's "a big deal" is
 - a full of advantages
- b of great importance
- 8 If something "freaks you out," it
 - a scares you
- **b** excites you
- 9 If something "isn't the end of the world," it's
 - a not a big deal
- **b** not good
- 10 When Luiz says "Sounds like you just have a minor case of the jitters," he means
 - a Michel is just nervous
 - **b** Michel should take his doubt seriously
- 11 When you say "Mark my words," you want someone to
 - a remember your prediction later
 - **b** wait for you later
- **12** When Luiz tells Michel to "just chill," he's suggesting that Michel
 - a do something right away
 - **b** wait

SPEAKING SUMMARIZE AND PERSONALIZE First, summarize Michel's problem and say what you would do in his situation. Speculate about what will happen next. Then, discuss what scares you more: fears of physical harm such as the ones in the self-test, or emotional fears such as the ones Michel is experiencing. Explain your reasons, using examples from your life.





"I know what you mean." "That must be discouraging / frustrating / disappointing.



▶2:04 LISTEN TO PREDICT Listen to the conversations. Then choose what the other person will probably say next.

- 1 a That must be frustrating.
- 2 a I give up!
- 3 a I've had it!
- 4 a I'm really fed up!
- 5 a Hang in there.

- **b** I just can't take it anymore.
- b I know what you mean.
- **b** Well, don't give up.
- b Don't let it get you down.
- b I just can't take it any more!

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, can make something change). Use a comma before or after clauses with no matter.

No matter how careful I am, I always forget something!

No matter what they said, he didn't believe them.

No matter what time we check in, we always have to wait for a room.

No one answers, no matter when we call.

They can't understand her, no matter how slowly she speaks.

GRAMMAR BOOSTER p. 131

Embedded questions: review and common errors

Be careful!

Use normal, not inverted, word order in the noun clause and don't use an auxiliary verb.

No matter who you ask, no one can give you directions. NOT No matter who do you ask, ...

MORE EXERCISES	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 I encourage my sister, she won't take a plane anywhere. No matter how much I encourage my sister, she won't take a plane anywhere.
		2 Eric couldn't find his folder, no matter how hard did he look.
		3 No matter how late Phil stays up, he still gets up for his exercise class.
		4 They were unable to find a gas station, no matter how many people did they ask.
		5 No matter how many cups of coffee I drink, I sleep like a baby.
		6 No matter when do I go to bed, I always get up tired.

E	PAIR WORK Co	omplete the conversations with your or	wn ideas, using the Vocabulary from
		ead your conversations with a partner.	
	1 A:	! No matter how lit	ttle I eat,
	B:		
	2 A:	! No matter what I	tell my supervisor at work,
	B:		
	3 A:	! I can't find my ke	ys,
	B:		
	4 A:	! Mary is always la	te,
	B:		
			PRONUNCIATION BOOSTER p. 145
			Vowel reduction to /ə/
M	OW YOU CAN	F	
N	UW TOU CAN	Express frustration, empathy, and	encouragement
			The second secon
A	the second secon	SATION SPOTLIGHT Read and	
	listen. Notice the	e spotlighted conversation strategies.	
		ou look upset. Is something	111111111111111111111111111111111111111
	wrong?	e been having a bit of trouble	
	at work.	been having a bit of trouble	
	A: I'm sorry to	hear that. What's going on?	
		ally, no matter how well I do	
		my boss never gives me credit.	
	A: That must be B: It is I'm feel	ing really fed up.	
		erstand. Hang in there ,	C. A. S.
	though, OK?		6.0 6
		he encouragement!	The state of the s
	I appreciate	it.	
	A: Anytime.		
В	≥ 2:06 RHYTHM	AND INTONATION Listen again	
		n practice the conversation with	
	a partner.		with a relationship: with my boyfriend. No matter how
			many times I ask him, he won't be friendly to my friends.
C		Write statements on the	
	notepad describ	ing problems. Use <u>no matter</u> .	at home:
DIGITAL VIDEO	CONVERSATION	N ACTIVATOR Create a	- A souls
		nilar to the one in Exercise A.	at work:
SPEAKING BOOSTER		ou look upset. Is something	at schools
		of the problems from your	at school:
		e to change roles and then	with money:
	partners.		with money.

DON'T STOP!

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

RECYCLE THIS LANGUAGE

- · No way!
- · Don't freak out.
- · Just chill.
- · It's not the end of the world.
- · Wish me luck!
- · Mark my words.

with a relationship:

with my health:

▲ ▶ 2:07 GRAMMAR SPOTLIGHT Read how fear affects people physically. Notice the spotlighted grammar.

> Having to speak English on the phone! I know it's crazy because I speak pretty well. But there's just something about it that makes me panic. It's so bad that when I know I have to make a call in English, I get such awful butterflies in my stomach that I think I'm going to get sick. Silly, I know, but true. But actually, once I start talking the butterflies go away.

> > Isil Farat, 24 Izmir, Turkey

Q: What happens to you when you get really scared? What situations usually cause this reaction?

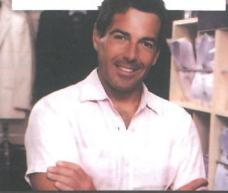
The worst thing for me is that I get sweaty palms and my hands shake. The first time I met my fiancée's parents, we were at a nice restaurant and my hands were shaking so badly that I avoided even picking up my glass. I was afraid they would think I had some kind of disease. I wish I could control this, but I can't. It's so embarrassing!

Kenji Yaegashi, 28 Nagoya, Japan



that it feels like my heart's going to jump right out of my chest. And when things are really bad, I can actually lose my voice. Fortunately, this only happens when I'm really panicked, like the time I was on a flight and the landing gear got stuck. I tried to pretend I was cool and collected, but the truth is I was terrified.

I get such terrible palpitations



Jorge Pardo, 32 Cuenca, Ecuador

B RELATE TO PERSONAL EXPERIENCE Which situation described in the Grammar Spotlight do you identify with most? Explain, providing examples from your own life.

GRAMMAR USING SO ... (THAT) OR SUCH ... (THAT) TO EXPLAIN RESULTS Use so to intensify an adjective or an adverb to explain the result of an extreme situation. That is optional. Don't use a comma.

extreme situation result

(that) I was afraid to get on the plane. It was so stormy

She left so quickly (that) she forgot her umbrella.

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

I was wearing such uncomfortable shoes (that) I could hardly walk.

I made such salty soup (that) no one could eat it.

She had such a bad accident (that) she never drove again.

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

There will be so many people there (that) we won't be able to find each other. There was so much lightning (that) all the passengers on the plane were terrified.

We ate so few meals out last month (that) we saved a lot of money.

There's so little ice on the road (that) I think it's safe to drive.

GRAMMAR BOOSTER p. 132

Count and non-count nouns:

- · Non-count nouns made countable
- · Nouns used in countable and uncountable sense

Be careful!

Always use a or an with a singular count noun following such.

She had such a bad accident that she never drove again. NOT She had so bad accident that she never drove again.

Remember: Use many and few with count nouns. Use much and little with non-count nouns.

He had so many tickets that he lost his driver's license. NOT He had so much tickets that he lost his driver's license.

30



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

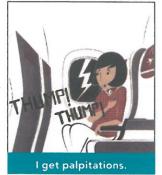
The fire was so terrible that the building was totally destroyed.

- 1 The fire was terrible. The building was totally destroyed.
- 2 There are usually many accidents. We don't travel on holiday weekends.
- 3 The games end late. We prefer to watch them on TV.
- 4 The insects are awful after dark. Most people prefer to stay inside in the evening.
- 5 Traffic in this region has become a bad problem. Lots of people are taking public transportation.
- 6 It was a stormy day. We postponed our picnic.
- GRAMMAR PRACTICE Complete each statement with much, little, many, or few.
 - 1 They cancelled so flights that we won't be able to get there tonight.
 - 2 There's always so trouble when the weather is bad that we don't travel in winter.
 - 3 So people ate at that restaurant that they had to close it.
 - 4 There were so seats left on the train that my friends and I couldn't sit together.
 - 5 There was so time to get to the shelter that we just stayed in our basement.

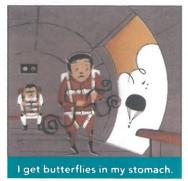


DIGITAL FOR SOME VOCABULARY PHYSICAL EFFECTS OF FEAR Read and listen. Then listen again and repeat.









G ACTIVATE THE VOCABULARY Find and underline the Vocabulary and other physical effects of fear in the Grammar Spotlight. Paraphrase the situation that caused the physical effect for each of the three people, using the Vocabulary in your description.

44 Jorge Pardo was so scared that he got palpitations and he lost his voice. "

NOW YOU CAN Describe how fear affects you physically

NOTEPADDING 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 page 30.



DISCUSSION ACTIVATOR Discuss the situations on your notepads. Tell each other your stories, asking for more information and details. Idea: Tell the class about what happened to your partner. Say as much as you can.

RECYCLE THIS LANGUAGE

- No matter ...
- Did you freak out?
- It wasn't the end of the world.

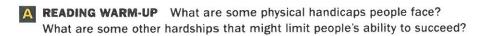
OPTIONAL WRITING Write your partner's story. Use sequencing expressions (first, next, after that, etc.) to clarify the order of events in his or her story.

What I was afraid of:

How it affected me physically:

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

What finally happened?





DIGITAL B > 2.09 READING Read about Marlee Matlin. If you had to choose one adjective to describe her, what would it be?

THE COURAGE TO BE

SHEIS

Marlee Matlin, the only deaf performer ever to win the Oscar for Best Actress in a Leading Role, is also known worldwide as a stage and TV actor, an author, and as a spokesperson for people with hearing disabilities. Through her work and her books she has devoted her life to encouraging children and adults with hearing loss to live normal lives with normal expectations.

Born with normal hearing, Marlee suffered permanent hearing loss at 18 months from an illness with a high fever. As she approached school age, her parents were advised to send her to a specialized boarding school far from home. However, her parents felt that Marlee would be deprived of the parental contact and love essential to normal development if she didn't live at home. So instead, they put her in a public mainstream school that had both hearing and deaf students, which built her confidence to participate in activities with hearing students. At school, Marlee learned sign language, though she was encouraged to use her voice, too.

Throughout her childhood, Marlee's parents did everything they could to give her the same life she would have had if she had had normal hearing. Her family even helped Marlee develop a sense of humor about herself so she wouldn't be ashamed of her handicap. When others wondered about the strange way she pronounced some words (because she had learned to say them without ever having heard them), her brother would say she had an accent because she was from a foreign country, which made both of them laugh.

At seven, her parents enrolled her in a summer camp with both hearing and deaf children, and there she learned to use her hands to "sign" the lyrics of songs as the other children sang. Her campmates loved this, and their applause gave Marlee her first taste of the joy of performing.

To encourage her, when Marlee returned home from camp, her mother enrolled her in an afterschool children's theater program (now called the International Center on Deafness and the Arts, or ICODA), where children prepared some performances in sign language and others in spoken English.

Matlin continued performing when she was in college. At one performance, the popular TV actor Henry Winkler was in the audience. Matlin approached him and said she wanted to be a famous actor like him. Winkler, who suffers from dyslexia (a reading disorder that causes difficulty in reading despite normal intelligence), empathized with Matlin and encouraged her, telling her she could be anything she wanted and not to let anything stand in her way. Winkler became a longtime mentor and friend to Matlin, helping her as she pursued her acting career.

Matlin's life hasn't been without controversy or criticism. When presenting an Oscar, she spoke the nominees' names instead of signing them, causing some deaf people to complain she was suggesting they should speak instead of signing. To comfort Matlin, African-American actor Whoopi Goldberg told her that once she had worn blue contact lenses just for fun and was criticized for trying to "appear white." Goldberg told Matlin not to worry about what others say and just be herself.

Matlin has never let her handicap stand in her way and has continued to surpass the expectations the public has of people who can't hear. When she competed in TV's Dancing with the Stars, people were incredulous: How could she dance if she couldn't hear the music?

The key to Matlin's success may, in part, lie in the support and help others have given her-support that has enabled Matlin to be who she is, no matter what others may believe or say.



- UNDERSTAND MEANING FROM CONTEXT Match the words and phrases from the article with these definitions. Then, with a partner, write sentences using the terms.
 - 1 a person who represents and speaks for a group of people
 - 2 a system of communication using hand gestures
 - 3 a physical or mental disability or a condition that can limit a person's ability to function normally
 - 4 an advisor from whom someone receives support and encouragement
 - 5 strong differences of opinion, especially between groups of people

mentor spokesperson handicap conflicts sign language

SUMMARIZE In the chart, summarize how these people and institutions contributed to Matlin's development and success. Then compare summaries with your classmates.

	Ways in which they helped Matlin
Her parents	
Her school	
Her brother	
Her summer camp	
Henry Winkler	
Whoopi Goldberg	

DISCUSSION Discuss the following questions.

DISCUSSION Compare information. What

similarities do the people share? Explain.

SPEAKING BOOSTER

- 1 How do you think a person can learn to speak without ever hearing others speak?
- 2 In your opinion, what are some general factors that contribute to the success of people who have handicaps or other problems that could limit their success in life?

NOW YOU CAN Discuss overcoming handicaps and hardships IDEAS: Some types of hardships A FRAME YOUR IDEAS Choose a historical figure, a fictional · a physical or mental handicap character, or someone you know who overcame or has overcome · racial, ethnic, or sexual discrimination a handicap or other hardship. Write discussion notes. a natural disaster · political instability or war Name: · poverty, lack of education or family support Summary of handicap or hardship: Factors that helped him or her overcome it: Achievements:

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She has overcome her handicap by playing

tennis in a wheelchair.

12:10 LISTENING WARM-UP WORD STUDY USING PARTS OF SPEECH Study the forms of these words related to bravery and heroism, according to the part of speech. (Check meaning of any unfamiliar words in a dictionary.) Read and listen. Then listen again and repeat.

adjective	adverb	noun
brave	bravely	bravery
confident	confidently	confidence
courageous fearless	courageously	courage
	fearlessly	fearlessness
heroic	heroically	heroism
willing	willingly	willingness

▶2:11 LISTEN TO ACTIVATE PARTS OF

SPEECH Listen to a TV news magazine story. Use a word from the Word Study chart in the correct part of speech to complete each statement. Some items have more than one possible answer.

- 1 Seol's decision to go back to the plane wreckage was extremely
- 2 Although aware that the airplane could explode at any moment, Seol returned to the plane again and again to rescue wounded passengers.
- 3 Seol's to risk his life to save others was extraordinary.
- 4 The story suggests that anyone, even an apparently ordinary person, is capable of acts.
- 5 Most people don't have the to act in the way Seol Ik Soo did.



■ 2:12 LISTEN FOR DETAILS Listen to the story again. Complete each statement.

- 1 Seol carried passengers out of the plane.
 - a three

b more than three

- 2 During the rescue, Seol felt as if the passengers were very
 - a heavy

b light

- 3 Seol used a to make bandages.

b shirt

- 4 he took passengers out of the plane, he realized that there was blood on his face.
 - a Before

b After

- 5 Before the crash, thought of Seol as a hero.
 - a no one had ever

b everyone had always



موسسه زبان دهخدا dehkhodaedu.com D ▶ 2:13 LISTEN TO RETELL A STORY Listen to the story again. Retell the story in writing, including the important details and using at least three of the words from the Word Study chart. Exchange stories with a partner and suggest details your partner may have left out.

NOW YOU CAN Examine the nature of heroism

A NOTEPADDING Frame your ideas. With a partner, discuss and write your own description of the behavior that makes someone a hero. Use words from the Word Study chart and other phrases.

A hero is someone who ...

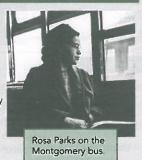
RECYCLE THIS LANGUAGE

- · hangs in there
- · doesn't give up
- · doesn't freak out
- · No matter what happens
- **B DISCUSSION** Read the three profiles. Which person's behavior comes closest to the description you wrote in Exercise A. Explain and discuss with a partner.

DAILY NEWS

ROSA PARKS

In 1955, Rosa Parks got on a city bus in Montgomery, a city in the southern U.S., and sat down in a seat near the front. In those days, buses in Montgomery were racially segregated, and the front 10 seats were permanently reserved for white passengers. The driver told her to move to the back, but Parks



refused. The driver then called the police, and she was arrested and taken to jail. Rosa Parks's act of defiance took great courage because of the brutality and injustice African Americans faced at that time in the South of the U.S. Her arrest became a rallying point, and the African-American community organized a bus boycott that lasted 381 days, during which no African American rode a city bus in Montgomery. Parks's action had a powerful economic impact on the bus company, which was forced to change its policy. Ultimately through the efforts of the community, racial segregation of public buses was made illegal.

Dr. Sheikh Umar Khan

In 2014, an Ebola epidemic raged in three African countries-Guinea, Liberia, and Sierra Leone. This frightening viral disease, for which there was no prevention or treatment, typically killed a devastating 60% to 90% of those infected. Dr. Sheikh Umar Khan, already hailed as a medical hero in his native Sierra Leone for having saved hundreds of lives during 10 years of battling Lassa fever, a disease similar to Ebola, rushed in to care for more than 100 Ebola patients.

Dr. Khan knew better than anyone else that the people at greatest risk were health care workers. In spite of taking precautions, Dr. Khan and three of the nurses who worked with him died of the virus within three days of each other.

a giant saltwater crocodile

Dr. Sheikh Umar Khan

Alicia Sorohan

On October 11, while camping in Queensland, Australia, Alicia Sorohan awoke to the sound of someone screaming. Rushing out of her tent, she came across her friend Mike Kerr in the mouth of a 4.2-meter saltwater crocodile. The 60-year-old grandmother immediately jumped on the back of the giant crocodile, which dropped Kerr and attacked her, biting her in the face and arm. When shot and killed by another member of the group, the crocodile had Sorohan's arm in its mouth and was dragging her into the water. Sorohan and Kerr both survived the incident though both had serious injuries. Family members of the victims, in shock after the horrible attack, said that Sorohan's speedy response had been astonishing. "She deserves an award of some kind," said Wayne Clancy, her son-in-law.

DEBATE From pages 34 and 35, choose the person you consider to be the most heroic. Meet with two or three other classmates, each of whom has chosen someone different. Have a debate about which of the persons is the most heroic. Decide among yourselves or among the other students in the class who won the dishibidaedu.com

UNIT

4

Getting Along with Others

COMMUNICATION GOALS

- 1 Discuss how to overcome shortcomings
- 2 Acknowledge inconsiderate behavior
- 3 Explain how you handle anger
- 4 Explore the qualities of friendship

PREVIEW

FRAME YOUR IDEAS Read about some common shortcomings. Rate each person according to the scale:

A = Sounds just like me!

B = Sounds a bit like me.

= Doesn't sound like me at all!

biggest shortcoming?

Martin

"I wish I weren't so disorganized. My bedroom's always a mess. I can't remember where I've put anything. The way I'm doing things is just not working for me."

Lena

"You know what my problem is?
I'm a procrastinator! I'm
always putting things off
and waiting till the last
minute to do things. Then
I go into a panic worrying
about whether or not
I'll be able to finish
on time."

Ricardo

"I admit I'm a bit oversensitive. I tend
to overreact to things people
say to me—I think I'm
being criticized when
people are just trying
to help. It really doesn't
take much to get me
upset about stuff."



Paul

"I'm sure I'm too hot-tempered.
I get angry way too easily. It
doesn't take much to set me
off. But I've been trying to
change that."



"I know I'm too negative. I'm always focusing on the bad rather than the good. And I'm way too critical of others. My husband, though, is just the opposite!"



Jean

"My husband says I'm too controlling and he's probably right. I complain when he doesn't do things my way. I'm sure it drives him crazy!



"My biggest shortcoming is that I'm a perfectionist. No matter what I do, I'm not satisfied. I just don't think it's good enough. My attitude really gets in my way."



B >2.15 VOCABULARY SHORTCOMINGS Listen and repeat.

PAIR WORK Tell your partner how you are—or aren't—like the people in Exercise A. What are your biggest shortcomings?

One of my biggest shortcomings is that I'm a perfectionist. I'd like to invite friends for dinner at my house, but I never do—because I don't think I cook well enough.

be disorganized be a procrastinator be oversensitive be hot-tempered

be negative be controlling be a perfectionist

DISCUSSION Discuss these questions.

- 1 Do any of the people above sound like someone you know? In what ways?
- 2 Can you think of any other common shortcomings people have? What are they?

ENGLISH FOR TODAY'S WORLD

Understand a variety of accents. Mike = American English (standard) Jaya = Hindi

E > 2.16 SPOTLIGHT Read and listen to a conversation between two colleagues.

Notice the spotlighted language.

Mike: Wait till you hear this ... Sam **lost his cool** again at the status meeting!

Jaya: Oh, please. He's always angry about something. So what set him off this time?

Mike: You know how Rob always waits till the last minute to do the sales report? Well, Sam made a big issue out of it. When Rob tried to defend himself, Sam told him off—in front of everyone.

Jaya: That's awful! You know, even if Rob starts things late, he always finishes on time. I don't see what the big deal is.

Mike: But you know Sam. If there's anything he hates, it's procrastination. I'm sure he wanted to make an example out of Rob.

Jaya: Well, it sounds like he went overboard. He could have just brought it up privately with Rob after the meeting.

Mike: Good point. But, all things considered, Rob took it pretty well. He knows Sam's just hot-tempered.

Jaya: If only he'd just stop and think first before having one of his outbursts! Instead, everyone always has to walk on eggshells wondering who's going to be next.

Mike: I agree. Between you and me, I think Sam's been under a lot of pressure lately from his boss. But that's no excuse to take it out on someone else.

Jaya: That's right. It must have been hard for everyone at the meeting to just pick up the pieces afterwards and go on as if nothing had happened. I'll bet it was really awkward.

Mike: Totally. But it's Sam who should feel awkward. What bothers me the most is that he has no clue how he affects other people.



I UNDERSTAND IDIOMS AND EXPRESSIONS Find these expressions in Spotlight. Complete each statement.

- 1 If you "lose your cool," you
 - a get angry
- b are worried
- 2 If something "sets you off," it
 - a makes you angry
- b relaxes you
- **3** If someone "makes a big issue out of" something, he or she it.
 - a enjoys talking about
 - b calls too much attention to
- **4** If you "tell someone off," you are expressing your to that person about his or her behavior.
 - a anger
- **b** appreciation
- **5** If something bothers you and you "bring it up" with someone, you want to
 - a discuss it
- **b** avoid discussing it

- **6** If someone gets angry at you and you "take it well," you are by it.
 - a not very affected
- **b** very affected
- 7 If you "walk on eggshells," you make someone angry.
 - a try to
- **b** are careful not to
- **8** If you feel stressed and "take it out on" a friend, you might need to apologize to that person for
 - a being stressed
- **b** acting angry
- **9** If you try to "pick up the pieces" after an argument, you try to
 - a re-establish a friendly atmosphere
- **b** understand someone's point of view

G THINK AND EXPLAIN With a partner, discuss the questions and explain your answers.

- 1 Why does Jaya think the other people at the meeting must have felt uncomfortable?
- 2 Why do you think Rob wasn't upset about the situation?

SPEAKING GROUP WORK Which of the shortcomings from page 38 do you think cause the greatest problems for people? Discuss the consequences.

16 In my opinion, being hot-tempered causes the most problems. Once you've gone overboard, it's hard to pick up the pieces. A \$\sum_2:17\$ GRAMMAR SPOTLIGHT Read about the workshops. Notice the spotlighted grammar.

SELF-HELP FOR THE SELF-CRITICAL

Practical workshops to help you reach your goals!

GET ORGANIZED NOW Tired of being so disorganized? Is it hard to find things even if you've filed them away properly? Have papers been piling up on your desk whether or not you've had time to go through them? Take the bull by the horns and discover how getting

organized can help you increase your productivity today.

- STOP TRYING TO CONTROL OTHERS Do you drive people crazy by constantly supervising what they are doing? Does this sound like you: "Only if things are done my way will things get done right!" Let's face it-something's got to change. Otherwise, no one's ever going to want to work with you! Letting go of control is easier than you think.
- **END NEGATIVE THINKING NOW** Is your negative attitude interfering with your goals in life? Achieving your goals will be possible only if you make a decision to change your outlook today. This workshop will move you from the negative to the positive on a journey that will change your life.
- SAY GOOD-BYE TO PROCRASTINATION Have you been putting off till tomorrow what you could have done today? Unless you're the type who says "I'll never change," you too can learn to stop procrastinating today. Learn easy strategies for using your time more efficiently than ever.
- PAIR WORK Do you think people can really overcome their shortcomings? Why or why not? Which of the workshops would you personally find the most useful? Explain.

GRAMMAR ADVERB CLAUSES OF CONDITION

Use even if or whether or not in an adverb clause to express the fact that no matter what the condition, there is no way to affect or change an event or situation.

Even if I have plenty of time to finish a project, I still wait till the last minute to begin.

(= No matter what, I wait till the last minute.)

She would have been late for the meeting even if she had set her alarm.

(= No matter what, she would have been late.)

Whether or not anyone says anything to her about it, Kyla's desk is always a disorganized mess.

(= No matter what, her desk is always a mess.)

We would have been uncomfortable at the meeting whether or not he had lost his cool.

(= No matter what, we 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.

Nina will be happy at her job only if she learns to say no to her boss. OR Only if Nina learns to say no to her boss will she be happy at her job.

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

Unless he writes himself a note, he'll forget to pay his bills.

(= If he doesn't write himself a note, he will forget to pay his bills.)

We told him we wouldn't come to the meeting unless he apologized for his outburst.

(= We told him we wouldn't come to the meeting if he didn't apologize.)

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

He needs to write himself a note. Otherwise, he'll forget to pay his bills. I always set my alarm for 7:00 A.M. on weekdays. Otherwise, I'm late for school. 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 OR I regret that I'm not)

GRAMMAR BOOSTER p. 133 More conjunctions and transitions

UNIT 4

40

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

- 1 I find it difficult to remember my appointments unless I put a reminder on my smart phone.
 - a If I don't put a reminder on my smart phone, I find it difficult to remember my appointments.
 - b If I don't put a reminder on my smart phone, I don't find it difficult to remember my appointments.
- 2 Even if she tries not to be controlling, her friends still think she is.
 - a Her friends find her to be controlling, no matter what she does.
 - **b** Her friends find her to be controlling unless she tries not to be.
- 3 Only if he takes a workshop about procrastination will Martin stop putting things off.
 - a Unless Martin takes a workshop, he won't stop putting things off.
 - **b** Whether or not Martin takes a workshop, he won't stop putting things off.
- 4 Whether or not you apologize, some people always have a hard time picking up the pieces after you tell them off.
 - a It's always difficult to pick up the pieces after being told off, even if you receive an apology.
 - b It's never difficult to pick up the pieces after being told off if you receive an apology.
- 5 You should try not to overreact when your manager criticizes your work. Otherwise, you might lose your job.
 - a Unless you try to stop overreacting to your manager's criticisms, you might lose your job.
 - **b** No matter how you react to your manager's criticisms, you might lose your job.

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

- 1 (Whether or not / Unless) Bob is oversensitive, his friends still like him.
- 2 (Only if / Unless) Sal overreacts again at the meeting, I won't mention his negative attitude.

PRONUNCIATION BOOSTER p. 145 Shifting emphatic stress

- 3 Katia loses her cool with her kids (only if / if only) she's had a bad day at work.
- 4 Carl's colleagues enjoy working with him (even if / unless) he's a bit hot-tempered.
- 5 (If only / Unless) she really goes overboard, I don't care that much if my wife tells me off.
- 6 (Only if / Even if) she puts something off to the last minute does Stacey worry about what her boss will think.

NOW YOU CAN

Discuss how to overcome shortcomings

A NOTEPADDING Look at page 38 again and choose three of the people's shortcomings. On your notepad, suggest how to overcome each shortcoming.

What is the shortcoming? 1. Ricardo is oversensitive.	Your suggestions for how to overcome it try not to overreact remember that most people just want to be helpful
What is the shortcoming?	Your suggestions for how to overcome it
1.	
2.	
3.	



DISCUSSION ACTIVATOR Discuss the shortcomings on your notepads and other ways you think someone could overcome them. Use adverb clauses of condition. Say as much as you can.

44 Whether or not you have a good reason to be angry, you should try not to take it out on someone else. ??



A GRAMMAR CLEFT SENTENCES: REVIEW AND EXPANSION

Cleft sentences with What

Remember: A cleft sentence emphasizes an action or a result. You can form a cleft sentence using a noun clause with What as the subject + a form of be. Be sure the form of be agrees with its complement.

What bothers me is getting interrupted when I'm speaking. What surprised me were the many "thank you" e-mails I received.

Cleft sentences with What often have a subject complement that is a noun clause. If so, always use a singular form of be.

What bothered me the most was (that) you didn't even apologize.

What was surprising was (that) she had completely cleaned up her desk.

What I mean is (that) I wish I hadn't lost my cool.

What I'm trying to say is (that) I'm really sorry.

GRAMMAR BOOSTER p. 134

Cleft sentences: more on meaning and use

Cleft sentences with It

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

Valerie decided to have a talk with her boss. Jack's outbursts make people uncomfortable. It was Valerie who decided to have a talk with her boss.

It's Jack's outbursts that make people uncomfortable.



NOTICE THE GRAMMAR Look at Spotlight on page 39. Find and underline two types of cleft sentences in the last paragraph.

C	≥ 2:18 LISTEN TO	ACTIVATE	GRAMMAR	Listen to	the conversation	ıs.
C	2:18 LISTEN TO	ACTIVATE	GRAMMAR	Listen to	the conversation	n

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 project
- 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 refusing to listen to her

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 has always surprised me.

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

3 Gary actually has a hard time saying no to people. That's surprising.

.....

	4	My manager and I get along really well. That's nice.			
	5	5 It's been great working with you. That's what I've always wanted to tell you.			
	6	I wish you would try to control your anger. That's what I mean.			
E					
	Example: The way she talks to people is so offensive.				
	It's the way she talks to people that's so offensive.				
	1 Nancy's negative attitude prevents her from accepting any suggestions.				
	2 The final workshop can give you some ideas for getting more organized.				
	3 Bill's being so hot-tempered makes me want to avoid him.				
	4	- so way you op onto the the that they be the go			
	5	His lying about what happened was so surprising.			



DIGITAL VIDEO DIGITAL SPEAKING BOOSTER

a similar conversation, acknowledging someone's criticism. Start like this: There's something I need to bring up. Be sure to change roles and then partners.

Some possible problems being late missing a meeting losing one's cool being too critical not apologizing

DON'T STOP!

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





STRATEGIES A DE 2:21 LISTENING WARM-UP VOCABULARY EXPRESSING AND CONTROLLING ANGER Read and listen. Then listen again and repeat.

"I lost my temper."



- · lose one's temper
- · have a fit
- · hit the roof
- · go ballistic
- · blow one's top

got really angry

"When someone tells me off, I just let it go."



let it go / shrug it off decide not to be bothered by something

"When I'm angry about something, I prefer to just hold it in."



hold it in / keep it inside avoid expressing your feelings

"Running helps me let off steam when I'm feeling angry about something."



let off steam get rid of your anger in a way that does not harm anyone; for example, by doing something active

"When I lose my cool, I take a deep breath and try to calm down."



calm down become quieter and more relaxed

"When I'm upset about something, venting about it with a friend usually calms me down."



vent talk with someone you trust in order to express your anger at someone else

- PERSONALIZE THE VOCABULARY Use the expressions to tell about 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 who you can vent to when you're angry?
- CITATEGES C 1222 LISTEN TO SUMMARIZE THE 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.
 - **▶ 2233 LISTEN TO INFER INFORMATION** Listen again and check the correct statements.

	Joseph would	Celina would
1 If he or she were angry with his or her boss	make an issue out 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	 □ take it out on someone else. □ probably just shrug it off. □ probably lose his temper. 	☐ take it out on someone else. ☐ probably just shrug it off. ☐ probably not hold it in.
3 If he or she were angry with a complete stranger	probably let it go. probably lose his temper. take it out on someone else.	probably let it go. probably say what's on her mind. take it out on someone else.

FRAME YOUR IDEAS Discuss each situation with a partner. How similar is your behavior to your partner's? Describe how you would express or control your anger. Use the Vocabulary in your discussion.

PACEL	
NEXT SHOWING 6PM	

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 Another driver cuts you off while you are driving.
- 6 Someone borrows something from you and doesn't return it.



- 7 Your next-door neighbor always plays very loud music and has noisy late-night parties.
- 8 (your own idea)



DISCUSSION Do you act the same way when you get angry with someone you know as you do with a stranger? Explain.

OPTIONAL WRITING Write a true story about something that made you angry. What happened? How did you respond? Use the Vocabulary.

RECYCLE THIS LANGUAGE

- · lose one's cool
- · set someone off
- mess up big time take it [well / badly]
- · make a big issue out of something
- · Even if ...
- tell someone off
- · Whether or not ...
- · take it out on
- Only if ... · Unless ...
- someone
- · Otherwise, ...





▶ 2.24 READING Read the article. Which qualities of friendship do you think are the most important?

FRIENDS THROUGH THICK AND THIN

What makes friendships stand the test of time? We interviewed 100 men and women, and here is what they had to say:

1. Friends share the good times

You build great memories together. There's nothing like having a friend around to enjoy the best moments of your life with yougraduation, your first rock concert, watching the World Cup, your wedding, and so on. You probably share a similar sense of humor and you can count on your friends to laugh at your jokes-even when they're dumb jokes. Most importantly, good friends aren't jealous of your successes. On the contrary, they cheer you on, which contributes to your achievement. Good friends want only the best for you. Otherwise, what's the point?

2. Friends are there when times are tough

Like the song says, friendship is "like a bridge over troubled water." You can always count on your friends' support when you really need a helping hand. You shouldn't even have to ask. When you're feeling down or are upset about something, friends know what makes you tick-whether or not you want to talk about it. They are thoughtful when it comes to your well-being, and they will accommodate your needs, particularly when you need it the most.

Friends don't judge each other

We need our friends to be dependable—through thick and thin. Your friends accept you as you are, and they don't constantly try to change you. And they roll with the punches. They get it that inside you're a good person with flaws, and that those

shortcomings are part of who you are. They know you make mistakes, and they forgive you for them, knowing you'll try to do better next time. And even when someone lets you have it when you make a mistake, friends still stick up for you, because friends are patient even when you're being difficult. Even if you and your friends disagree, you respect each other's opinions.

4. Friends are trustworthy

You need your friends to be totally loval. Above all, you need to know that your secrets are safe with them. If there's a problem between you, a friend will come to you first and not gossip about you with others. We can always count on our friends to be honest with us when others aren't. We can trust them to stick by us no matter what. Friends don't keep things bottled up inside-if there's a problem, they work things out and move on.

Are there differences between what men and women expect in their friends? Among our interviewees, husbands claimed to understand what made their wives' female friendships tick, but many wives admitted that they wondered what in the world their husbands and their male friends saw in each other. According to the women, the quality of interaction between women friends was crucial to the longevity of their friendships. They valued being able to talk about their problems and feelings. However, for the men, it was mutual acceptance-being able to simply hang out together with no judgment. One man offered this view, "Female friends prefer to face each other, while male friends do things side by side." Nevertheless, it shouldn't be all that surprising that the men and women generally agreed that all truly good friends stick by each other through thick and thin.

UNDERSTAND MEANING FROM CONTEXT Find the words and expressions in the article. Use the context of the article to complete each statement.

- 1 When a friendship can "stand the test of time," it as people change and get older.
 - a continues

- 2 When you "count on people" to do something, you
 - a worry whether they will do it
- **b** feel sure they will do it

b becomes more difficult

- 3 When someone "cheers you on," he or she is of your efforts. a supportive
 - **b** critical
- 4 When "times are tough," things are
- **b** difficult

- a going well
- 5 When you know what "makes someone tick," you understand
- a how he or she thinks and responds to things
- b that he or she likes you
- 6 When people are friends "through thick and thin," their friendship
- a can survive good times and bad times

- **b** may be in trouble
- 7 When someone "lets you have it," he or she a is being very critical
- **b** is being very supportive



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0	 8 When someone "sticks up for you," he or she	 b criticizes you honestly b tell you off or she to talk about
\in	uncomfortable feelings such as anger. a is willing	b isn't willing
	APPLY IDEAS Discuss what a good friend would do in reinformation in the article. Explain your answers. 1 You get a new job at twice your current salary. 1 It says a true friend cheers you on when times are good. So I think a good friend would be happy for me and want to celebrate. 2 You tell your friend a really dumb joke. E RELATE TO PERSONAL EXPERIENCE Work in pairs. Use friendship in the article as examples, share personal examillustrate each quality.	 3 You're unhappy about something, but you haven't told anyone about it yet. 4 You lose your temper with your friend. 5 A colleague criticizes you when you're not around. 6 You and your friend have a disagreement.
•	A FRAME YOUR IDEAS Read each statement and write A, B, or C. Then, with a partner, compare and explain your responses.	That's not the kind of friend I am. Remember what the article said? Good friends aren't jealous of your successes. ??
000000	"My friend Carla just got engaged last week. I can't figure it out. I'm so much more popular than she is." "My friend Trevor is really feeling down right now because he broke up with his wife. He's kind of getting on my nerves. I wish he'd just stop talking about it."	A = That's not the kind of friend I am. B = Sometimes I'm a bit like that. C = I have to admit that sounds a lot like me. "I was really disappointed when my friend Tom didn't invite me over to watch the World Cup. I guess I just won't invite him anywhere either." "My friend Harriet told me about the problems she's been having with her husband. I only told my neighbor
	"Laura's a good friend, but I think her clothes are really out of style. It's kind of embarrassing to be seen with her. She'd be so much prettier if she took my suggestions."	"My friend Nick is always late for everything. Today was the last straw—if he can't change his habits, he can go find another friend."
0	DISCUSSION How would you rate your friendships in g what ways would you say you're a good friend to your friends give examples. How I'd generally rate my friends How I'd good and a good great and a good great g	
	noor overland overlant	average excellent

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MRITING 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.

PRACTICE Rewrite these transitional topic sentences from the Writing Model, using other words and phrases to announce the content of the new paragraph. (Note: You may have to make other changes in the sentence.)

WRITING MODE

For an effective solution to procrastination, I suggest using the daily calendar on your smartphone. It can be used to break up the steps essential to completing a larger task into smaller tasks. That way it is easier to keep things moving forward. It also allows you to check off the smaller tasks as they are finished, which motivates you by providing a feeling of accomplishment.

Furthermore, using a smartphone calendar is not really all that difficult. You can use the calendar that's already installed, or you can download an app for that purpose. Instructions are easily available online, and they are usually very clear.

Nevertheless, using a smartphone calendar does take some getting used to. It may require some time to learn how to use it, but the calendar will make your work easier. Without a calendar, it is far too easy to simply forget about what needs to be done. With one, it is 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.

Furthermore, using a smartphone calendar is not really all that difficult. 1 More importantly, 2 Moreover, Nevertheless, using a smartphone calendar does take some getting used to. 3 Even though 4 Although 5 Despite the fact that 6 On the other hand, 7 However,

APPLY THE WRITING SKILL 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.

CHECK
es the first paragraph have a topic sentence?
the paragraphs that follow have transitional pic sentences?
es each transitional topic sentence clearly k to previous content?



▲ ▶2:25 Listen to three people describe their shortcomings. Then listen again and complete the chart. Listen a third time if necessary to check your answers.

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

- 1 Claire overreacts and takes things personally when her friends make suggestions. She
- 2 Bob is always losing his cool over things that aren't important. He
- 3 Laura usually misses her deadlines because she doesn't get started on her assignments right away. She
- 4 Nick is always worrying about every little detail. He hates making mistakes. He

- a is a perfectionist.
- **b** is negative.
- c tends to procrastinate.
- d is oversensitive.
- e is hot-tempered.

-	Complete seek statement about the situations	to subtable manufactures as assessed the to assess
	Complete each statement about the situations	in which people express or control their anger.

- 1 People sometimes hold their feelings in when
 2 People usually only tell someone off when
 3 Most people lose their tempers only when
- Complete each statement logically and correctly with one of the lettered choices.
 - 1 Even if I know a project is important,
 - 2 Unless I know that a project is not important,
 - 3 Only if I know that a project is not important
 - 4 If only I had known that the project was important,
 - 5 I wish I'd known that the project was so important.
- a Otherwise, I wouldn't have waited till the last minute to get started.
- **b** I never wait till the last minute to get started.
- c will I wait till the last minute to get started.
- **d** I still wait till the last minute to get started.
- **e** I wouldn't have waited till the last minute to get started.
- On a separate sheet of paper, rewrite each sentence as a cleft sentence with What. Follow the example.
 - 1 It's the way she criticizes new employees that's so offensive.

What's so offensive is the way she criticizes new employees.

- 2 It's maintaining a positive attitude that changes negative thinking.
- 3 It's fear of failure that causes people to put things off.
- 4 It's his being so hot-tempered that makes people feel like they're walking on eggshells.
- 5 It's her ability to organize that makes her so successful.

TEST-TAKING SKILLS BOOSTER



UNIT

Humor

COMMUNICATION GOALS

- 1 Discuss the health benefits of laughter
- 2 Respond to something funny
- 3 Analyze what makes us laugh
- 4 Explore the limits of humor



- **PAIR WORK** Discuss your funniest and least funny choices with a partner. Explain why you find some of the images funny and other ones not funny. Do you have the same sense of humor?
- 461 don't like the picture of the boy with the head to his side. I find it kind of scaryeven a bit creepy. I gave it a 1. 👭
- DISCUSSION Do a class survey. Which image did your classmates find the funniest? Which did they find the least funny? What were the reasons?

D (> 3:02 SPOTLIGHT Read and listen to a conversation about an embarrassing Sylvie = French

Understand a variety of accents.Sylvie = French
David = American English (standard)

ENGLISH FOR TODAY'S WORLD

Sylvie: Oh, David, I can't tell you how mortified I am.
David: What on earth happened?
Sylvie: So, last night I told this funny joke French people tell about Americans: How do you know someone's an American? He asks for ketchup for his peanut butter sandwich. Well, it went over like a lead balloon. No one laughed. I made a total fool of myself.

David: Oh, Sylvie! That must have been awful! **Sylvie:** The thing is I don't know why they took it

social situation. Notice the spotlighted language.

personally. The joke wasn't about *them*! They were pretty sophisticated. We were even eating French food!

David: Well, you couldn't have known this, but it's definitely uncool to make fun of a particular nationality, an ethnic group, a religion ... It just isn't done.

Sylvie: You mean you guys are that politically correct?
David: You could say that. And the fact that you're French probably didn't help. We Americans can get a bit intimidated by the French, but don't quote me on that.

Sylvie: I don't get it. Why are people here so sensitive? In France, we can't get enough jokes about ourselves.

jokes making fun of women

David: I'm surmising the French are thickerskinned than Americans ...

Sylvie: You can say that again. Ethnic jokes even ones about ourselves—are just par for the course there. You know, I don't think I can ever face those people again.

David: You know what, Sylvie? We Americans make jokes about ourselves, too. It's just less funny when it comes from an outsider. Don't take it so hard.

Sylvie: Easier said than done!

E UI	NDERSTAND IDIOMS AND EXP	RESSIONS C	omplete the statements with	n spotlighted language.			
1	If you want to say that some	one's advice is:	n't easy to follow, you can sa	ay ""			
2	Another way to say that no o	ne liked your j	oke is "	"			
3	3 When you want to say you just don't understand something, you can say "						
4	4 When you want to suggest that something isn't at all unusual, you can say it's "						
5	When you want to suggest the can say "		e consider something rude o	or inappropriate, you			
6	If you do something stupid o and say "		ses other people to laugh at	you, you feel embarrassed			
7	If you want to suggest that se him or her "			ing, you can tell			
	HINK AND EXPLAIN Can a jok r are those jokes always "politic			up ever be funny?			
The second second	AKING PAIR WORK Checkertain things make people laugh		u find funny. Discuss why hings make you laugh?				
	ute video clips about animals nd babies	tunani -	barrassing themselves by wrong word or expression	44 Even though some ethnic			
	Physical "slapstick" humor in TV shows and movies Stories or pictures of people making fools of themselves Jokes making fun of men or Your own idea:						
□ Je							

benefits of laughter. Notice the spotlighted grammar.

UGH YOUR WAY TO HEALTH?

CAN SOMETHING AS SIMPLE AS LAUGHTER CURE DISEASE?

The concept is actually not new. 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. They claimed that those effects were beneficial to people suffering from colds too. So although many physicians and medical researchers had long thought that laughter could be helpful, scientific studies had been inconclusive. Then, in his classic 1956 book The Stress of Life, Hungarian scientist Hans Selye wrote, based on extensive research, that he had proved 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—reported in the New England Journal of Medicine that laughter had helped cure him of a painful life-threatening chronic disease. His article captured the attention of the medical profession and some doctors began considering using laughter as therapy. Then in his 1979 bestseller, Anatomy of an Illness, Cousins wrote that he had been so sick that the only thing he could do was lie in bed. Cousins theorized that, based on Selye's research, because 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 he asked his friends to tell him lots of funny jokes.

Although no one can state definitively that laughter cured Norman Cousins, the concept of laughter therapy has gained popular acceptance, notably in Madan Kataria's laughter yoga movement practiced by thousands of people worldwide. In this popular activity, large groups of people sit together and force themselves to laugh until the laughter becomes contagious and real.

B CRITICAL THINKING Do you think it's possible that Norman Cousins was cured by laughter? Can you think of any other explanation for his recovery? In what ways do you think positive and negative emotions can affect our health?



GRAMMAR INDIRECT SPEECH: BACKSHIFTS IN TENSE AND TIME EXPRESSIONS

In indirect speech, when the reporting verb is in a past form, the verb form in the noun clause (the indirect speech) usually "shifts back" to preserve meaning. Compare the verb forms in direct and indirect speech.

Some common reporting verbs

admit insist theorize claim note think complain report write continue state

Direct speech	Indirect speech
Dr. Ames wrote, "Negative emotions are harmful and cause illness."	Dr. Ames wrote (that) negative emotions were harmful and caused illness.
He continued, "But Cousins hasn't proved anything."	He continued (that) Cousins hadn't proved anything.
Cousins said, "Laughter cured me."	Cousins said (that) laughter had cured him.
We wrote, "He isn't practicing laughter yoga."	We wrote (that) he wasn't practicing laughter yoga.
She claimed, "We were telling the truth."	She claimed (that) they had been telling the truth.
Doctors admitted, "We've learned from Cousins's article.	Doctors admitted (that) they had learned from Cousins's article.
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.

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Exceptions

When a reporting verb is in the simple past tense, backshifting is optional when the statement refers to something just said, something that's still true, or a scientific or general truth.

Tom just called. He said that the director is (OR was) leaving. [something just said] Ann told me that she needs (OR needed) to renew her passport. [something still true] He noted that the Earth is (OR was) the fifth largest planet in the solar system. [a scientific or general truth]

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

Expressions of time and place: backshifts in indirect speech

now → then today → that day this year → that year

last week -> the week before

tomorrow → the next day

next month → the following month

yesterday → the day before here → there GRAMMAR BOOSTER p. 135

Indirect speech: review and expansion

- · Imperatives in indirect speech · Changes to pronouns and possessives
- Say, tell, and ask
- · Other reporting verbs

Mark told me, "Judy was here yesterday." → Mark told me Judy had been there the day before.



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- GRAMMAR PRACTICE On a separate sheet of paper, rewrite the sentences in indirect speech. If the sentence can be written both with and without backshifting, write it both ways.
 - 1 Ms. Barr stated, "I want you to finish your essays for the next class."
 - 2 Last week I told my husband, "This has been the best vacation we've ever taken."
 - 3 My friend Amy said, "I have never seen such exciting paintings before."
 - 4 In his lecture, Dr. White explained, "The earth rotates around the sun."
 - PAIR WORK With a partner, take turns restating each of the following in indirect speech.
 - 1 Pain researchers reported, "Laughter may help some patients."
 - 2 They said, "Our new study will begin here next week."
 - 3 The doctors said, "We've recommended laughter yoga to cure his pain."
 - 4 The patient told everyone, "I definitely feel better from the laughter yoga."
 - GRAMMAR PRACTICE On a separate sheet of paper, write what the people actually said, using direct speech.
 - 1 Ellen told me she had read an article about laughter yoga in the New Yorker magazine.
 - 2 She claimed she believed laughter yoga could be helpful.
 - 3 I said I never would have known that.
 - 4 The nurse told me that she had been using laughter therapy with certain patients.

NOW YOU CAN

Discuss the health benefits of laughter

A NOTEPADDING Complete the statements, based on the article. Then use that information as support in the Discussion Activator.

DISCUSSION ACTIVATOR Do you believe laughter can be "good medicine"? How could you apply the ideas in the article to help heal a sick friend or family member?

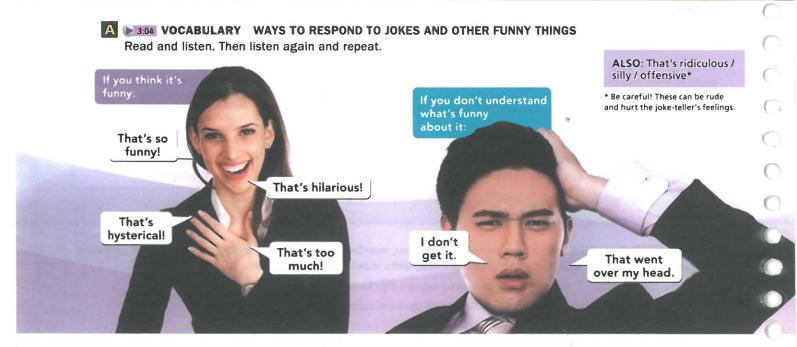
If you were very sick, how might you use laughter therapy to get better? Support your opinion with ideas from the article, using indirect speech if you are reporting what someone said. Say as much as you can.

Richard Mulcaster and other scientists have said that

Much later, Hans Selye wrote that

Norman Cousins claimed that

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■ 3.05 LISTEN TO ACTIVATE VOCABULARY Listen to six conversations. After each one, check Yes or No to indicate whether the listener thought it was funny. Then listen again and write your own response to each joke, using the Vocabulary.

Did t	he liste	ener th	nink it was funny?
	Yes	No	Your own response to the joke
1			ž.
2			
3			
4			
5			
6			

- PAIR WORK Did you both get all the jokes? If there's a joke your partner didn't get (or didn't like), try to explain why it was funny to you. Tell your partner which joke you thought was the funniest, and why.
- RELATE TO PERSONAL EXPERIENCE Tell your partner about something funny you saw on TV or in a movie, or a joke or funny story you heard from a friend or family member. Respond to your partner, using the Vocabulary.

GRAMMAR QUESTIONS IN INDIRECT SPEECH

Indirect questions are a kind of embedded question—a question that is included in a noun clause. Indirect yes / no questions begin with if or whether (or whether or not).

He asked, "Did you find that joke funny?" → He asked if I had found the joke funny. OR He asked whether or not I had found the joke funny.

My boss asked me, "Were you able to finish the project yesterday?" → My boss asked if (or whether) I had been able to finish the project the day before.

Indirect information questions begin with a question word.

She asked, "How did you respond to that offensive joke?" → She asked how I had responded to that offensive joke.

People often ask Nora, "How many years have you been studying English?" → People often ask Nora how many years she has been studying English.

Remember: Embedded questions always have statement (not inverted) word order. Do not 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.



GRAMMAR PRACTICE On a separate sheet of paper, rewrite each sentence in indirect speech. Make all necessary backshifts and changes to pronouns and time expressions.

- 1 The teacher asked her students, "Can you tell me what the joke is about?"
- 2 Barry sometimes asks himself, "How would I react if someone told an offensive joke?"
- 3 Lisa asked her friend, "Should you have laughed at that offensive joke?"
- 4 Dan asked his wife, "Have you finished reading that book of jokes?"
- 5 Vivian asked me, "Which is the best website for funny animal videos?"

PRONUNCIATION BOOSTER

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Intonation of sarcasm

NOW YOU CAN

Respond to something funny

- A > 3:06 CONVERSATION SPOTLIGHT Read and listen. Notice the spotlighted conversation strategies.
 - A: Oh, Melanie, you've got to see this! I just can't tell you how hilarious it is.
 - B: What is it?
 - A: Here. It's this video. Some guy keeps tearing pieces of paper and his baby's laughing hysterically. Seriously, come over here and look!
 - B: Oh, that's priceless! Forward me the link, OK?
 - A: Totally.
- **3:07 RHYTHM AND INTONATION**

Listen again and repeat. Then practice the conversation with a partner.



CONVERSATION ACTIVATOR Bring a cartoon, photo, or video clip to class. Or use the cartoon below or something from page 50. Use it to create a similar conversation. Start like this: You've got to see this ... Be sure to change roles and then partners.

DON'T STOP!

- · Talk about other cartoons, videos, or video clips you've seen.
- Say why you think they're funny.
- Say as much as you can.





"It could be that it's not plugged in, but that would be too easy. dehkhodaedu.com





THEORIES OF HUMOR

People of all ages and from all cultures laugh. Although there are many factors that make something funny, 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 mispronounce a word or use the wrong 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 situationssuch as the one about the man who says his brother thinks he's a chicken:

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

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

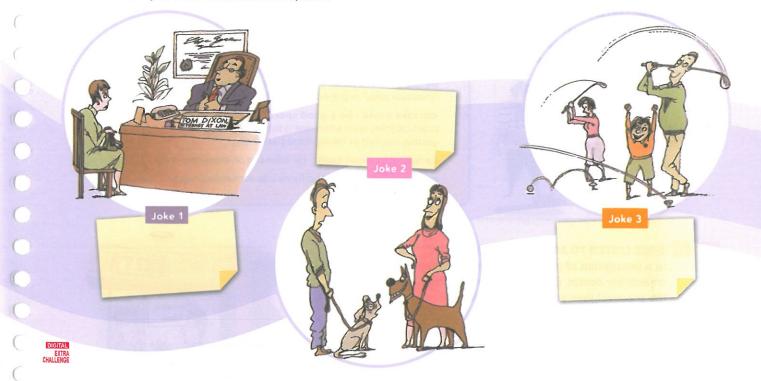
According to the Relief Theory, humor is the feeling of relief that comes from the removal of tension. When tension is high, we need a release, and laughter is a way to cleanse our system of the built-up tension. This theory holds that there are certain things we feel tense about, such as bodily functions, 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, and social issues, without which some jokes are impossible to understand. Although humor is universal, there is no universal joke.

CLASSIFY Complete the chart, checking the theory you think best explains why people laugh. (You may choose more than one.) Explain your choices.

PEOPLE OFTEN LAUGH WHEN THEY	THE SUPERIORITY THEORY	THE INCONGRUITY THEORY	THE RELIEF THEORY
discover the strange noise they heard downstairs was only the cat.			
see someone slip and fall down.			
see someone wearing inappropriate clothes to an event.			
arrive at a party where someone is wearing the same outfit.			
see a little girl wearing her mother's high heels.			
see someone make an embarrassing social mistake.			

▶ 3:09 LISTEN TO APPLY IDEAS Listen to three jokes. Write the theory you think each joke exemplifies. Then discuss with a partner to see if you agreed or disagreed. Provide reasons for your opinion and listen again if necessary to settle differences of opinion.



NOW YOU CAN Analyze what makes us laugh

SPEAKING BOOSTER

DISCUSSION Read the list of common types of jokes to the right and try to explain why people find each kind funny. Use the theories, other reasons, and your own ideas for support.

OPTIONAL WRITING On a separate sheet of paper, write a joke you like. Then write at least two paragraphs analyzing why you and other people find it funny.

▶ 3:10 Common types of jokes

a dirty joke a joke about sex or with sexual content an ethnic joke a joke about people of a particular

ethnic background

a sexist joke a joke about men or women a political joke

a joke about a political candidate, party,

opinion, or government official

a verbal joke a joke that uses language in such a way

that the language itself becomes funny



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DIGITAL A DE 3:11 LISTENING WARM-UP VOCABULARY PRACTICAL JOKES

Read and listen. Then listen again and repeat.



be the butt of a joke be the person on whom a trick, or "practical joke," is played; be the object of ridicule

can take a joke / be a good sport be able to laugh at a practical joke, even when one is the butt of it, without getting insulted or taking it too personally

be in bad (or poor) taste be offensive or extremely cruel cross the line go beyond funny into something mean, hurtful, offensive, or cruel



- STRATEGIES B 13:12 LISTEN TO ACTIVATE VOCABULARY Listen to a description of a practical joke a doctor played on another doctor. Complete each statement about the practical joke you heard described.
 - 1 Dr. Adams
 - a played a practical joke on another doctor
 - b was the butt of another doctor's joke
 - 2 The woman thinks her father's joke
 - a was in pretty good taste
 - b may have crossed the line
 - 3 In the end, the younger doctor proved that
 - a he could take being the butt of a practical joke
 - **b** the joke was in pretty poor taste
 - 4 We can conclude that the man thinks that
 - a the joke crossed the line
 - b the younger doctor was a pretty good sport
 - **3.13 LISTEN TO SUMMARIZE** Listen again and write a summary of the story, using indirect speech. Then compare summaries with a partner. Use the example as a way to start:



66 The woman described a practical joke her father had once played on someone. One day ... 77

▶ 3:14 LISTEN TO TAKE NOTES Listen to people who were the butt of practical jokes. Then listen again to complete the chart. Use the Vocabulary. Listen again if necessary.

Speaker	What was the joke?	How did the person react?
1		
2		
3		

DISCUSSION Which, if any, of the jokes in Exercise D crossed the line? Explain your opinion. Then compare how you would have reacted with the way each speaker reacted.

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A FRAME YOUR IDEAS Read the practical jokes and rate each one, using the scorecard.

SCORECARD

- X = I don't get it.
- 1 = It crosses the line.
- 2 = It's silly.
- 3 = It's kind of funny.
- 4 = It's hilarious!

Someone in your family leaves a very real-looking toy snake in a drawer with your clothes. You open the drawer and are about to put your hand in when you suddenly see the snake.



1

RATING:

You start getting lots of calls from people who want to buy your house, even though you have no intention of selling. It turns out a friend had secretly created an online real estate ad offering your house at a very cheap price.

RATING

A colleague tells you that another colleague is going to get married. When you see her, you congratulate her happily. She has no idea what you're talking about.



RATING:

Someone in your family offers you a cup of coffee or tea. When you take the first sip, it tastes so bad you can hardly swallow it. You realize it has salt in it instead of sugar.



=

RATING-

You're invited to a friend's costume party. When you arrive at the party, everyone is nicely dressed in regular clothes, and you are dressed in a chicken costume.



B PAIR WORK Compare your ratings on the practical jokes. 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 offended?

DISCUSSION

- 1 When do you think a practical joke crosses the line?
- 2 Have you ever played a practical joke on someone else? What was the joke and what happened? Use the Vocabulary from page 58.
- 3 What is your opinion of practical jokes in the workplace? Are they ever acceptable? Explain.

RECYCLE THIS LANGUAGE

- It was so [hysterical / hilarious]!
- · It was [too much / too funny]!
- · I didn't get it.
- · What was so funny about it?
- · It went over my head.
- · Seriously.
- · That just isn't done.
- · It was kind of [ridiculous / offensive / silly].

Reference Charts

IRREGULAR VERBS

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	light	lit	lit	win	won	won

VERBS FOLLOWED BY A GERUND

acknowledge admit advise appreciate avoid can't help	celebrate complete consider delay deny detest	discontinue discuss dislike don't mind endure enjoy	escape explain feel like finish forgive give up	imagine justify keep mention mind miss	postpone practice prevent prohibit propose quit	recall recommend report resent resist	risk suggest support tolerate undestand
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EXPRESSIONS THAT CAN BE FOLLOWED BY A GERUND

be excited about be worried about be responsible for be interested in be accused of be capable of be tired of be accustomed to	be committed to be opposed to be used to complain about dream about / of talk about / of think about / of apologize for	make an excuse for have a reason for believe in participate in succeed in take advantage of take care of insist on	look forward to blame [someone or something] for forgive [someone or something] for thank [someone or something] for keep [someone or something] from prevent [someone or something] from stop [someone or something] from

VERBS FOLLOWED DIRECTLY BY AN INFINITIVE

afford	can't wait	demand	hope	need	pretend	swear	want
agree	care	deserve	hurry	neglect	promise	threaten	wish
appear	choose	expect	intend	offer	refuse	volunteer	would like
arrange	claim	fail	learn	pay	request	wait	yearn
ask	consent	grow	manage	plan	seem		
attempt	decide	hesitate	mean	prepare	struanle		

VERBS FOLLOWED BY AN OBJECT BEFORE AN INFINITIVE*

advise	cause	enable	force	need*	persuade	require	want*
allow	challenge	encourage	hire	order	promise*	teach	warn
ask*	choose*	expect*	instruct	pay*	remind	tell	wish*
beg	convince	forbid	invite	permit	request*	urge	would like*

^{*} In the active voice, these verbs can be followed by the infinitive without an object (example: want to speak or want someone to speak).

VERBS THAT CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE

with a cha	nge in meaning	without a char	nge 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	embarrased	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*

The state of the s										
alarming	_	alarmed	1	embarrassing	_	embarrassed	1	paralyzing	_	paralyzed
amazing	-	amazed		enlightening	-	enlightened	- 1	pleasing	_	pleased
amusing	-	amused		entertaining	-	entertained	- 1	relaxing	_	relaxed
annoying	_	annoyed		exciting	_	excited		satisfying	_	satisfied
astonishing	-	astonished		exhausting	-	exhausted	- 1	shocking	_	shocked
boring	_	bored		fascinating	_	fascinated		soothing	_	soothed
confusing	-	confused		frightening	-	frightened		startling	_	startled
depressing	-	depressed		horrifying	_	horrified	- 1	stimulating	_	stimulated
disappointing	-	disappointed		inspiring	_	inspired	- 1	surprising	_	surprised
disgusting	-	disgusted		interesting	-	interested	- 1	terrifying		terrified
distressing	_	distressed	-	irritating	_	irritated		tiring	_	tired
disturbing	_	disturbed		moving	-	moved		touching	_	touched

STATIVE VERBS

amaze	contain	feel*	look like	please	smell*
appear*	cost	forget	look*	possess	sound
appreciate	desire	hate	love	prefer	suppose
astonish	dislike	have*	matter	realize	surprise
be*	doubt	hear	mean	recognize	taste*
believe	envy	imagine	mind	remember*	think*
belong	equal	include*	need	resemble	understand
care	exist	know	owe	see*	want*
consist of	fear	like	own	seem	weigh*

Abbreviations

someone

informal

something

for example

S.O. =

sth. =

TRANSITIVE PHRASAL VERBS

Some transitive phrasal verbs have more than one meaning. Not all are included here.

e.q. = SEPARABLE inf. leave sth. out blow sth. out stop a flame by blowing on it omit sth. let s.o. down blow sth. up disappoint s.o. 1 make sth. explode 2 fill sth. with air, e.g., a balloon 3 make sth. larger, e.g., a photo let s.o./sth. in allow s.o. or sth. to enter bring sth. about make sth. happen let s.o. off allow s.o. to leave a bus, car, taxi, etc. bring sth. back 1 return sth. to a store 2 revive or renew sth., let s.o./sth. out allow s.o. or sth. to leave light sth. up illuminate sth. e.g., a custom or tradition bring sth. out 1 introduce a new product 2 make a quality 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, more noticeable bring s.o. up raise a child the Internet, etc. make sth. up create a fictional story bring sth. up start to talk about an issue burn sth. down burn a structure completely pass sth. out distribute sth. pass sth. up decide not to take an opportunity call s.o. back return a phone call call sth. off cancel sth. pay s.o. off bribe s.o. pay sth. off pay back money one owes call s.o. up call s.o. on the phone pick s.o./sth. out identify or choose s.o. or sth. carry sth. out conduct a plan check s.o./sth. out look at s.o. or sth. more closely pick s.o. up stop a vehicle so s.o. can get in cheer s.o. up make s.o. feel happier pick s.o./sth. up lift s.o. or sth. 1 get or buy sth. from somewhere 2 learn sth. new clean s.o./sth. up clean s.o. or sth. completely pick sth. up 3 get an infectious disease clear sth. up clarify sth. point s.o./sth. out show s.o or sth. to another person close sth. down force a business or institution to close cover sth. up 1 cover sth. completely 2 change facts to avoid put sth. away put sth. in its appropriate place put sth. back responsibility return sth. to its original place put s.o./sth. down cross sth. out draw a line through sth. 1 stop holding or lifting s.o. or sth. cut sth. down make sth. fall by cutting, e.g., a tree 2 insult s.o. cut sth. off 1 remove sth. by cutting 2 stop the supply of sth. cut s.o. off interrupt s.o who is speaking 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. dream sth. up invent or think of a new idea drink sth. up drink a beverage completely put sth. up build or erect sth. set sth. off cause sth. to explode drop s.o./sth. off leave s.o. or sth. somewhere empty sth. out empty sth. completely set sth. up 1 establish a new business, organization, etc. figure s.o./sth. out understand s.o. or sth. after some thought 2 prepare equipment for use show s.o./sth. off display the best qualities of s.o. or sth. fill s.o. in tell s.o. about recent events fill sth. out complete a form shut sth. off stop a machine or supply fill sth. up fill a container completely straighten sth. up make sth. neat find sth. out learn new information switch sth. on start a machine, turn on a light, etc. take sth. away remove sth. follow sth. through do everything to complete a task get sth. across help s.o. understand an idea take sth. back 1 return sth. to a store 2 accept sth. returned give sth. away give sth. you do not need or want by another person take sth. down give sth. back return sth. to its owner remove sth. that is hanging take sth. in 1 notice and remember sth. 2 make a clothing give sth. out distribute sth. give sth. up quit doing sth. item smaller hand sth. in take sth. off submit work, e.g., to a boss or a teacher remove clothing, jewelry, etc. hand sth. out distribute sth. take s.o. on hang sth. up take sth. on agree to do a task put sth. on a hanger or hook, e.g., clothes invite s.o. somewhere and pay for his/her meal, help s.o. out assist s.o. take s.o. out keep s.o./sth. away cause s.o. or sth. to stay at a distance show, etc. lay s.o. off fire s.o. because of economic conditions take sth. up start doing an activity habitually leave sth. on 1 not turn sth. off, e.g., an appliance 2 not talk sth. over discuss sth.

remove sth. such as clothing or jewelry

tear sth. down destroy sth.

^{*}These verbs also have action meanings. Example: I see a tree. (non-action) I'm seeing her tomorrow. (action)

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.

ALW.
ask s.o. over invite s.o. to one's home

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

bring s.o./sth. down remove a ruler or government from power do sth. over do sth. again 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.
stick with s.o. stay close to s.o.
stick with sth. carefully
live without sth. one needs or wants
run into s.o. stay close to s.o.
stick with sth. continue doing sth. as before

INTRANSITIVE PHRASAL VERBS

blow up 1 explode 2 suddenly become very angry

Some intransitive phrasal verbs have more than one meaning. Not all are included here.

break down stop functioning break out start suddenly, e.g., a war, disease, or fire burn down burn completely call back return a phone call carry on 1 continue doing sth. 2 behave in a silly or emotional way catch on become popular check in report one's arrival at an airport or hotel check out pay one's bill and leave a hotel cheer up become happier clear up become better, e.g., a rash or the weather close down stop operating, e.g., a factory or a school come along accompany s.o. come back return come in enter come off become unattached come out 1 appear, e.g., the sun 2 be removed, e.g., a stain dress up wear more formal clothes or a costume drop in visit unexpectedly drop out quit a class, school, or program eat out eat in a restaurant empty out empty completely fall off become unattached fill out become bigger fill up become completely full find out learn new information follow through continue working on sth. until it is completed fool around have fun or not be serious get ahead make progress or succeed get along to not argue get back return from a place get together meet somewhere with a friend or acquaintance get up get out of bed give up quit go along 1 accompany s.o. 2 agree

go back return

go off explode; make a sudden noise go on continue to talk about or describe sth. go out 1 leave a building 2 leave one's home to meet people, enjoy entertainment, etc. go up be built grow up become an adult help out do sth. helpful hang up end a phone call hold on wait during a phone call keep away stay at a distance keep on continue keep up go or think as fast as another person lie down rest on a bed light up 1 begin to shine brightly 2 look pleased or happy make up end an argument and reestablish a friendly relationship pass out become unconscious pay off be worthwhile pick up improve, e.g., the economy play around have fun or not be serious run out no longer in supply show up appear sign up register sit down slip up make a mistake stand up rise to one's feet start over begin again stay up not go to bed straighten up make neat depart by plane take off turn in go to bed (inf.) turn out have a particular result turn up appear wake up stop sleeping watch out be careful work out 1 exercise 2 be resolved; end successfully

THREE-WORD PHRASAL VERBS

Some three-word phrasal verbs have more than one meaning. Not all are included here.

1 do sth. one didn't have time to do earlier catch up on sth.

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

eestablish e Wendy relationary	Present time	Past time	Future time
Simple verb forms describe habitual actions or events that occur at a definite time.	Simple present Habitual action The department meets once a month to review the status of projects.	Simple past Completed action that occurred at a definite time in the past Last year researchers discovered a new cancer treatment.	Simple future ³ Action that will occur at a definite time in the future Next year they will offer a course on global trade.
	Facts and generalizations The Earth rotates around the sun every 365 days.	Habitual action in the past ² When I was young we visited my grandparents every week.	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

curred at some definite time in the future definite time in the future By this time next year, I will
have completed my research.
curred before action ady finished ol when the war
2

^{*}Many statements in the present perfect can also be stated correctly using 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 2015. 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 2015, researchers had been seeking a cure for AIDS for more than thirty 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 Booster

The Grammar Booster is optional. It provides more explanation and practice, as well as additional related grammar concepts and review.

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 <u>used to</u> for past situations and habits that no longer exist. Use <u>would</u> or <u>used to</u> 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 <u>was</u> / <u>were going to</u> + 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.

<u>Would</u> + 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

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 **understood** that job satisfaction was important. NOT She has always been understanding 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

That's ridiculous! (description)

She has two children. (possession)

We think these laws are unfair. (mental state: opinion)

How does the soup taste? (perception)

This garden looks neglected. (description)

Action meaning

You're being ridiculous! (act in a ridiculous way)

She's having another baby soon. (act of giving birth)

We're thinking of organizing a protest. (act of planning)

I'm tasting the soup to see if it needs salt. (act of tasting)

The child is looking at the flowers. (act of looking)

NOTE: In informal spoken English, certain stative verbs, especially <u>want</u>, <u>need</u>, and <u>have to</u>, are becoming common in the continuous: I'm really <u>wanting</u> a cup of good coffee. Let's go into that coffee bar.

For a complete list of stative verbs, see the Reference Charts, page 124.

В				rb in parentheses has an action or a non-action meaning. Then complete each sentence tense or the present continuous.
	act	tion	non-action	
	1 [been a so	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.
	4 [We
				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

Purpose	Examples				
To identify or give additional information about a person relative pronoun can be	The physicist				
subject or object of clause	The psychologist whom that he interviewed who did a study about lying.				
To identify or give additional information about a place or thing	The building { that				
· relative pronoun can be subject or object of clause	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 the which they live in which they live in which they live in which				
To modify a noun of time	can't remember the year (when)* (that)* we visited them for the first time. (in which)*				

^{*}Note: These relative pronouns may be omitted.

- 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 u	sed 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	

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.
- **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 <u>be</u>, drop the relative pronoun and the verb <u>be</u>.

 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 <u>be</u>, 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. \rightarrow The human skeleton, **containing** 206 separate bones, is a strong and flexible structure.

Those who tamper with the smoke detector will be prosecuted.

Those tampering with the smoke detector will be prosecuted.

Adjective phrases 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.

Remember

A <u>clause</u> is a group of words that has both a subject and a verb.

A <u>phrase</u> is a group of words that doesn't have both a subject and a verb.

The use of commas in reduced adjective clauses follows the same rules as those for full adjective clauses. See page 000 for the use of commas in restrictive and non-restrictive adjective clauses.

- 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 with 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 protect others.)
- 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

Embedded questions: review and common errors

Remember: A question can be embedded in a noun clause. Use <u>if</u> or <u>whether</u> to begin an embedded <u>yes</u> / <u>no</u> question. <u>If</u> and <u>whether</u> have the same meaning.

Yes / no questions

Does she get fed up
when she's frustrated?

Do you know what I mean?

Have you ever asked
your boss for a raise?

Embedded yes / no questions

Let's ask whether she gets fed up when
she's frustrated.

I'd like to know if you know what I mean.

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

What's she afraid of?

Why have you decided to stay home?

Embedded information questions

I can't remember what she's afraid of.

I don't understand why you've decided to stay home.

When was it found?

Do you know when it was found?

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?

- 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]

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

- 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?)
- 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?

Count and non-count nouns

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.

Some phrases to make non-count nouns countable

The following phrases are used to make non-count nouns countable. The list includes abstract ideas, natural phenomena, foods, drinks and liquids, and household products. Many phrases are used in more than one category.

an article of (clothing)
a bar of (chocolate / soap)

a cloud of (smoke)
a cup of (sugar / rice / coffee / tea)

a liter of (gasoline / oil)

a bottle of (water)

a drop of (rain / water)

a loaf of (bread)
a piece of (fruit / paper / wood / metal / advice)

a bowl of (rice / soup / cereal)

a game of (tennis / soccer / chess)

a teaspoon of (salt / sugar)

a box of (rice / pasta)
a carton of (milk / juice)

a glass of (juice / milk)
a grain of (sand / salt / rice)

a type (or kind) of (energy / behavior / music)

Phrases that are used to make a number of non-count nouns countable

Here are four common phrases that are used to make a number of non-count nouns countable.

a plece of {	advice equipment furniture gossip information news	a sense of 〈	achievement community confidence control humor heroism	an act of ${}$	defiance generosity insanity justice kindness	a state of {	confusion disrepair emergency mind war
--------------	--	--------------	---	----------------	---	--------------	--

Nouns used in both countable and 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 the 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

- 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 <u>clothing</u> 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 <u>rice</u> on the side.
- 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 woman 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 waitress for a of orange juice.

UNIT 4

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 Meg does not usually perform well under pressure, but she gave a brilliant recital. Meg does not usually perform well under pressure. Despite this, she 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.

Remember

- A coordinating conjunction links two independent clauses in a sentence. It is preceded by a comma.
- A <u>subordinating</u> <u>conjunction</u> introduces a dependent clause in a sentence. When a dependent clause starts a sentence, the clause is followed by a comma.
- A <u>transition</u> links ideas between sentences or paragraphs. It usually begins a sentence and is followed by a comma. A transition can be preceded by a semicolon.

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,

- On a separate sheet of paper, combine each pair of sentences two ways: once with the connecting word(s) in <u>a</u> and once with the connecting words in <u>b</u>. Use a semicolon before a transition. Change the wording as necessary to retain the meaning.
 - 1 John is a bit of a perfectionist. His brothers are pretty easygoing. (a while b in contrast)
 - 2 Nicole has always struggled with being disorganized. She has made a lot of progress recently.(a although b despite that)
 - 3 My boss tends to be very negative. He 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 Carla has been trying not to be so controlling at work. She gets along better with her colleagues.(a now that b as a result)

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)
- B Clarify what B said, thought, or meant. Complete each cleft sentence 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!
W	/rite	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?
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 / Ladd / nuts)

B: No. (at the bus stop)

UNIT 5

Indirect speech: review and expansion

5 A: Aren't we supposed to meet Jason at the coffee shop?

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

"Could you please go to the store?"

The chef said, "Add two eggs and stir the mixture."

"Please have dinner with us," he said.

She told the child, "Don't cross the street."

Indirect speech

She asked me to go to the store.

The chef said to add two eggs and stir the mixture.

He invited me to have dinner with them.

She told the child not to cross the street.

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.

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?"

 \rightarrow Peter asked them if those coats were theirs.

On a separate sheet of paper, write each sentence in indirect speech.

- 1 Marian advised Claire, "Turn on the TV at 9:00 because there's a funny movie 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 "Take the penguin to the zoo tomorrow," Mr. Franklin's neighbor told him.
- 8 Nick 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!

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 give me a copy.

4 KIM: I bought a new MP3 player last week.

BEN: I know. I saw it on your desk. It looks much better than your old one.

5 SAM: I got all these articles about humor on the Internet last weekend.

PIRI: That's great. Would you let me read them when you've finished them?

Say, tell, and ask

Remember: Use <u>tell</u> when you mention the listener. You can use <u>say</u> in indirect speech when you mention the listener, but you must use the preposition <u>to</u> and introduce the indirect speech with <u>that</u>.

Marie 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 \underline{ask} either with or without mentioning the listener. Don't use \underline{to} after \underline{ask} when you mention the listener.

Marie asked if she could make an appointment later in the week. OR Marie asked Dr. Barton if she could make an appointment later in the week.

BE CAREFUL!

Jack answered that ...

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.

Maria said Jack's cartoon was great and that ...

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.

Complete the sentences with a form of say, tell, or ask.

1 She the waiter 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 humor therapy for the first time. Charles Wilder, a patient trying out humor therapy for the first time, **claims** that things are definitely getting better.

declare

"The nursing staff has been doing a brilliant job!" **declared** the head doctor on Tuesday.

On Tuesday, the head doctor **declared** that the nursing staff had been doing a brilliant 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 at the company.

More reporting verbs

add maintain announce answer promise comment complain reply exclaim reveal imply maintain mention mention remark remark

- D On a separate sheet of paper, restate 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 of the United Nations says that more should 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.

Pronunciation table

These are the pronunciation symbols used in Summit 2.

Vowels				Consc	onants		
Symbol	Key Word	Symbol	Key Word	Symbol	Key Word	Symbol	Key Word
i	beat, feed	ə	banana, among	p	pack, happy	Z	zip, please, goes
1	bit, did	3r	shirt, murder	b	back, rubber	ſ	ship, machine, station, special, discussion
eı	date, paid	aı	bite, cry, buy, eye	t	tie	3	measure, vision
3	bet, bed	au	about, how	d	die	h	hot, who
æ	bat, bad	21	voice, boy	k	came, key, quick	m	men, some
a	box, odd, father	ir a	beer	g	game, guest	n	sun, know, pneumonia
Э	bought, dog	εr	bare	tf	church, nature, watch	ŋ	sung, ringing
00	boat, road	ar	bar	dz	judge, general, major	w	wet, white
U	book, good	or	door	f	fan, photograph	1	light, long
u	boot, food, student	or	tour	v	van	r	right, wrong
٨	but, mud, mother			θ	thing, breath	у	yes, use, music
				ð	then, breathe	ţ	butter, bottle
				S	sip, city, psychology	a garditan	button

Pronunciation Booster

The Pronunciation Booster is optional. It provides a pronunciation lesson and practice to support speaking in each unit, making students' speech more comprehensible.

UNIT 1

Sentence stress and intonation: review

Sentence stress

Remember: Content words are generally stressed in a sentence.

I've ALWAYS DREAMED about BEING a PHOTOGRAPHER. You've been TALKING about DOING that for YEARS! Have you EVER THOUGHT about a CAREER in LAW?

Intonation

Lower pitch after the stressed syllable in the last stressed word in statements, commands, and information questions. Raise pitch after the last stressed syllable in yes/no questions.

I love the outdoors, so I've decided to become a naturalist. What's stopping you?

Tell me something about your experience.

Have you made plans to get married?

If the last syllable in the sentence is stressed, lengthen the vowel and lower pitch. In yes/no questions, lengthen the vowel and raise pitch.

I just gave notice at the bank.

Have you decided on a career?

Content words

nouns photographer, Robert, career

verbs think, study, discuss adjectives important, young, successful

adverbs carefully, ever, recently

possessive pronouns ours, yours, theirs demonstrative pronouns this, that, these

reflexive pronouns myself, yourself, ourselves interrogative pronouns who, what, why

In compound nouns, stress only the first word.

She has just been accepted to a top BUSINESS school.

Have you made any progress with your JOB search?

A 6:02 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** 6:03 Listen and practice.
 - I love the outdoors, so I've decided to become a naturalist.
 - 2 Tell me something about your experience.
 - 3 What's stopping you?
- 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 Have you made plans to get married?
- 5 I just gave notice at the bank.
- 6 Have you decided on a career?
- 4 He just accepted a position teaching math at the university.
- 5 MediLabs has an opening for a junior lab specialist.

▶6:04 Now practice reading each sentence aloud. Listen to compare.*

- D Circle the last stressed content word in each 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?

▶6:05 Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to compare.*

UNIT 2

Emphatic stress and pitch to express emotion

Use emphatic stress and higher pitch on content words to indicate intensity of emotion.

I'm SO SORRY! I'm REALLY UPSET! What do you MEAN?

How could you **DO** that? What **GREAT NEWS!** Thank you **SO MUCH!**

A 6:06 Listen and practice.

1 I'm so sorry!

3 What do you mean?

5 What great news!

2 I'm really upset!

4 How could you do that?

6 Thank you so much!

B 607 Practice reading each sentence aloud, using intonation to express emotion. Listen to compare.*

1 JOHN, what HAPPENED?

2 You look WORRIED.

3 I feel JUST TERRIBLE!

4 How did THAT happen?

5 Why didn't you slow DOWN?

6 We could have been KILLED!

7 How could you SAY that?

UNIT 3

Vowel reduction to /ə/

Remember: The /u/ sound in the function word to is often reduced to /ə/ in spoken English.

We tried to cheer him up. /tə/ They were scared to death. /tə/ It was starting to get me down. /ta/

You just need to give it a little more time. /ta/

Do not reduce the /u/ sound when to comes before another /ə/ sound.

/ta/

She was trying to e-mail 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. /'tuar/

/t11/

In the phrases have to, ought to, and be going to, /u/ generally reduces to /a/, and there are often other sound changes.

I didn't have to walk very far. /hæftə/ You really ought to be careful next time. /ɔt̪ə/

We're definitely going to take a cell phone on our next trip. /gʌnə/

A 6:08 Listen and practice.

1 We tried to cheer him up.

2 They were scared to death.

3 It was starting to get me down.

4 You just need to give it a little more time.

5 She was trying to e-mail a message to a friend.

6 I sent it to her yesterday.

7 I sent it to her yesterday.

8 I didn't have to walk very far.

9 You really ought to be careful next time.

Function words

prepositions of, from, at, to

auxiliary verbs have [+ past participle]

Be careful! When an auxiliary verb is

negative or used in short answers, it is

be [+ present participle]

He WON'T LIKE it.

Yes, I HAVE.

conjunctions and, but, or determiners a, the, some

personal pronouns he, she, they

possessive adjectives my, her, their

generally stressed.

I CAN'T GO.

No, they DON'T.

10 We're definitely going to take a cell phone on our next trip.

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.

▶6:09 Now practice reading each sentence aloud and listen to compare.*

UNIT 4

Shifting emphatic stress

You can shift stress within a sentence to change emphasis. Place emphatic stress on key words to get your meaning across.

A: I think I'm too critical of other people.

A: I think I'm too critical of other people.

B: Really? I don't think I'm critical ENOUGH.

B: I don't see you that way at all. I'M too critical.

A: I don't think I'm critical enough.

A: I think I'm too critical of other people.

B: Really? I think I'm 100 critical.

B: Really? Not me ... At least I don't THINK I'm too critical.

- A 6:10 Listen and practice.
 - 1 I don't think I'm critical ENOUGH.
 - 2 I think I'm TOO critical.

- 3 I'M too critical.
- 4 I don't THINK I'm too critical.
- B Study each conversation, paying attention to emphatic stress.
 - 1 "You know what my problem is? I'm a perfectionist."

RESPONSE: Well, I'M just the opposite.

2 "You know what my problem is? I'm a perfectionist."

RESPONSE: Not me. I'm just the OPPOSITE.

3 "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.

▶ 6:11 Now practice reading each response aloud, using emphatic stress as shown. Listen to compare.*

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.

arcasm if it is said with nattened pitch a	nd at a slower pace.
Pleasure	Sarcasm
	Name of the Control o
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 6:12 Listen and practice.
 - 1 How funny! / How funny.

- 3 That's terrific! / That's terrific.
- 2 That's hysterical! / That's hysterical.
- 4 I love it! / I love it.
- 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.
- 4 That's great! / That's great.
- 2 That's so funny! / That's so funny.
- 5 That's too much! / That's too much.
- 3 What a funny story! / What a funny story.
- 6 That really made me laugh! / That really made me laugh.

Test-Taking Skills Booster

The Test-Taking Skills Booster is optional. It provides practice in applying some key logical thinking and comprehension skills typically included in reading and listening tasks on standardized proficiency tests. Each unit contains one Reading Completion activity and one or more Listening Completion activities.

*Note that the practice activities in the Booster are not intended to test student achievement after each unit. Complete Achievement Tests for **Summit** can be found in the **Summit** ActiveTeach.

UNIT 1

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Gender Roles

Until recently in the developed world, most married couples (1) traditional roles, with the husband working outside the home and the wife taking care of the children and the house. Although many families still follow this tradition, those roles have become less iron-clad. A number of factors have contributed to this (2) (3), perhaps as a consequence of feminism, people have begun to believe that one's (4) should not dictate one's role. (5), people feel they have "permission" to decide what they want to do in life. It's no longer (6) for men to want to be the primary caregiver or homemaker. (7), many women would prefer to enter the working world instead of staying home. (8), a large number of women have achieved advanced academic and professional training,

providing them with a significant earning potential.

On the other hand, factors other than personal choice have (9) to the fluidity of gender roles. Life has become more expensive and it's (10) for a family to exist on only one income, requiring married women to leave the home to earn money to help support the family. (11), the number of two-income households has grown exponentially. And despite the fact that women on average still earn less than men for the same job, their incomes have become an (12) component of survival and prosperity in today's world. In similar fashion, a man's decision to stay home may not be voluntary. In the event he has lost his job, his decision to stay home might be one of necessity, not (13)

1	A rejected	B adopted	C gave	D needed
2	A change	B consequence	C continuation	D conflict
3	A Whereas	B While	C On the one hand	D On the other hand
4	A parents	B income	C gender	D age
5	A Despite this	B As a result	C Nevertheless	D Whereas
6	A beneficial	B advantageous	C harmful	D shameful
7	A Nevertheless	B Despite the fact	C By the same token	D First
8	A On the other hand	B Moreover	C For example	D Finally
9	A contradicted	B contributed	C coincided	D donated
10	A convenient	B difficult	C easy	D traditional
11	A Yet	B Even though	C Even if	D Consequently
12	A ordinary	B arbitrary	C unnecessary	D essential
13	A need	B habit	C choice	D logic

LISTENING COMPLETION

▶ 6:27 You will hear a conversation. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the conversation. Listen a second time to check your work.

The woman, Diane, is up	set because she can't (1)	Her husband is trying to help her,
		She remembers that she used it
		nts to know why that question is relevant, and
her husband says that even th	rough it's (7)	to text while driving, the main reason he asked
		hat question helps Diane remember that she had
		that she had stuck (10) in the
		■ 20 SERECTION (2014) (201
grocery bag.	The same same sound with	and one had stack (10) If the



READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Where Values Come From

All of us live by a set of principles or beliefs that guide our actions and help us develop a sense of what is morally acceptable (1) what is unacceptable behavior. But where do our values come from? According to psychologists, they develop throughout our lives and (2) from a variety of sources, such as family, school, religious upbringing, the places we work in, (3) as the media and music we watch and listen to.

For example, most of us learn from our parents to (4) between right and wrong. When they read to us or tell us children's stories, we (5) moral lessons about the consequences of good and bad behavior. (6) we make mistakes or when we don't tell the

truth, our parents correct us. Moreover, we learn from our parents' actions. Children (7) how their parents relate to each other and handle social situations, and they always notice whether their parents are truthful or not.

(8) , we are strongly affected by the views of our peers. Our friends, colleagues, and acquaintances "categorize" the people we know or who we hear about on the news-for example, who is unfriendly, who is generous, which politicians or celebrities are honest. Many people also believe their moral principles can be (9) to their religious upbringing. Religion can provide a clear set of guidelines to live by that make it easier to distinguish between right and wrong.

1	A between	B from	C to	D about
2	A originate	B learn	C match	D populate
3	A known	B such	C as well	D as far
4	A activate	B distinguish	C enter	D educate
5	A absorb	B calculate	C inspire	D encourage
6	A Therefore	B Although	C Even if	D When
7	A observe	B disagree	C ignore	D compete
8	A Consequently	B As a result	C For instance	D Similarly
9	A described	B contributed	C attributed	D celebrated

LISTENING COMPLETION

▶6:28 You will hear part of a report. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the report. Listen a second time to check your work.

In the report, the speaker notes that celebrity philanthropists get lots of attention but also have their
(1) For example, an aid worker complains that bringing celebrities in to do humanitarian work
is more (2) it's worth. Why? Because celebrity philanthropists can be (3) and
demanding. They also often do little to (4) the people they came to help. On the other hand,
supporters note that some celebrity philanthropists (5)
(6) Another criticism of celebrity philanthropists, however, is that they sometimes spread a
(7) that places like Africa are hopeless and (8) Finally, some critics say
celebrities (9) local humanitarian efforts and provide increased opportunities for
(10)

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Laughter Yoga

The principle of Laughter Yoga is that you cannot be physically stressed and mentally relaxed at the same time. (1) most forms of Yoga include body positions and exercises, Laughter Yoga is based on the physical activity of laughing, which relaxes the body and mind. Proponents of Laughter Yoga (2) that it permits us to be more aware of the present (3) dwelling on the past or worrying about the future. In short, it enables us to simply be.

Some (4) that Laughter Yoga can be considered a new form of exercise. (5) its proponents, it's a kind of internal jogging. Anyone can do it because, they say, everybody knows how to laugh. It is not necessary to tell jokes, have a sense of (6), or be happy

in order to laugh. In fact, practitioners of Laughter Yoga are invited to "laugh for no reason," faking the laughter until it becomes real. It is (7) that the physical action of laughing brings oxygen and certain body chemicals such as hormones to the body and the brain, thus fostering (8) feelings and improving interpersonal skills. (9) Laughter Yoga is practiced in groups, people leave each session laughing and feeling (10) to each other. Believers in Laughter Yoga (11) contend it can contribute to world peace. They say, "World peace first starts inside every one of us. We don't laugh because we are happy. We are happy because we laugh."

1	A Until	B While	C Whether	D If
2	A continue	B complain	C assert	D admit
3	A in addition to	B instead of	C in favor of	D along with
4	A tell	B ask	C claim	D wonder
5	A Even if	B Whenever	C Although	D According to
6	A anger	B humor	C happiness	D knowledge
7	A argued	B disputed	C required	D intended
8	A negative	B hopeless	C lucky	D positive
9	A Since	B All the same	C Even if	D Until
10	A separate	B connected	C different	D annoyed
11	A however	B nevertheless	C therefore	D besides

LISTENING COMPLETION

🜬 632 You will hear a story. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the story. Listen a second time to check your work.

The woman tells a story about her friend Mark, who loves to (1)
joke on his friend John, who was very (2) and was always looking for (3)
One day, Mark spoke to (4) of the Bargain Burger restaurant and asked her if she
would (5) two very large burgers. The manager said "Sure," and Mark paid her for them
(6) for lunch and that the manager
should (8) the huge burgers and put the regular low price on the check. When Mark and John
finished eating, (9) and John was pleasantly surprised at the low price of the burgers. So the
(10)
the burgers came to the table, they were the ordinary tiny little ones, which made John (11)
in front of his friends.



WORKBOOK

JOAN SASLOW ALLEN ASCHER

1

Dreams and Goals

PREVIEW

1 Complete the questionnaire.

Compress and queensin		
•••		
FIND YOUR DREAM	Do you have your dream job? If not, and you or if you're just getting started in the worki you focus on what you really want to do. To questions—your answers could determine	ng world, this worksheet can help ake time to really think about the
DREAM	1. If you could study any subject, what would it be?	
JOB	2. What do you think are your strengths?	
- 0	3. Ask your friends and family for their opinions about you. What do they think are your strengths?	
The state of the s	4. If you suddenly had enough money that you didn't have to earn a living, what would you do with your time?	
- and	5. What are your hobbies?	
	6. Do you like working with people? Or do you prefer to work on your own?	
	7. Do you prefer working outdoors or inside? In an office, or in a setting where you're not tied to a desk?	
M. All	8. Think about your friends and family. Does anyone have a job that you'd like to have? What is it?	
	9. What's a job you'd like to do, but you haven't considered it because you don't have the necessary education or training?	
	Now look at your answers. Do any skills, jo you? If not, what do your answers have in area of study that appears often in your ans answers should give you food for thought a	common? Is there a skill or an swers? At the very least, your

2 Use each expression in a sentence. Use your own ideas.

a little overkill keep my fingers crossed

all in all run of the mill

don't want to take any chances six of one, half a dozen of the other

l've got my heart set on wait and see

l			
·			
•			
•			
•			
			· · · · · · · · · · · · · · · · · · ·
B			

- 3 WHAT ABOUT YOU? Answer the questions.
 - 1. Have you ever considered changing your career or course of study? Why or why not?
 - 2. What job do you see yourself doing in ten years?

LESSON 1

4 Read the article. Notice the underlined verbs.

The Brooklyn Bridge:

a Story of Triumph

Already an accomplished bridge designer in the mid-1800s, John Roebling wanted to pursue his greatest challenge yet: building a bridge connecting Manhattan with rapidly growing Brooklyn. However, this would be no ordinary bridge. It would span the East River, which flows in more than one direction and can be navigated by ships. The bridge would have to be tall enough for ships to pass under. Roebling's idea was not well received. No one had done anything like it, and experts claimed it was impossible. Many people even doubted the necessity of the bridge.

But Roebling persevered, and he drew up plans for the longest suspension bridge in the world at that time. In 1869 construction began. Roebling had been working on the construction site for only a month when his foot was crushed in a tragic accident. Weeks later he died of complications from the injury. John's son Washington, also an engineer, took over.

Another tragedy soon emphasized the hazards of the project. One stage of construction required workers to go below the river. The effects of the changes in air pressure going from under the river to the surface killed several men and left Washington Roebling paralyzed and unable to speak. But Washington wasn't giving up. He could move one of his fingers a little. He slowly developed a code of

communication with his wife Emily by tapping his finger on her arm. With her remarkable assistance, Washington continued to direct the project from his home. Emily took up studies in engineering to better understand Washington's plans. For thirteen years she oversaw work at the construction site.

Even before its opening on May 24, 1883, the bridge <u>had come</u> to symbolize triumph and ingenuity. Today the Brooklyn Bridge remains a tribute to perseverance and determination.



The Brooklyn Bridge connects the boroughs of Manhattan and Brooklyn in New York City.

Now complete the chart. Write the underlined verbs in the correct categories.

Past perfect	Past continuous	Past perfect continuous

5	Complete the sentences.	Use the	correct form	of each	verb in	parentheses.
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1.	John Roebling (try) to convince people of his plans
	for the bridge long before the project (become) a reality.
2.	John (die) before his son Washington simple past
	(take over) as chief engineer.
3.	Construction of the bridge (lead) to tragedies and
	triumph in the Roebling family.
4.	Emily Roebling (study) engineering while her husband
	Washington (give) orders for her to carry out.
5.	Emily (help) Washington for thirteen years before the
	bridge (be) finally complete.

- 6 Circle the action that occurred first in each sentence.
 - 1. (It had been raining for two weeks) when the sun finally came out.
 - 2. He was taking a nap when suddenly the alarm clock woke him up.
 - 3. Marianne decided to take action when she got tired of waiting.
 - 4. By the time I found out the news, everyone had heard about it.
 - 5. Mr. Green was waiting for a phone call when someone knocked on the door.
 - **6.** They had sent several messages to the company before they got a response.
 - 7. Nancy had been engaged to someone else when she met Jonathan.
 - 8. When the package finally arrived, they'd been expecting it for three weeks.
 - 9. Jennifer saw the ad when she was looking through the newspaper.
 - 10. I had called the office three times before I finally got hold of someone.
- Look at the cartoon. Then use appropriate tenses (simple past, past perfect, past continuous, or past perfect continuous) and the verbs in parentheses to complete the sentences. There may be more than one correct answer.







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1.	Bud	(consider) snowboarding down the mount	ain when Gretchen
		(dare) him to do it.	
2.		(say) he should do it, Bud down the mountain was probably a bad idea.	(think)
3.	Bud	(start) to snowboard down the mountain b	efore Gretchen
		(tell) him to stop.	
4.	When he	(hear) Gretchen yell, Bud	(get) really nervous.
		with Gretchen again	(decided)

LESSON 2

Read the messages on this community website. Then complete the sentences using the phrases from the box.

ng and experience a must. arker@GrandHotel.com
t accepted into a program or school? ills you need to fulfill your dreams.
ounselor at FourCornersCareers.com
n you classes
ŀ

·a	ccepted into	apply to	enroll in	sign up for	take up	
a	pply for	decide on	rejected by	switch to		
1.	People who want	to	art schoo	can	Ва	allard online.
2.	People looking fo	r a job as a chef s	should email Joe B	arker in order to _	No. of the second	a job.
3.	People interested	in learning basic	computer skills ca	in	a cor	mputer class.
4.	Carlton Test Prep program because			e been		a school or
5.	The performance	class is for peopl	e who want to		_ performan	ce.
6.	People who want	to	a differen	t job should look	at <u>careercha</u>	inge.com.
7.	People who can't advice.	-	a career can	go to the FourCo	rnersCareer	s site to ask for
8.	Only three actors	will be	the F	our Corners Thea	ter Troupe tl	his season.

- 9 Read the e-mail. Underline the verbs in the present perfect. Circle the verbs in the present perfect continuous.
 - Dear Mom and Dad,

...

Well, <u>I've arrived</u> safely, and I'm in my hotel room. I still can't believe I'm here. My dream is finally about to come true! I'm going to skate in the winter Olympic Games! For as long as I can remember I've been dreaming of competing in the Olympics. I've worked so hard for this! I've been training for this day since you took me to my first lesson when I was four years old.

I know you and Dad have given up a lot for me to be here, too. My skating lessons have been expensive, but you have never complained. Everyone has supported me. I know you will all be watching the competition on TV—you've been watching me compete since I first started skating. I hope that I do well so I can make you proud.

Your loving daughter, Tracy

Complete the e-mail response from Tracy's mother. Use the present perfect continuous for uncompleted actions, except with stative verbs. Use the present perfect for completed actions.

Dear Tracy,
Your father and I are so proud of you! Since you were a little girl, I have known that you
would become a great skater one day. You about skating in the Olympics since
we bought you your first pair of ice skates. I know that sometimes ice skating
like a lot of work. Injuries you slow down a few times, but you (5. not forget)
your goal. And now your dream is finally a reality. We you grow from a child to
the amazing athlete and beautiful person that you are today. Over the years, we
you win, lose, and try again. No matter what happens in the next two weeks,
we'll be proud of you just like we for so many years.
Love always, Mom

W6

11	Mark grammatically correct sentences with a checkmark. Mark incorrect sentences with an X. Rewrite the incorrect sentences using appropriate verb forms.
	1. 🗵 I've just been enrolling in the pre-med program at the university.
	I've just enrolled in the pre-med program at the university.
	2. I've had an interest in sculpture for many years.
	3. Have you been accepted by any schools yet?
	4. How many jobs has he been applying for?
	5. My daughter's been visiting a lot of universities lately.
	6. Have you ever been thinking of a career change?
	7. The group has been working on the project for over a year.
	8. I haven't been deciding on a career yet.
	9. \(\sum \) I've been owning my car for a year now.
	10. We've thought about moving, but we really like our neighborhood.
	11. The International Red Cross has helped people all over the world.
	12. I've traveled around Italy for the past few months, and I'm loving every minute of it.
12	WHAT ABOUT YOU? Complete the questions with the present perfect or present perfect continuous. Then answer the questions.
	1. What is one accomplishment that you (achieve) in the past?
	2. What is one activity that you (do) for a few years?
	3. What is one thing or activity that you (be) interested in for a long time?
	4. What's one thing that you (try) to do for a while?
	5. What's one important lesson that you (learn) in your life?

ambitious

13 Complete the paragraph using the words from the box.

put off

unrealistic

fulfill

		joal		and the same
When I was 11 years old time. That was when I k	new that I wanted	d to be a marine	biologist.	
It was a(n)	goal for	an 11-year-old,	but I knew	190
that it was	if I work	ed hard. Since t	hen, I've been	
m	ny dream. In high	school I took as	many science	Y
classes as I could. I stud				
enjoyed what I was stud	dying. My parents	didn't make a l	ot of money,	
but I knew it wasn't		_ to think I coul	d get a scholarsh	ip to a good university. I did,
and, in four years, I got	my undergraduat	te degree in mai	ine biology. I had	d to
				oratory assistant, so it wasn't
so bad. Finally, I was ac	cepted into the gr	raduate program	at the university	that was my first choice.
Now, three years later, I	I am about to		_ my dream and	graduate with my doctorate
in marine biology! Anyt	thing is possible if	you	and w	vork diligently towards
achieving it.		7	'.	
Amazza a Ala a arra attara				
Answer the questions.	•			
 What was one of your 		ıms?		
•		nms?		
1. What was one of yo	ur childhood drea			-
1. What was one of yo	ur childhood drea			*
What was one of you Was that childhood	ur childhood drea dream realistic? W	Vhy or why not?		-
What was one of you Was that childhood	dream realistic? W	Vhy or why not?	pursue your dre	eam? If not, what has changed?
 What was one of you Was that childhood Is it still a dream of you If you live with anot 	dream realistic? Wyours? If so, what a	Vhy or why not? are you doing to er or a roommat	pursue your dre e, how do you sh	eam? If not, what has changed?
 What was one of you Was that childhood Is it still a dream of you If you live with anot 	dream realistic? We what a that you've been p	Vhy or why not? are you doing to er or a roommat outting off? Why	o pursue your dre e, how do you sh	eam? If not, what has changed? nare responsibilities?
 What was one of you Was that childhood Is it still a dream of you If you live with anot What is something to Do you think that it What differences do 	dream realistic? We yours? If so, what a ther family member that you've been processing important for characters of you think there in	outting off? Why	o pursue your dree, how do you show en how children w	eam? If not, what has changed? nare responsibilities?

GRAMMAR BOOSTER

A	Choose the correct answer to complete each sentence.
	1. She to work when her car suddenly started smoking.
	a. would drive b. has driven c. was driving
	2. I Turkish food a few times, and I really like it.
	a. used to eat b. have eaten c. was going to
	3. We soccer last weekend.
	a. would play b. used to play c. played
	4. They vegetables at the market this morning, but it was closed.
	a. would buy b. bought c. were going to buy
	5. I you yesterday, but I didn't have time.
	a. had called b. was going to call c. was calling
	6. Everyone at the office at 8:30 this morning.
	a. was b. used to be c. has been
	7. The workers painting the house before the storm started.
	a. have finished b. used to finish c. had finished
	8. I always knew I a house near the beach one day.
	a. would buy b. bought c. had bought
	9. Tom meat, but now he doesn't.
	a. was going to eat b. used to eat c. was eating
В	Cross out the word or phrase that does <u>not</u> correctly complete each sentence.
	1. As a child, Betsy used to bother / bothered / was bothering her younger brothers a lot.
	The team had been working / used to work / had worked on the project for months before it was finally finished.
	3. I had walked / walked / was walking there twice before I learned I could take a bus.
	The secretary had left / left / was leaving a message for Mr. Reynolds on Monday evening before she went home.
	5. She thought that she would see / had seen / had been seeing that movie by herself.
	6. She used to study / has studied / studied all the time when she was a student.
	7. They were waiting / had been waiting / waited for over an hour before their table was ready.
С	WHAT ABOUT YOU? Answer the questions.
	1. What did you do yesterday evening?
	2. What is something that you used to do when you were a child?

	3.	What is something that you thought you would have done by the age that you are now?
	4.	What is something that you've done a few times in the past year?
D	Fix	ad each sentence. Write <u>C</u> if the sentence is grammatically correct or <u>I</u> if it is incorrect. the incorrect sentences. I understand
		I I'm understand that this is a difficult time for many employees.
	2.	The secretary remembers that she left the file on Mr. Johnson's desk.
	3	Are you having a few minutes to discuss our plans for the project?
	4	John is knowing your brother because they went to school together.
	5	I'm going to visit my travel agent today. I'm thinking of taking a vacation.
	6	This bag is really heavy. How much is it weighing?
	7	We're having steak for dinner. Would you like to join us?
	8	I'm believing that it's important for family members to live near one another.
	9	Mary is looking at photographs of her wedding.
	10	This sauce is tasting a little too salty.
E	ve	mplete the sentences with the simple present or present continuous form of the rbs in parentheses. A: Are these photos of your grandchildren? B: Yes. My oldest daughter (have) two sons, and she (have) another one in the spring.
	2.	A: I read that the average newborn baby (weigh) between three and four kilograms. B: How heavy is Hannah? A: I don't know. The nurse (weigh) her now.
	3.	A: I (see) Julia in the hallway. Want me to get that file from her? B: No, don't bother. I (see) her after lunch. We have a meeting at two o'clock.
	4.	A: The food here is delicious. They (have) a lot of great seafood dishes on the menu. B: I don't feel like seafood tonight. I (have) a salad.
	5.	A: My parents (think) I watch too much TV. B: Mine do, too. They (think) about getting rid of our television.
	6.	A: Did Anne think this sauce (taste) different? B: I'm not sure. She (taste) it now.
	7.	A: What are you doing? B: I (look) at a photo of my brother's new house. It (look) beautiful!

WRITING A formal cover letter

PREWRITING: TREE DIAGRAM Look at the tree diagram below. On a separate sheet of paper, create your own tree diagram about your experience, knowledge, training, and abilities. Write ideas in under each section and expand each new idea.

JEFF BROCKMAN Experience Knowledge **Training Abilities** · wrote articles for · design newspaper · attended writers' • type 55 words per local newspaper layout with workshop minute computer software · wrote weekly column · degree in · work well in groups for college newspaper some Japanese journalism from · work independently · on editorial board of Loyalton University German college newspaper

- WRITING Most often you will write a cover letter to apply for a specific job. But suppose you wanted to work for the company DreamTECH (or for another real or imaginary company), but did not yet know of a specific job posting. On a separate sheet of paper, write a cover letter to send your résumé to the Director of Human Resources at that company. Use some of your ideas from the idea cluster. Use the cover letter on Student's Book page 12 as a model.
- 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?

Character and Responsibility

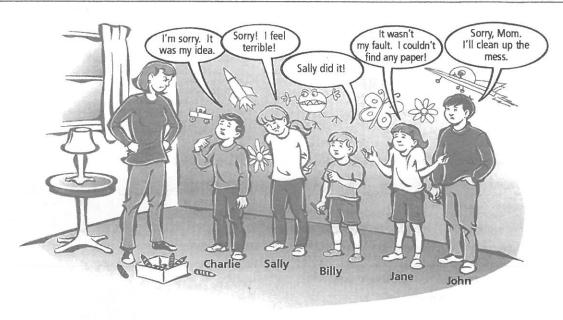
PREVIEW

Answer the questions. Use true information or make up fictitious answers.

1. Have you ever made a serious	s mistake at work or school? Explain.	0 3
2. Did you admit your mistake?	Explain.	WANNAM.
Assignment #5	3. Have you ever forgotten to finish an assignment for work school? What happened?	or
	4. Have you ever broken or lost something you had borrow happened?	ed? What
5. Have you ever broken a pron	nise? Explain.	
6. Has anyone ever told you a li	ie? What did you do?	
	7. Have you ever told a lie? Did you have a good reason? E	xplain.
	8. Have you ever damaged someone else's car? What happ	pened?

2 Look at the picture. Then write a statement describing the attitude or action of each child. Use phrases from the box. There may be more than one correct answer.

admit making a mistake express regret make up for take responsibility for avoid taking responsibility for make up an excuse shift the blame to



- 1. (Charlie) ______

 2. (Sally) _____

 3. (Billy) _____

 4. (Jane) _____

 5. (John) _____
- 3 Complete the conversations with expressions from the box.

couldn't help myself	make it up to	owned up to			
let things get out of hand	making fun of	that's not the worst of it			

- 1. A: Hello?
 - B: Hi Jamie, this is Kelly. I wanted to apologize for _______ your outfit.
 - A: Oh Kelly, that's ok. I didn't take it seriously.
- 2. A: What's wrong, Jen?
 - B: I messed up big time. I forgot to hand in my final assignment.
 - A: Well, the semester just ended. Can you email the professor and ask if you can hand it in today?
 - B: But ______. I haven't even finished it!
- 3. A: Who ate all the cake? Billy?
 - B: I'm sorry, Mom. I ______. It was so good!

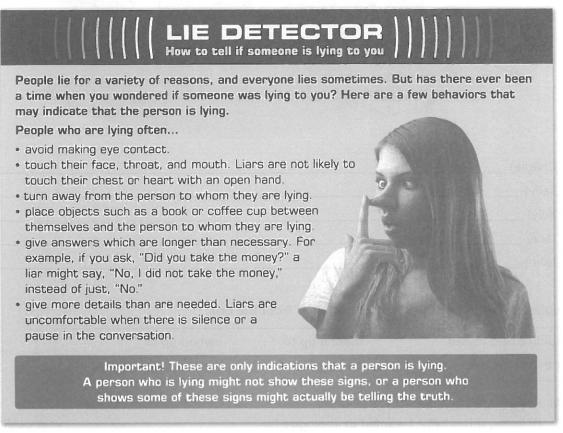
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A: Billy, what am I going to do with you? Well, at least you ______ it and didn't try to shift the blame to the dog!

4.	A:	Brenda, I'm so sorry I forgot your birthday!					
	B:	Oh Amy, that's ok. At our age, birthdays aren't such a big deal.					
	A:	Still, let me you. Can I buy you dinner this week?					
	B:	Well, you certainly don't need to, but yes, let's go out to dinner. It will be nice to catch up					
5.	A:	How was the party at the beach last night?					
	B:	It was great fun. But we may have					
	A:	What do you mean?					
	B:	Some people were swimming in the dark. That doesn't seem like a good idea now.					

LESSON 1

4 Read the article. Then read each statement and check <u>True</u> or <u>False</u>.



		True	False
1.	If the person with whom you're speaking avoids looking you in the eye, then he or she is certainly lying.		
2.	When people lie, they often turn their bodies away from the person to whom they are speaking.		
3.	When a person tells a lie to make an excuse, he or she might talk more than is necessary.		
4.	If a person touches his or her chest while talking, then he or she is probably lying.		

5 CHALLENGE Look at the pictures. Complete each conversation by creating a lie for the second speaker. Then answer each question. Decide whether the person is lying to avoid hurting someone else's feelings or to make an excuse.

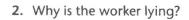


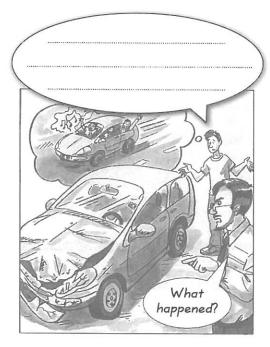


1. Why is the girl lying?

She's making an excuse to avoid being

punished by her father.





3. Why is the boy lying?



4. Why is the woman lying?

W17

WHAT ABOUT YOU? What would you say in each situation? Would you lie? Explain your answers.

Situation	Your response
You go to a friend's house for dinner, and he serves fish. He says, "I hope you like seafood." You hate it.	
A co-worker is wearing a new outfit. She asks if you like it. You think it's inappropriate for the office.	19700
A neighbor who you don't really like invites you to a party. You don't have any plans for that evening but you don't want to go.	موسسه زبان دهخدا dehkhodaedu.com
You forgot to do your homework. Your teacher asks why you didn't complete the assignment.	

7 Con	plete the	statements	with wh	o, whom	, which	when,	where,	or whose.
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- 1. A liar is someone ______ doesn't tell the truth.
- 2. There are very few people, if any, ______ never lie.
- 3. Most people feel at least a little bit uncomfortable _____ they lie.
- 4. Is there anyone to _____ most people never lie?
- 5. There are times _______ telling a lie can keep you out of trouble.
- 6. People ______ lie a lot are often people _____ reputations aren't very good.
- 7. Lying to avoid hurting someone's feelings is a situation in ______ people often find themselves.
- 8. Work is one place ______ people sometimes lie to avoid getting in trouble.

"A person who lies for you will lie against you." -Bosnian proverb

WHAT ABOUT YOU? Complete the statements with your own words and who, whom, that, when, where, or whose.

- 1. ______ is a person ______ I'd like to meet.
- 2. ______ is the city ______ I was born.
- 3. _____ is a holiday _____ many families get together.
- 4. _____ and ____ are things _____ interest me.
- _____ is someone ______ ideas I find interesting.
- is a person with ______ I enjoy spending time.

LESSON 2

9 Complete each sentence with a comment clause with which. Use the ideas in the box.

I don't think it's necessary.

I thought it was unfair.

I feel awful about it.

I find it annoying.

I twas very sweet of him.

I forgot my aunt's birthday, which I feel awful about.

Jared still hasn't returned the book I lent him last year,

Sarah was half an hour late to our meeting,

Tommy helped his sister clean up her mess,

Stu wants to replace the vase that he broke,

There was material on the test that we hadn't studied in class,

10 Read the letter to an advice columnist. Then read the columnist's response.

Dear Anita,

I have a friend who frequently asks to borrow things from me. Since she's one of my best friends, I always say yes. But she doesn't take good care of my things. Last month I lent her a book and when she gave it back, the pages were ripped. When I asked her about it, she claimed that the pages were ripped when I loaned it to her, which wasn't true—it was a brand new book! Another time I let her use one of my favorite handbags. I don't know how, but she got a hole in it. That time she said she was sorry, and she admitted that it was her fault. Unfortunately, she still hasn't given me any money for it, which bothers me. Once she borrowed a pair of my shoes, and her dog chewed them. But she said it wasn't her fault-it was her sister's fault because her sister let the dog into her bedroom!

I want to keep my friend, but I can't continue with the way things are going.

Please help! Christina

Dear Christina,

You sound like a very good and forgiving friend. But it also sounds like you might be a pushover. I know it can be hard to talk openly about a friend's behavior when it bothers you. But it's important. You need to learn to say no, and your friend needs to learn to take responsibility. Next time, before you lend your friend something, tell her that you want it back in the same condition. Tell her you'll expect her to take responsibility for any damage, which is only fair. That way, you explain your expectations and make a plan if she doesn't meet them. Good luck!

Sincerely, Anita

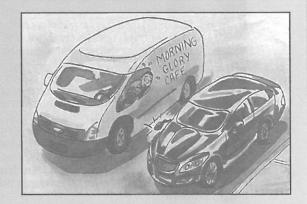
Now choose the correct answer to complete each statement.

- 1. Christina's friend doesn't often _____.
 - a. borrow things from Christina
 - b. ruin things
 - c. take responsibility for her mistakes
- 2. Christina's friend _____ the ripped pages in the book.
 - a. felt awful about
 - b. made an excuse about
 - c. took responsibility for

- 3. When Christina's friend damaged the handbag, she _____.
 - a. made up an excuse
 - b. admitted making a mistake
 - c. shifted the blame to someone else
- 4. After Christina's friend returned the damaged bag, she didn't _____
 - a. make it up to Christina
 - b. know about the problem with the bag
 - c. admit that the hole in the bag was her fault
- 5. When the dog ruined Christina's shoes, her friend _____.
 - a. shifted the blame to someone else
 - b. took responsibility
 - c. made it up to Christina
- 6. Anita thinks that Christina should _____.
 - a. express regret
 - b. make excuses for her friend
 - c. make her friend take responsibility
- WHAT ABOUT YOU? Read the following situation. If you were involved in this situation, would you take responsibility for the accident, avoid responsibility, or shift the blame to someone else? Explain your answer.

You're a college student and, to earn money for school, you have started working a part-time job at a restaurant. On your first day on the job, the manager gives you the keys to the delivery van

and asks you to pick up some cakes from a bakery down the street. You have never driven a large van before but, because it's your first day, you are afraid of saying no to your new boss. When driving the van to pick up the cakes, you notice a large, luxury car parked on the street. The car has been parked too far from the sidewalk and sticks out into the street. When you pass the parked car, you accidentally hit it. You stop the van and check the damage, and you notice that the side mirror of the parked car is broken, but that the van has only a few paint scrapes. The street is empty and nobody saw the accident.





12 Read the article.

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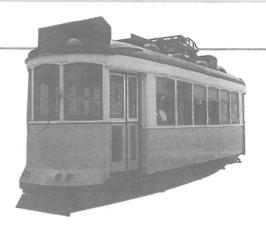
The Trolley Problem

Does our behavior reflect our character and our values? Most people would answer yes to this question. Many researchers have studied what people do (or say they would do) when faced with having to choose between two opposing values. One classic dilemma is known as the "Trolley Problem."

Imagine this scenario: You are standing next to a track on which a runaway trolley car is speeding straight toward five people tied to the track. They are sure to die in seconds. However, you can save the five people by simply flipping a switch, which will divert the trolley onto another track, saving the five people. However, there is one person tied to that second track, and he will surely be killed as a result of your action. What do you do?

This ethical dilemma was originally developed in 1967 by moral philosopher Philippa Foot and has been used since then by people studying human ethics, morals, and values. As it turns out, a majority of people would pull the lever and sacrifice the one person, thereby saving the five people. This seems to be a relatively clear mathematical equation for most people: one person's death is outweighed by the fact that five people were saved as a result.

Things get a little more confusing when you add a slightly different scenario to the problem. This version was developed in the 1980s by philosopher Judith Jarvis Thomson. In Thomson's version, you



are again standing near the tracks, the trolley is again hurtling toward the five people tied to the tracks, and they are again certain to die. This time, there is no switch and no second track. However, there is a fat man standing next to the track. If you push the man onto the track, his body will stop the train. He will be killed, but the five people will be saved. Mathematically, this is the same calculation as in the first version of the dilemma. But the difference: the majority of people would NOT push the fat man.

Why the difference? The mathematical equation is the same: five people's lives versus one person's life. Researchers have been trying to solve this question for decades. Studies have shown that when people think about actually pushing someone to his death, areas of the brain that deal with emotion are active. However, when they think about flipping the switch, areas of the brain associated with higher reasoning are active. This may provide some clue as to why the responses to these two similar versions of the dilemma are so markedly different. What do you think?

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Now answer the questions.

١.	Restate the	two	versions	of	the	Trolley	Prob	lem	in	your	own	word:	s.

3.	Why do you think most people would pull the lever but not push the man?
WH abo	IAT ABOUT YOU? What would you do if faced with the first version of the Trolley Problem? What out the second version? Explain.
ON	4
An	swer the questions.
An	
An 1.	swer the questions.
An 1. 2.	swer the questions. Have you ever made donations to causes or charities? Explain.
And 1. 2. 3.	Swer the questions. Have you ever made donations to causes or charities? Explain. Can you think of a famous (or not so famous) philanthropist? Describe what this person does.

AN EVERYDAY HERO

Every 56 days, Chip Brady helps save someone's life.

It's not anyone that he knows, and in fact he's probably never even met any of the people he's helped. Chip is a voluntary blood donor. For him, giving blood is a deep, purposeful ritual. It's a chance to express his thankfulness for his own good health, and it's an opportunity to help people in his community. "This is one way that I can truly make a difference in people's lives," he says.

It started when Chip signed up for his company's annual blood drive. He was surprised at how quick and easy the donation was. He also recalls a great sense of contentment and pride at being able to help others. He always knew that giving blood was important, but he didn't expect how great it would make him feel. "Every time I give," he says, "I get this incredible sense of satisfaction because I know that I'm helping someone in the most important way that I can. You never know who might be alive today because of your blood."

Chip admits that sometimes he gets curious about who he's helped. But in the end, he says that he has to be content with just knowing that he's done something good. Chip encourages everyone who can to donate. He wants them to know the joy that comes from helping someone in need.



Now answer the questions.

- 1. How does Chip Brady make a difference?
- 2. Which of the Vocabulary words on Student's Book page 22 would you use to describe Brady? Explain.
- 3. In your own words, explain why Brady donates blood.
- 16 WHAT ABOUT YOU? Answer the question.
 - 1. Have you ever helped out a stranger? How?
 - 2. How do you feel when you help someone?

GRAMMAR BOOSTER

1000000	No. of Concession,					
Α	Mark grammatically correct sentences with a checkmark. Mark incorrect sentences with an X. Then correct the incorrect sentences.					
	1.	✓ The woman with whom I spoke was very helpful.				
	2.	☐ The company for whom I worked was very generous.				
	3.	Now's the time when the truth comes out.				
	4.	Shirley is a girl that I've known all my life.				
	5.	☐ The First Avenue Market is one place which I've always gotten fresh fish.				
	6.	Her ideas are ones what aren't very common.				
	7.	☐ Is that the teacher which all the students have been talking about?				
	8.	☐ The palace, whose history can be traced over 500 years, is a historical landmark.				
	9.	☐ The author who stories won the contest was previously unknown.				
В	Co	mplete the sentences. Circle the correct phrase in each pair.				
	1.	The band has four members, all of whom / both of whom were born in Melbourne.				
	2.	The guest brought a cake to dinner, half of which / some of whom was later eaten.				
	3.	There are several rumors going around now, a little of which / none of which are true.				
	4.	The artist is Alice Flannigan, most of whom / one of whose favorite colors is blue.				
	5.	The concert includes the compositions of several local musicians, a little of whom / a few of whom have gone on to record their own albums.				
	6.	I've heard two versions of the story, none of which / neither of which is very believable.				
C	Re	write each sentence. Reduce the adjective clauses to adjective phrases.				
	1.	Harry Goldman works for a large company that is located in Osaka.				
		Harry Goldman works for a large company located in Osaka.				
	2.	The Lion, the Witch, and the Wardrobe was written by C. S. Lewis in 1950.				
	3.	Those photos, which prove the innocence of the defendant, have been turned over to the police.				
	4.	People who smoke inside the building may be fined.				
	5.	Guadeloupe, which is an island territory of France, is located in the Caribbean Sea.				
	6.	Any student who breaks school rules will be punished.				
	7.	The file that holds all the documentation of the study was accidentally misplaced.				

WRITING Restrictive and non-restrictive adjective clauses

☐ Did I distinguish between essential and additional

☐ Did I use commas correctly in non-restrictive

information?

adjective clauses?

Α	PREWRITING: USING WH—QUESTIONS Think about an incident in your life that you regret. Then write Wh—questions about the incident to help generate ideas. Who						
	What						
	When						
	Where						
	Why						
	How						
	Answer your questions on a separate sheet of paper. Read add other ideas.						
В	WRITING On a separate sheet of paper, describe the experience that you regret, using the answers to your questions. Include details, using adjective clauses when possible.	WRITING MODEL When I was sixteen years old, I had a part- time job at an ice cream store. I always worked on weekends. If I wanted to make plans to do something with friends, I had to request time off from work in advance.					
С	SELF-CHECK Did I include at least three adjective clauses?	One week a band that was one of my favorites was coming to town for a concert. My friends and I bought tickets. We couldn't wait! I requested the night off from work weeks ahead of time. I wanted					

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to be sure that the plans were set. Then, on the day of the concert I got a call from another girl, Shelly, who worked at the store. She was older than me, and she'd worked there longer than I had. She said a guy who she really liked had asked her out that night, but she was supposed to work. She asked me to go in for her. I said I couldn't because I was going to the concert. She'd have to

A little while later my boss called. He said that Shelly was really sick and she couldn't work that night. He asked me to go in instead. I couldn't believe it! She was lying to our boss! I told my boss that I had plans and couldn't do it, but he said that he really needed me and that he was counting on me. I caved in. I went in to work that night, and I missed the concert.

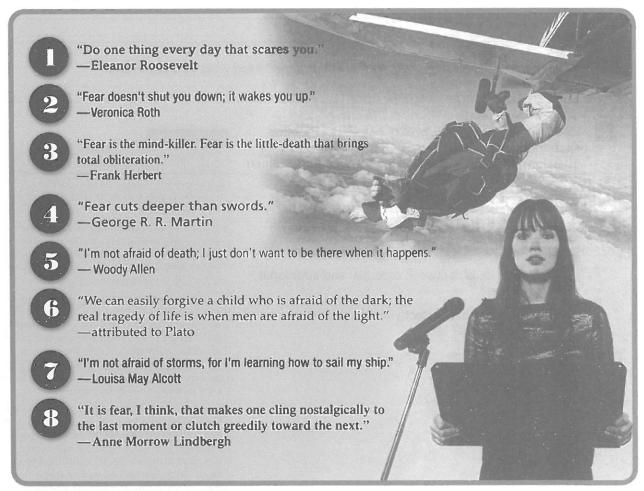
work or figure something else out.

That was a decision which I've always regretted.

Fears, Hardships, and Heroism

PREVIEW

1 Read the quotes.



Now write what you think each quote means.

		8	

Complete the conversation	ns with expressions from the box.	
a big deal	it's not the end of the world	take the plunge
be in hot water	jump to that conclusion	with all my heart
freak me out	just chill	you look like you've lost you
got cold feet	mark my words	best friend
have a minor case of the jitt	ers pulled the rug out from under	
B: I didn't end up comp	performance competition go? eting. I	
4. A: Wow, my boss really B: What happened?	me to	oday.
	e a raise, but today she said she couldr c for another job, or	
6. A: What's your dream inB: I want to be an astron	life? naut. It'll be a lot of work, but I want it	t
7. A: Did you buy that car	you were looking at?	
B: No, I didn't end up g	etting it after all. I just couldn't	•
8. A: Lars said he'd call me B: I wouldn't	last night, but I never heard from him	. He must not be interested.
	ervous before her job interview.	
B: I know. I can see why	. This interview is	for her.
10. A: Yikes!		
B: That? It's just a little s	pider.	
A: I know but spiders		

W27

11.		Have you heard from that unive	rsity	y in California yet?	
		Yes. I didn't get in. Well,		You'll get into another so	chool.
	B: A:	I hope so. What's wrong? You look nervou	Yo		
	B:	I am. I have a big presentation	this	morning. I	•
(of do	that it's pos a heart attack ocumented cases of people actually a. Eighty-five to ninety percent of vi and their limits by the emotional jolt	brou dyin ctim	ught on by sudden, intense stressing of fright, the statistics aren't is had heart disease, and their	s. And although there are hundreds as impressive as they might at first
SON	1				
Ch	oos	e the best sentence to complet	e ea	ach conversation.	
1.		That's the third time this week n Looks like it's time for a new car.		ar has broken down	
		a. I've had it!		Don't give up!	THE MY
2.	B:	Ooh. I really didn't do well on the new a. I know what you mean.	ct or	ne.	7
3.	B:	How did your interview go? Not well. I really don't think I'm I bet the next one will go			
		a. Hang in there.	b.	I know what you mean.	
4.	B:	I can't figure out this math Let me see if I can help.			
_		a. I give up!		That must be frustrating!	u hattar
5.	_	I've been taking tennis lessons f	or a	year, but I'm not getting an	y detter.
	25465 0	a. I know what you mean.	b.	That must be discouraging	.

4

5		mplete the sentences with <u>no matter</u> + <u>who</u> , <u>what</u> , <u>when</u> , <u>why</u> , <u>where</u> , or <u>how</u> .
	1.	My grandmother hated to be told she couldn't do something.
		No matter who tried to discourage her, she never gave up her dream of becoming a pilot.
	2.	Georgia was really frustrated with the last company she worked for. She put in a lot of long hours,
		but hard she worked, her boss never gave her any recognition.
	3.	That story is completely false told it to you, there's no way that there's any truth to it. It's only a rumor.
	4.	There's never a good time to talk to Harry about that I bring up the subject, he never wants to discuss it.
	5.	anyone tells her, she's going to do what she wants. She's not taking anyone's advice.
	6.	Tracy and Jack are still trying to choose a location for their wedding they decide to have it, I'm sure everything will be gorgeous. They have such great taste.
	7.	Credit card companies don't care if you have a good reason for making your payment past the due
		date you're late, they still charge you a fee.
ESS		
6	Co	mplete the statements, using <u>so</u> (<u>that</u>) or <u>such</u> (<u>that</u>) d the words in parentheses.
		The weather was decided to walk to work. (beautiful)
	2.	My meal was I ate the whole thing and ordered more. (delicious)
	3.	That was my ears are still ringing. (a loud concert)
	4.	The film was I had to leave the movie theater. (scary)
	5.	She gave no one wanted it to end. (a good speech)
		Ella performed she has a chance to be on the Olympic team. (well)
		Your room isyou really need to spend the weekend cleaning.



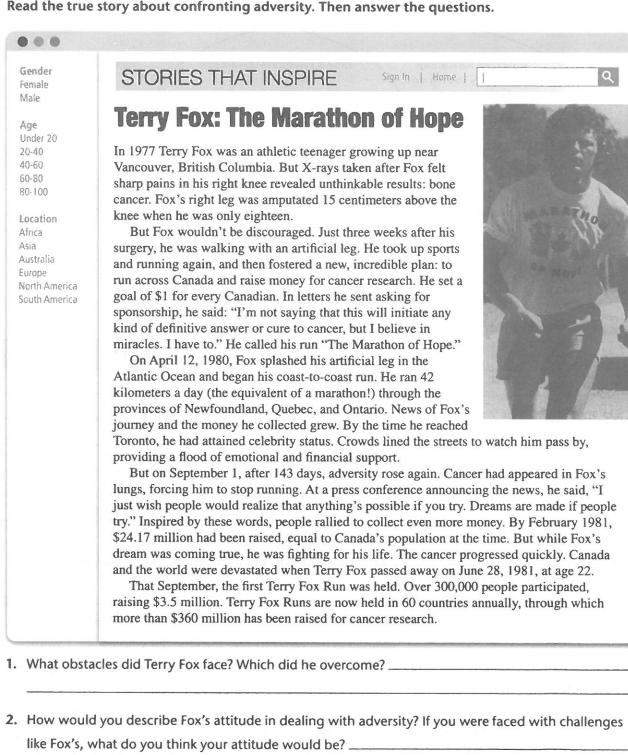
(messy)

8. The week went by ______ I feel like we just got here. (quickly)9. Todd made _____ it was gone within an hour. (fresh lemonade)

7	Cor	Complete each statement with so + much, little, many, or few.						
	1.	people signed up for the class that they had to cancel it.						
	2.	There were cars in the parking lot that I couldn't find a place to park.						
	3.	There were storms in the area that our plane had to land in another city.						
	4.	We had time in Montreal that we really didn't get to see much of the city.						
	5.	There are forms to fill out that I'm not sure I'll finish in time.						
	6.	children came to the party that the room was almost empty.						
	7.	I ate lunch that I wasn't hungry for dinner.						
8	СН	ALLENGE Rewrite each sentence, using such(that).						
	1.	The concert was so good that I didn't want to leave.						
		It was such a good concert that I didn't want to leave						
	2.	That blouse is so pretty that I think I'll buy it.						
		lt's						
	3.	This day was so frustrating that I'm glad it's almost over.						
		This was						
	4.	Stu's voicemail was so encouraging that I feel much better.						
		Stu left						
	5.	The weather was so bad that we canceled the party.						
		It was						
9	An	swer the questions.						
	1.	People react to fearful situations differently. What physical symptoms are most likely when you						
		are afraid?						
	2.	What type of situation might cause you to get butterflies in your stomach?						
	2	Movies and television programs often show frightening events. Why do you think people want to						
	3.							
		watch things that scare them?						

LESSON 3

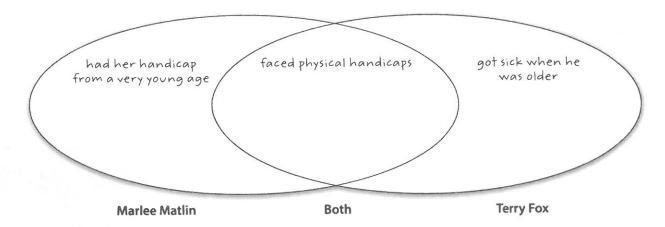
Read the true story about confronting adversity. Then answer the questions.



person overcome? __

3. Do you know someone who has inspired people by overcoming an obstacle? What obstacle did the

11 CHALLENGE Reread the article about Marlee Matlin on page 32 in the Student's Book. Compare Marlee Matlin and Terry Fox. How are they similar? How are they different? Complete the diagram to compare these two people.



LESSON 4

12 Complete the chart with the correct parts of speech.

Adjective	Adverb	Noun
brave	bravely	bravery
willing		
courageous		
	heroically	
	fearlessly	
		confidence

13	Complete the sentences. Use words from the chart in Exercise 12. There may be
	more than one correct answer.

1.	Although Jim has studied French for many years, he lacks	in his language
	ability. He never speaks in class because he's sure that he'll make a lot of mistak	es.

- 2. Tessa _____ jumped in the water to save the little girl who couldn't swim.
- 3. My neighbor helped a lot of people escape from their houses after the flood. The mayor gave her a medal for her ______ actions.
- 4. The salespeople at the All-Terrain Sports Shop are always ______ to help their customers. They usually offer to help before you even ask.
- 5. When the firefighter heard that several children were trapped in their bedrooms, he repeatedly entered the burning house to rescue them. The firefighter was honored for his ______
- 6. My two-year-old son isn't afraid of anything—he loves climbing, jumping, and swimming. He even loves snakes and spiders! He's completely ______.

THE COURAGE AND COMPASSION OF AN ORDINARY MAN

Paul Rusesabagina, a manager of the Hotel Mille Collines in the Rwandan capital of Kigali, did not consider himself an extraordinary man. He was, however, an exceptionally effective businessman, skilled at using his connections with the rich and powerful to keep his hotel running smoothly and to obtain the best of everything for his hotel guests. He knew, for example, that flattering words and gifts of imported liquor and cigars would win him favors from government officials.

But on April 6, 1994, neither Rusesabagina nor most Rwandans could get the only thing that they wanted: safety. On that day, an ethnic group known as the Hutus began killing another ethnic group, the Tutsis. As a Hutu,



Paul Rusesabagina saved the lives of over 1,200 people during the Rwandan genocide of 1994.

Rusesabagina was safe. But his wife, a Tutsi, and their three children, were not. With his thoughts focused on his family, Rusesabagina took them to the hotel for safety. He didn't consider taking in other Tutsis or making the hotel a refuge. But as people arrived at the hotel begging for help, he felt he had no choice. Rusesabagina ended up accepting over 1,200 refugees into the hotel.

For 100 days while the killing went on outside, Rusesabagina held off the soldiers from

invading the hotel. He used money and luxury goods from the hotel to bribe them. He called in every favor owed to him. When the killing was finally over, Rusesabagina, his family, and most of the refugees had survived.

1.	Why do you think Paul Rusesabagina did not consider himself an extraordinary man?
2.	According to the profile, what special talents or abilities did Rusesabagina have?
3.	Do you think that Rusesabagina's experiences or actions in Rwanda made him a hero? Explain why or why not.

GRAMMAR BOOSTER

	whine the two parts of each item to write an embedded question. Why is Jane afraid to fly? (I wonder)
2.	When will our guests arrive? (Do you know)
3.	Where is the office? (Can you tell me)
4.	How far is it to San Francisco? (Would you mind telling me)
5.	How did the pilot land the plane safely in the water? (I don't know)
6.	Is Mary disappointed that she didn't get the job? (Do you think)
7.	Can we stay after class? (Let's ask)
8.	How many people were at the event? (I'd like to know)
9.	Did I turn off the stove? (I can't remember)
10.	Would Dana like to come with us? (Let's ask)
Cor	nplete each sentence. Circle the correct word.
1.	A cloud / clap / gust of smoke covered the burning building.
2.	There's a can / box / tube of detergent for the dishwasher under the sink.
3.	Would you mind picking up a loaf / carton / liter of bread for dinner?
4.	A clap / bolt / ray of sunshine cut through the cloudy sky.
5.	I'd like a liter / cup / glass of coffee with cream and sugar, please.
6.	The recipe calls for one drop / clove / bar of garlic.
7.	A drop / bar / gust of wind lifted the kite into the sky.

	an act of	a piec	e of	a sense of		a state of	
1.	Let me give you	J		_ advice.			_
2.	After the chang confusion.	jes were imp	olemented	l, many of the emp	oloyees we	ere in	
3.	Mrs. Carson alv	ways mainta	ins	co	ntrol in he	er classroom.	
4.	The students' r	efusal to att	end classe	es was		defiance.	
5.	After finally fini	ishing the pi	oject, we	enjoyed		accomplishn	nent.
6.	To do this job,	it's really he	pful to ha	ve	hu	mor.	
7.	That's just		gos	sip. I wouldn't pay	any atten	tion to it.	
8.	After standing	empty for o	ver 20 yea	rs, the old house v	was in		disrepair
	oose the correct		A	each sentence.			
	a. a chance		chance				
2.	Do you like		Charice				
	a. a fruit	b.	fruit				
3.	I've planned ev	erything—l	m not lea	ving anything to _	•		
	a. a chance	b.	chance				
4.	Did you use	on your	hair?				
	a. a shampoo	b.	shampoo				
5.	There's o	n the table.	Can you to	urn it on, please?			
	a. a light	b.	light				
6.	Gold is th	nat is fairly so	oft.				
	a. a metal	b.	metal				
7	There's so mus	h com	ing throu	ah the windows			

b. light

a. a light

PREWRITING: "FREEWRITING" FOR IDEAS

- Choose a story about a hero. It can be a true or fictional story. It could be about someone you know personally or someone famous. On a separate sheet of paper, write for five to ten minutes all the details about the story you can think of. Write quickly. Do not take time to correct spelling, punctuation, verb forms, time order, etc.
- · Then read what you wrote. Choose ideas you would like to develop and put them in logical order.
- **B WRITING** On a separate sheet of paper, tell your story. Use adverbial clauses and phrases as well as prepositional time phrases and sequencing words and phrases to narrate past events logically. Use the story about Paul Rusesabagina in Exercise 14 as a model.

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?

Prepositional time phrases on Fridays in May from January to May at 8:00 by April

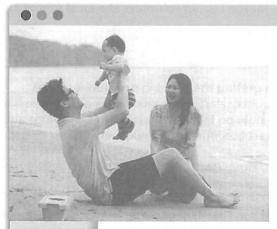
during that time

Sequencing words and phrases First, Next, Then, After that, Finally

Getting Along with Others

PREVIEW

1 Read the website.



A Better You

Sign In | Home |

If you're like most people, then there are probably a few things you'd like to change or improve in your life. Check out this list of the most common resolutions that people make. Notice any of yours among them? Click on any that sound familiar for links that'll help you follow through with your good intentions.

Physical Health Eating Exercise Nutrition

Vitamins

Mental Health Meditation Stress Reduction Support Groups Therapy

Spend more time with loved ones.

What fun is life if you don't share it with the people you care about most? If you don't have enough time for them, then you've got to make time. They'll appreciate it, and you'll reap the benefits, too.

Get in shape.

You'll look and feel better if you start taking care of your body. The health benefits of regular exercise are substantial, and maintaining a healthy weight is vital to reducing the risk of illness and increasing longevity.

Help others.

Whether it's teaching a child to read, volunteering in your community, or building a house, there are so many ways to make a difference in someone's life. Charitable organizations always welcome donations of time, money, and talent.

Manage your money.

Is money a big source of stress in your life? Whether you want to get out of debt, increase your savings, or just start spending more sensibly, there are lots of ways to get a handle on your finances.

Manage your time.

Not enough hours in a day to get everything done that you need to? That may be true, but you can still accomplish a lot by simply prioritizing your activities and carefully planning when and how often to do each one.

Break a habit.

Whether it's smoking, drinking too much coffee, or spending beyond your means, many of us have habits that are self-destructive. Willpower is the key to fighting habits that bring us temporary pleasure but can cause harm in the long run.

Now read the interviews. For each person, choose the resolution on the website that best matches the person's goal or situation.



- 1. "My goal? That's easy. I want to fit into the suit I wore when I got married. I tried the suit on last week, and I couldn't even button the vest. I've only been married a year and a half! I think every guy thinks he's just a few sit-ups away from a flat, washboard stomach. It was a shock to see how much weight I've gained in such a short time."
 - -Jared Strong, Calgary, Canada



- 2. "I'm really fortunate that I had the opportunity to receive a good education. I know that there are lots of kids who weren't as lucky as I was, and I'd like to do something to give them a chance to learn. Maybe I could volunteer at a local school as a reading or math coach."
 - -Amala Singh, Mumbai, India



- 3. "I spent my twenties focused on getting the next big promotion, more responsibility at my job, and a higher salary. Now I look back and realize that my job was my whole life. From now on I want to spend more evenings and weekends with my family and start accepting my friends' invitations to get together."
 - -Christobal Valenzuela de Barros, Lima, Peru



- 4. "I make a decent salary, but I just can't save up enough money to buy my own home. Everything I earn gets spent on clothes, nice restaurant meals, and movies. I wonder if I'm handling my finances as wisely as I could." -Fumiyo Ikeda, Nagoya, Japan
- WHAT ABOUT YOU? Answer the questions.

1.	Do you think any	of the resolutions	on the website	might be helpfu	I to you? Why	or why not?
----	------------------	--------------------	----------------	-----------------	---------------	-------------

2. Do you ever make resolutions about things in your life that you'd like to change or improve? If so, have you been successful in following through with these goals?



	a perfectionist controlling hot-tempered oversensitive				
L	a procrastinator disorganized negative				
1.	. Tanya spends more time looking for all the things she'll need to do a project than she spen				
	working on the project itself. Nothing is where she thinks she left it or where it should be.				
2.	. With the due date for a big assignment quickly approaching, Trevor just can't seem to mak				
	do it. He'll do anything to avoid it, even clean the house, do the laundry, or go to the gym-				
that he normally hates. Trevor is					
3.	. You can't criticize Pam at all. She gets hurt or angry if you say even the smallest negative the				
	her. Even if you're not criticizing her, she takes it the wrong way. Pam is				
4.	. It's not fun to be in the car when Loren is driving. He gets angry at the other drivers over the				
	smallest things. If someone drives too slowly, or turns without signaling, he gets red in the				
	starts yelling. It's annoying. Loren is				
5.	. Bruce seems to have a hard time focusing on what's good about a situation. He tends to se				
	things about it, or all of the things that could go wrong. Bruce is				
6.	. Janet needs to be in charge of everything. She can't let her employees make decisions for				
	themselves, even about small things. Janet is				
7.	David never seems to be happy with his artwork. He's a great painter, but he always sees h				
	could have made each painting better. David is				
w	/HAT ABOUT YOU? Answer the questions.				
	Describe a time when you (or someone you know) lost your cool.				
••					
2.	. What kinds of things can set you off?				
3.	Have you ever told anyone off? Has anyone ever told you off? Explain.				
4.	Have you ever had to walk on eggshells around someone? Explain.				

LESSON 1

Write sentences using even if or whether or not and a clause from column 1, combined with a clause from column 2.

1. we had set an alarm



she still tends to feel hurt

2.	you don't mean to criticize Ellen	my room still ends up being a mess
3.	you tell Daniel his work is excellent	we still would have missed the bus
4.	it's not a big deal	my boss will still make a big issue out of it
5.	I try to be organized	he will probably tell you how he'd like to improve it
5.	I had brought the issue up privately	Jen would probably still have overreacted
1.	Even if we had set an alarm, we still would have	ve missed the bus.
2.		
3.		
4.		
5.		
б.		
1. 2. 3. 4.	mplete the sentences, using only if. Only if you get started now will Tom will succeed in controlling his temper Jennifer gets more organ Your problem will affect your career Tony will do well thinks p	ized works hard at it. get a promotion. make a big issue out of it.
	ALLENGE Now rewrite the sentences above, r	
		get started now.

6

	he apologiz	es for yelling at me, I won't help him with his project.
	a. Unless	b. Only if
2.	Can you call me at	6:30 tomorrow morning?, I'm afraid I'll sleep in.
	a. Unless	b. Otherwise
3.	it makes you	uncomfortable, I still think you should tell him what's bothering you.
	a. Even if	b. Only if
4.	We won't make it t	o the airport on time we leave right now.
	a. unless	b. if only
5.	Things are going to	o change, we're ready.
	a. unless	b. whether or not
6.	Only if you learn to	control your temper succeed at this company.
	a. will you	b. you will
7.	I have to put thing	s away as soon as I'm finished using them, I forget where I left the
	a. Whether or no	b. Otherwise
8.	Jack loses h	is temper easily, he usually calms down pretty quickly.
	a. Even if	b. Only if
0.1	2	
Re		te as a cleft sentence with What. Use the correct
Re	write each sentend om of <u>be</u> .	te as a cleft sentence with What. Use the correct
Re	write each sentend om of <u>be</u> . I don't understand	te as a cleft sentence with What. Use the correct procrastination.
Re fro	write each sentend om of <u>be</u> . I don't understand	te as a cleft sentence with What. Use the correct procrastination.
Re fro 1.	write each sentend om of <u>be</u> . I don't understand <u>What I don't und</u>	procrastination. erstand is procrastination. rised with flowers.
Re fro 1.	write each sentence om of be. I don't understand What I don't und I love getting surp You need a day off	procrastination. erstand is procrastination. rised with flowers.
Re fro 1. 2. 3.	write each sentence om of be. I don't understance What I don't understance. I love getting surperson you need a day offer the dozens of people.	te as a cleft sentence with What. Use the correct procrastination. erstand is procrastination. rised with flowers.

	mbine each pair of sentences by writing a cleft sentence with <u>What</u> and a noun use subject complement.
1.	You were late for the presentation. It bothered me. What bothered me was that you were late for the presentation.
2.	James is so sensitive. It surprises me.
3.	You need to be more organized. That's what she means.
4.	I really appreciated your help yesterday. That's what I was trying to say.
5.	We didn't know anyone at the party. It made us uncomfortable.
	You need to be more easygoing. That's what I think.
Re	You need to be more easygoing. That's what I think. write each sentence as a cleft sentence with It. Max made us late. It was Max who made us late.
Re	write each sentence as a cleft sentence with <u>lt</u> . Max made us late.
Re 1. 2.	write each sentence as a cleft sentence with <u>lt</u> . Max made us late. It was Max who made us late.
Re 1. 2. 3.	write each sentence as a cleft sentence with <u>It</u> . Max made us late. It was Max who made us late. Yuki's perfectionism annoys me.
Re 1. 2. 3.	write each sentence as a cleft sentence with <u>It</u> . Max made us late. It was Max who made us late. Yuki's perfectionism annoys me. The fact that you forgot your anniversary made her angry.

LESSON 3

Read about the people. Then summarize the way each person handles anger. Use expressions from the box. There may be more than one correct answer.

blow one's top	keep it inside	lose one's temper	
calm down	let it go	shrug it off	
hold it in	let off steam	vent	



Because Joe works as a salesperson, he has to be nice to customers all the time, even if they really make him angry. When he gets home after a bad day at work, he sometimes needs to talk to his wife about it. That helps.



Beth found an effective way to control her anger. Whenever she gets mad, she leaves the office and takes a 10-minute walk. When she gets back to the office, she's usually in a much better mood and she's better able to deal with her problem.



After several weeks of being badly treated by his boss, Luis finally got ticked off and yelled at him. Surprisingly, his boss didn't fire him. He actually gave Luis a few days off and began treating him better.

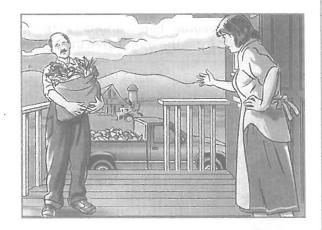


Maggie had a bad day at work today. Several of her clients were rude and yelled at her. But Maggie's pretty easygoing. She just said, "They can get mad if they want to. I'm not going to let it bother me."

1.	(Joe)
2.	(Beth)
3.	(Luis)
4.	(Maggie)

here once was a woman who always bought fruit and vegetables from the same local farmer. This farmer had earned a good reputation for the freshness and tastiness of his produce, which he delivered himself in an old truck.

Then, one day, the woman planned a large dinner party. She placed a large order with the farmer to be delivered on the day of the party. However, the day of the party arrived and the farmer did not deliver the goods as promised. Without the necessary ingredients, the



woman was unable to cook the wonderful meal that her guests expected. Short of food, she was embarrassed that many of her guests left her party hungry.

The next morning, the farmer appeared at the door carrying the produce that he had promised. The woman, unable to control her anger, yelled at the man, calling him irresponsible and lazy. She threatened to stop buying his products. "What do you have to say for yourself?" the woman demanded.

The farmer answered, "I'm sorry to have inconvenienced you. I didn't make your delivery yesterday because my mother passed away."

Ashamed about the way she had spoken to the man, the woman vowed never to speak in anger again.

WH	AT ABOUT YOU? Complete the sentences in your o	own way.	
1. \	When I get ticked off, sometimes I		
2. :	Sometimes I		to let off steam
3. 1	I sometimes lose my temper when		
A 1	When I need to vent I sometimes		



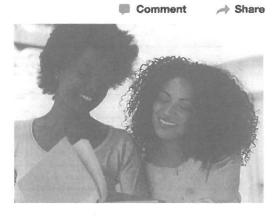
14 Read the blog post about friendship.

Getting Along Posted: July 20, 2016

Being There

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Just the other day, someone I know in another city posted this on a social networking site: "My paint tray just fell off the ladder. I'm done. I'm just done. I hate everything and I just can't handle moving into this new apartment all by myself." I felt sorry for her, alone in her apartment, with paint all over the place. I could see why it set her off. I commented, "I'm sorry Sara. I know how you must feel." Dozens of other people commented, too. One said, "RATS! I hate when that happens." Another said, "Sorry, Sara. But don't hold on to your negative feelings. Let it go." Maria, who is Sara's neighbor, commented, "I'm coming over NOW!"



Soon after, Maria came over to Sara's place, and let her vent. (Sara talked and yelled for half an hour about how hard things were.) Maria helped her clean up the paint and then finished painting the hallway. Of course, with all that help, Sara was able to calm down.

Sara's experience got me thinking about friendship and social networking. Can a virtual friend be a real friend? This is what I decided. Even if you have a thousand "friends" on a social networking site, it's likely you will have only a few real friends in your life. Here's why.

Can a virtual friend help you clean up the spill?

When something goes wrong in your life, lots of people will sympathize with you and try to make you feel better. Social networking does that very well, and it can be a good thing. Unless you have a friend nearby, though, you probably won't have someone to help you fix things, whether you make a little slip or mess up big time. What I mean is that actually being there to help you pick up the pieces matters. For one thing, friendships are built while we help each other. When someone helps you clean up spilled paint or fix your broken bike, they are showing that you can depend on them. When someone comes to your grandfather's funeral and sits beside you, you are learning that this person truly cares. A virtual friend can cheer you up or give you good advice, but it is the friend who stands next to you who earns your trust.

Can a virtual friend really believe in you?

Most of us have goals in life. Whether or not you are sure you are going to succeed, a friend's belief in you will put the wind beneath your wings. You may post a video of yourself singing online and get a hundred "likes." But when the person shows up at your recital and gives you a vote of confidence in person, you can really feel it. And when someone helps you find new songs, goes shopping with you to look for a recital outfit, and helps you let off steam when you're frustrated, you have a real friend.

Can a virtual friend really know you?

The American writer and historian Henry Adams said, "One friend in a lifetime is much; two are many; three are hardly possible." What Adams is talking about is a very special kind of friend, one who actually knows you. On a social networking site, you choose how you present yourself. What your virtual friends learn about you is entirely up to you. It's not at all the complete picture. But someone who is actually part of your life sees the sorrow even when you try to hold it in and the courage you're too modest to brag about. They also know that you are sometimes too critical and you lose your cool about things that shouldn't really bother you. They know you're not perfect. And they care about you anyway. Only someone who genuinely knows all the parts of you—good and bad—can really accept you as you. That person knows the real you and is, therefore, a true friend. And virtual friends just can't do that.

1.	Summarize how the writer defines a "real" friend.
2.	According to the writer, what are some things real friends do that virtual friends cannot do?
3.	What does the writer mean when she says that a real friend "earns your trust"?
4.	Why does the writer feel that online friends can't know the real you?
	AT ABOUT YOU? Answer the questions. Do you agree with the writer's description of what a friend is? Would you define friendship any differently? How?
2.	Do you agree that virtual friends cannot be as "real" or as "good" as friends who are part of your daily life? Explain.
3.	Think about your virtual friends and the friends who are part of your daily life. Do you have any examples to support or refute the writer's opinion? Explain.
fri	scribe one of your friends. What are this person's strengths? In what ways do you rely on thiend? In what ways does your friend rely on you? Which of the qualities of friendship from udent's Book page 46 apply to your friendship?

GRAMMAR BOOSTER

C

- A Complete the sentences. Circle the correct word or phrase.
 - 1. Although / As long as / Besides she drank coffee for over 20 years, my mother has recently switched to green tea.
 - 2. The amount of trash produced in this country has dropped. Otherwise / Still / In fact, there are people who throw away things like glass, paper, and aluminum that could be recycled.
 - 3. In my opinion, the high price of those concert tickets is worth it. That is / Now that / Similarly, I'd pay \$100 to go if tickets were still available.
 - 4. The best ways to lose weight are through a nutritious diet and exercise. Nonetheless / Whereas / Unless you change your eating and exercise habits, you'll never get results.
 - 5. Donald Frank is an excellent candidate for the job because of his education. While / Moreover / As a result, he has professional experience in the field.
 - 6. Georgia King is very generous with her time. For instance / Consequently / Furthermore, last week she volunteered 30 hours at the public library.
- B Complete each sentence with a conjunction or transition from the box.

Г	as long as	in other words	nonetheless	so	
	besides	likewise	now that	whether	
1.	1623 ES	rly at school but was su but started a very prof		, h	is son James was never
2.		we're tested on t		ot, we should still s	tudy it. It could be
3.	very useful later Bob Alderson re	r on. eally dislikes public spea	aking	, he does it	frequently for his job.
4.	People were stre feeling relieved.	essed out for a while		a decision has bee	n made, everyone is
5.	Clark College ap	ppeals to a lot of non-tra	aditional students	nigh	t and weekend classes,
	the school offer	s several online courses	, which allows people	e to continue to wo	rk while they study.
6.		Jean Hicks contir	ues at her current pa	ice, she'll easily wi	n the race.
7.	Lauren Cook ha	s the best sales record i	n the company	,	she's the company's
	most valuable s	alesperson.	Simple Super St.		
8.	The departmen	t head wanted to show	his appreciation for t	the employees' eff	orts,
		he took the entire	e group out to lunch		
Co	ombine each pai rentheses and t	r of sentences into one he correct punctuatio	e sentence. Use the	conjunction or tra	ansition in
1.	Harry has only s	tudied Italian for a year	. He is the best stude	ent in the class. (ho	wever)
	Harry has only	studied Italian for a ye	ar; however, he is th	e best student in	the class.
2.	Karen has a goo	d head for numbers. Sh	ne's very good at che	mistry and physics	(furthermore)

	3.	We're facing a big challenge. We're managing to stay positive. (even though)
	4.	Sharon is saving money right now. She can buy a house in a few years. (so that)
	5.	I don't really like vegetables. I eat them because they're good for me. (though)
	6.	Lucia disliked the ring that her husband gave her on their anniversary. She wore it every day to avoid hurting his feelings. (yet)
D		mplete the answers with information about yourself and your friends. Complete each answer th a cleft sentence with What, using the underlined information.
	1.	Are you looking forward to relaxing this weekend?
		Actually, what I'm looking forward to is going to the gym.
	2.	Do your friends like going to concerts?
		Actually,
	3.	Does it bother you when someone interrupts you?
		Actually,
	4.	Would your friends say that you're oversensitive?
		Actually,
	5.	Do you enjoy exercising?
		Actually,
	6.	Are you looking forward to spending time with your family this weekend?
		Actually,
E	Do	state the answers, using cleft sentences with <u>It</u> to clarify who, what, when, where, or why.
		A: Did they decide to have the meeting in Boston?
		B: (They decided to have it in Houston.) Actually, it was Houston where they decided to have it.
	2	A: Did you yell at your boss in the meeting today?
	۷.	B: (I didn't, but Janie did.) Actually,
	3	A: Do long meetings really bother Gretchen?
	٥.	B: (They don't, but unnecessary meetings do.) No. It's
8	A	A: Is the restaurant usually crowded at 6:00?
	~.	B: (No, but it's crowded from 7 to 8:30.) No, usually
	•	A: Are you mad because Tammy interrupted you?
	Э.	B: (I'm mad because she's always late.) No,
		b. (Till filad because sile's always late.) No,
		"Don't ask yourself what the world needs—ask yourself



"Don't ask yourself what the world needs—ask yourself what makes you come alive, and then go do that. Because what the world needs is people who have come alive."

-Harold Thurman Whitman, philosopher and theologian

on	EWRITING: OUTLINING You are going to write some tips for making a nge. Choose one of the changes in the box or think of your own. Writhe line labeled "Change" and then propose three ways of making change.	rite it	• Overcome a shortcoming • Reduce stress
Cha	inge:		Manage ange
Way	ys to make the change:		 Adopt a new lifestyle
1		Your own ide	
2			
3			L
	Example:		
	Change: overcome perfectionism		
	Ways to make the change:		
	1. be less critical of myself when I make mistakes		
	2. learn to accept myself the way I am		
	3. set realistic goals		enting contrasting nation
		Altho	
Exe sen	EITING On a separate piece of paper, develop each way listed in rcise A into a paragraph. Start all three paragraphs with topic tences. Be sure to use a transitional topic sentence for agraphs 2 and 3.	Even Desp	ever, ne other hand, though ite the fact that rtheless,
SEI	LF-CHECK	Prese	enting additional
	Does the first paragraph have a topic sentence?	inforr	nation
	Do the paragraphs that follow have transitional topic sentences?		ermore, over,
	Does each transitional topic sentence clearly link to previous content?		importantly,

5

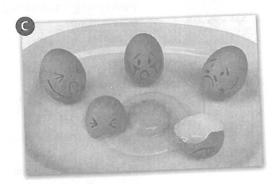
Humor

PREVIEW

1 Look at the photos.









Do you find any of the photos funny? Why or why not?

- 2 Answer the questions.
 - 1. Have you ever tried to say something funny, only to have it go over like a lead balloon? Explain.
 - 2. Describe a time when you (or someone you know) made a total fool of yourself.
 - 3. What is something that just isn't done in your culture? Why?
 - 4. What is something people do that you just don't get? _____
 - 5. What is a piece of advice you've been given that is easier said than done?

LESSON 1

3 Answer the questions. Then read the article.

- 1. Do you believe that you laugh more or less than most people? Do you believe that there are health benefits to laughter?
- 2. What could people do to spend more time laughing? ____

Laughter Clubs Make Health a Laughing Matter

Nowadays most doctors agree that laughter provides a number of health benefits. But the challenge is to get people to start laughing.

In 1995, Dr. Madan Kataria, a physician from Mumbai, India, came up with a solution: laughter clubs. He has said that the idea for a laughter club came to him "like a divine light." People join groups for all sorts of motivation, learning, and support. Why not to laugh?

In the first few laughter club meetings, group members took turns telling jokes. But after a few weeks people had a hard time finding new jokes. Some started telling dirty and offensive jokes. So Dr. Kataria revised his idea. He decided that the club members needed to learn to laugh without any jokes or source of humor.

Dr. Kataria developed a method of self-induced laughter, which he called laughter yoga. Explaining a little about the method, he said, "In a nutshell, laughter yoga is a combination of self-induced laughter, yoga exercises, yoga breathing, and stretching exercises."

He advised, "Start with a large group—the bigger, the better." Each laughter club gathering starts with a deep-breathing exercise, followed by chanting the syllables ho-ho-ha-ha-ha. Members then participate in laughter exercises,



Dr. Madan Kataria, founder of laughter yoga

or simulated laughter. An important part of this step is for group members to make eye contact with one another. Dr. Kataria explained, "With a little bit of playfulness it becomes real laughter." And the laughter is contagious.

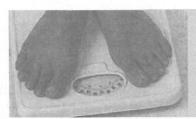
Most group members said that at first it felt strange to laugh for no reason. But they got used to it, and they like Dr. Kataria's methods. The laughter yoga movement has spread quickly. There are now over 5,000 laughter clubs in 40 countries around the world.

4	Reread the article in Exercise 3. Circle three examples of direct speech and underline two examples of indirect speech. Then rewrite the sentences with direct speech as indirect speech.					
	1.					
	2					
	3					

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Rewrite each quotation in indirect speech.

- 1. One woman reported, "I've never laughed so hard in my life!"
- 2. A laughter yoga teacher advised me, "Let go of your inhibitions."
- 3. A man admitted, "I was laughing to the point of crying!"
- 4. Before his first session, he thought, "I can't make myself laugh in front of other people."
- 5. An experienced member warned me, "You might feel a little uncomfortable at first."
- 6. After her first meeting, a woman said, "I'll be here again next week."
- 7. Some laughter club members claim, "The group has changed our lives."
- 8. One doctor said, "I'm recommending laughter yoga to all my patients."
- 9. The doctor insisted, "Laughter is good medicine."
- 10. He said, "I would join the health club if it didn't cost so much money."



Laughing out loud for 10 to 15 minutes burns between 10 and 40 calories, depending on a person's body weight. This translates to a potential weight loss of approximately 4.5 pounds (approximately 2 kilograms) a year if you do it every day.

Read the conversation in direct speech. Then complete the sentences in indirect speech. Circle the correct words or phrases.

Buck: Have you heard the weather report? **Henry:** It's supposed to be cold tomorrow.

Buck: Well, it'll be like every other day this week then.

Henry: Yeah, I'm tired of the cold weather.

Buck: Me, too. I can't wait for spring.

- 1. Buck asked if Henry has heard / had heard the weather report.
- 2. Henry said it was / had been supposed to be cold the next day / that day.
- 3. Buck replied that it would be / would have been like every other day that week / last week.
- 4. Henry said that I am / he was tired of the cold weather.
- 5. Buck agreed and said he didn't wait / couldn't wait for spring.

Zero Look at the comic strip. Complete the characters' conversation in your own way.







Now rewrite the characters' words as indirect speech.

1.	The boy advised the pirate that there was a storm coming.
2.	
3.	
4.	
5.	
6.	

LESSON 2

8 Complete the conversation. Circle the correct words.

John: Hey, I have a new joke. Here goes . . . Which animal should you never trust?

Audrey: Um, I don't know.

Natalie: Wait! Don't tell me. Um, . . . OK, I give up.

John: The cheetah!

Natalie: Ha! That went over my head. / I don't get it. / That's too much!

That joke is hilarious.

Audrey: That's hysterical. / I don't get it. / That's ridiculous. Can you explain it? John: The word "cheetah" sounds like "cheater." You should never trust a cheater.

Audrey: Oh. You know, that's pretty silly / I don't get it / that's too much. I mean,

it's really not that funny.

People are more likely to laugh when they hear other people laughing. Television producers have capitalized on this fact since the 1950s by adding laugh tracks, or recordings of people laughing, to comedy programs. When we hear others laughing, we actually feel that the show is more humorous.

	Ann asked, "Did you think that comedian was funny?"
2.	Sophia asked, "Are you going to the party tonight?"
3.	Tom asked me, "How do you remember all those jokes?"
4.	Maya asked Jake, "How many years have you been working here?"
5.	Steve asked Hanna, "What time are you going swimming tomorrow?"
Co	implete the summary of each conversation. Use indirect speech.
	Pete: Did you hear the joke about the rude parrot? Angela: Yes, I heard it, but I didn't think it was funny. Pete asked if Angela had heard the joke about the rude parrot Angela said that she had heard it, but she hadn't thought it was funny
2.	Mr. Adams: How will you get to the city tomorrow? Mr. Jensen: I'll take the train. Mr. Adams asked Mr. Jensen said
3.	Sara: How many children do you have? Alex: I have two boys. Sara askedAlex said
4.	Stu: How can you laugh at that childish movie? Ben: I actually think it's really funny. Stu asked Ben answered
5.	Maria: How long have you been taking comedy classes? Dan: I've been taking them for two years. Maria asked
	nink of a cartoon you've seen or a joke you've heard that made you laugh. escribe the cartoon or write the joke in your own words.
	"If you're too busy to laugh, you're too busy."

12 Read the article.



What's so funny?

Want to make people laugh? Then you've got to know what's funny. Here are a few tips to keep in mind if your goal is to tickle some funny bones.

Consider your audience.

Your audience, whether it's your kids in your living room or a paying crowd at an auditorium, must be able to connect with any situation you describe in your jokes. If they can't relate to the joke, or if they don't completely understand it, then it's simply not funny to them. People love jokes that, based on their experience, make them say, "That's so true!" If you have to explain a joke to someone, the person might eventually understand it, but he or she probably won't think it's funny.

This is the reason that many jokes don't translate well into another language. They rely on an understanding of a particular culture. You can translate the words but, without an appreciation for the background, many translated jokes aren't very funny.

Use surprise.

There's a reason that people say, "Stop me if you've heard this one" before telling a joke. If your audience already knows (or can guess) the end of a joke before

you tell it, then it's not going to make them laugh. People laugh at the end of a joke because they've been told a story and led toward its ending, (unconsciously) thinking about what will happen next or how it will end. When we hear something that wasn't what we were expecting, we find it funny.

Surprise is part of the reason that you want to learn to tell jokes without laughing. If you laugh, then your listeners expect you to say something funny. If you tell a joke without laughing or smiling, then they're more surprised when you get to the funny part.

Check your timing.

Another important part of humor is timing, or delivering the punch line at the best possible moment. It's often useful to pause before telling the last line of a joke. The reason is that this builds tension. The listener knows the end is coming and is waiting for it. When you finally tell the punch line, the listener feels a sense of relief and is more inclined to laugh.

Now reread the article. Choose the best answer to each question.

- 1. Which of the following is not included in the article?
 - a. an explanation of why people laugh
 - b. advice on how to tell a joke
 - c. an anecdote about a comic experience
- 2. What should you keep in mind when choosing an audience for your joke?
 - a. that the humor of the joke be easy for someone of any culture to understand
 - b. that the audience be able to relate to the situation described in your joke
 - c. that the audience be able to understand your explanation, in case they don't get the joke

- 3. Why do people laugh when they hear the punch line of a joke?
 - a. because the ending is unexpected
 - b. because they can guess the ending before you say it
 - c. because you laugh and smile while telling the joke
- 4. What is one technique to make a punch line funnier?
 - a. speak quickly before the audience can guess the ending
 - b. pause before the last line, to build suspense
 - c. laugh, to indicate that the funny part is coming
- Look at the examples of humor. If you can, explain the intended humor of each item in your own words.



1. Why do elephants have wrinkled feet?

Because they tie their shoelaces too tight.

It's funny because the punch line is a surprise. The audience is expecting a scientific explanation, but instead they get the comic image of an elephant wearing shoes.

2. A woman walked up to a little old man rocking in a chair on his porch.

"I couldn't help noticing how happy you look," she said. "What's your secret for a long happy life?"

"I smoke three packs of cigarettes a day," he said. "I also drink ten cups of coffee a day, eat fatty foods, and never exercise."

"That's amazing," the woman said. "How old are you?"

"Twenty-six," he said.





3.

4.	



Many comedians warn against analyzing humor too much. As American author, poet, and humorist E. B. White once said, "Analyzing humor is like dissecting a frog. Few people are interested and the frog dies of it."



LESSON 4

- Do you think it's ever okay to tell the following types of jokes? Why or why not?
 - 1. a dirty joke _____
 - 2. an ethnic joke _____
 - 3. a sexist joke _____
- Read about the practical jokes. Write a sentence about each one. Use the phrases in the box or your own words. There may be more than one correct answer.

be a good sport be the butt of a joke cross the line
be in poor taste can take a joke play a joke on someone



Matt asked his friend Adam to help him play a practical joke on Tricia, one of his co-workers. One day, as Matt and Tricia were waiting for their bus after work, Matt asked Tricia to keep an eye on his briefcase for a minute while he ran to a nearby newsstand to buy the paper. Then Adam came running by and "stole" the briefcase. When Matt returned, Tricia explained that someone had stolen the briefcase while she was supposedly watching it. Matt acted really angry and told Tricia that the briefcase contained something very valuable which he thought she should be responsible for replacing. Tricia refused to pay for anything.

A few minutes later, Adam returned with the briefcase and the guys explained the joke. Tricia was angry that Adam frightened her and didn't speak to Matt for a week.

1. Adam and Matt played a joke on Tricia.



Jane called a local pizza delivery place and ordered four large pizzas. She gave the name and address of her friend Mark. When the pizza was delivered to Mark's house, Mark was, of course, surprised and confused. The pizza delivery guy insisted that Mark pay for the pizzas. Finally Mark agreed, but he wasn't happy about it.

The next day Jane called her friend and admitted to sending the pizzas. Mark didn't think the joke was very funny since he'd had to pay for food that he didn't want.

2



Jack glued a coin to the sidewalk near the steps of his apartment. He sat down and watched people walking by stop to try to pick it up. When they realized that the coin was glued down, most people looked around to see if anyone was watching, and they looked a little embarrassed.

3.



Sue chose a phone number at random out of a telephone book. Through the course of an evening she called the number every half hour and asked to speak with Brian Carr, using a different voice for each call. Each time the woman who answered the phone insisted that Sue had the wrong phone number. After several calls, the woman began to get really annoyed. A few hours later, Sue's friend Bill called the same number. He explained to the woman that his name was Brian Carr and asked if there were any messages for him.

When the woman realized the calls had been a joke, she couldn't help laughing.

٠.

Did you find any of these practical jokes funny? Why or why not?

	"It is the ability to take a joke, not make one, that proves you have a sense of humor." —Max Eastman (American journalist and author)	"Life does not step being funny when someone dies, any mor than it stops being serious when someone lau
	"Humor is a rubber sword — it allows you to make a point without drawing blood." —Mary Hirsh (American humorist, author, teacher)	—George Bernard Shaw (Irish dramatist and literary critic) "The human race has one really effective weapon, and that is laughter."
		—Mark Twain (American author and humorist)
short one e	ABOUT YOU? In your opinion, when doe paragraph. Consider some of the ideas be example to explain your opinion.	—Mark Twain (American author and humorist) s a joke cross the line? Write a elow, or use your own. Give at least
short one e	paragraph. Consider some of the ideas be a made to explain your opinion. It is intended to make someone feel bad	—Mark Twain (American author and humorist) s a joke cross the line? Write a elow, or use your own. Give at least • if it embarrasses someone
short one e	paragraph. Consider some of the ideas b xample to explain your opinion.	—Mark Twain (American author and humorist) s a joke cross the line? Write a elow, or use your own. Give at least

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GRAMMAR BOOSTER

A	Read the short conversations and complete the sentences in indirect speech. Then circle all the nouns, pronouns, and possessives that change from direct speech to indirect speech.						
	Stan: Stop me if you've heard the joke.						
	Will: I'll tell you if I know it.						
	1. Stan said to stop him if Will had heard the joke.						
	2. Will answered that he would tell Stan if he knew it.						
	Maya: When can I expect to receive the finished report?						
	Ross: Actually, it's on your desk. I left it there earlier.						
	3. Maya asked when she to receive the finished report.						
	VALUE AND						
	4. Ross replied that it on her desk. He said he it there ear						
	Kellie: What are you doing this weekend? Is anything interesting going on?						
	Chris: I don't know. I haven't heard about anything big.						
	Kellie: Well, give me a call if you want to do something.						
	5. Kellie asked Chris what he that weekend. She asked if anything interesting						
	on.						
	6. Chris said he about anything big.						
	7. Kellie told Chris her a call if he to do something.						
	Angie: Will you be able to meet us for dinner? Grace: I'm not sure. I'll have to check my schedule. I'll call you later to let you know. 8. Angie asked whether she to meet them for dinner.						
	9. Grace replied that she sure. She said she to check her						
	schedule. She told Angie that she her later to let her know.						
	schedule. She told Angle that she						
	Paula: Could you please move your plant? It's blocking my view.						
	Steve: I'll move it as soon as I finish these reports.						
	10. Paula asked Steve his plant. She said it her view.						
	11. Steve replied that he it as soon as he the reports.						
В	Rewrite each of the following sentences in indirect speech.						
	Jackie asked Beth, "When did you see Barbara?"						
	1. Jackie asked betil, When did you see balloura.						
	2. Seth asked me, "Can you make it to dinner on Tuesday?"						
	3. The teacher ordered the boy, "Put your books on your desk."						

	4. John promised her, "You won't be disappointed."
	5. Jen told Ben, "Please come to the party at my house on Friday."
Ĭ.	6. The patient admitted, "I haven't filled my prescription yet."
	7. My mom told me, "Don't put too much sugar in my coffee."
	8. Heather asked her sister, "Do you want to go shopping with me?"
	9. Steve said, "Don't tell me that joke again."
	Mark grammatically correct sentences with a checkmark. Mark incorrect sentences with an X. Then correct the incorrect sentences.
	☐ 1. Hana told to her friend that she didn't find the movie funny.
	2. Larry said that slapstick was his favorite type of humor.
	☐ 3. Tori asked to Joe if he wanted to get something to eat.
	4. My boss said me that I was getting a raise.
	☐ 5. I told him that was the funniest joke I'd ever heard.
	☐ 6. Donna asked what the weather forecast was.
	7. Yoshiko told that the party would be on Friday.
	Complete the sentences with reporting verbs from the list on Student's Book page 136. Use as many different reporting verbs as you can.
	1. The CEO that the company had been sold.
	2. The newspaper that the soccer team had won the championship.
	3. My dentist that I needed to floss every day.
	4. Harry that the show really wasn't that funny.
	5. Lori that the play was the best she had ever seen.
	6. Luke that he would text me every day.
	7. Jason that his sister never had to do any work around the house.
	8. Phil that he hadn't made a mistake.

A	PREWRITING: ORDERING EVENTS Think about a joke or story that you can tell. You don't have to choose a funny story. It can be something that you've experience or it can be something you've heard about, read, or seen in a movie or on television. Write a list of the main events that happened. Then make sure the events are in the correct order.	n.	
	1.		
	2.		
	3		
	4.		*
	5.		II.
	J		
В	WRITING On a separate sheet of paper, write the story, telling what happened and what people said. Use dialogue. Each time you use the direct speech of a new speaker, begin a new paragraph.		-
C	SELF-CHECK		
	☐ Did I use direct speech in my story?		
	☐ Did I punctuate direct speech correctly?		
	☐ Did I correctly paragraph the dialogue?		

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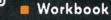
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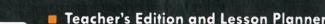


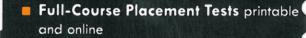
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