

Jack C. Richards & Chuck Sandy

An upper-level multi-skills course

剑桥国际英语教程

Passages

4

学生用书

外语教学与研究出版社

WORLD LANGUAGE TEACHING AND RESEARCH PRESS

Jack C. Richards & Chuck Sandy

An upper-level multi-skills course

剑桥国际英语教程

Passages

4

学生用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

京权图字：01－2002－1945

Passages Student's Book 1 by Jack C. Richards and Chuck Sandy first published by Cambridge University Press 1998

This edition for the People's Republic of China is published by arrangement with The Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

©Cambridge University Press & Foreign Language Teaching and Research Press 2003

This book is in copyright. No reproduction of any part may take place without the written permission of Cambridge University Press or Foreign Language Teaching and Research Press.

This edition is only for sale in the People's Republic of China, excluding the Hong Kong SAR and Macau SAR.

本书版权由剑桥大学出版社和外语教学与研究出版社共同所有。本书任何部分之文字及图片,如未获得本社书面同意,不得用任何方式抄袭、节录或翻印。

本版本仅供在中华人民共和国内地销售,不得在香港特别行政区及澳门特别行政区销售。

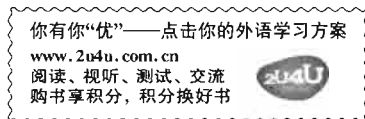
图书在版编目(CIP)数据

剑桥国际英语教程 学生用书 4 / (美)理查兹(Richards, J. C.)等编著. —北京: 外语教学与研究出版社, 2002 (2007.4 重印)

ISBN 978-7-5600-2960-3

I. 剑… II. 理… III. 英语—教材 IV. H31

中国版本图书馆 CIP 数据核字 (2002) 第 056203 号



出 版 人: 于春迟

责任编辑: 杨晓燕

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京华联印刷有限公司

开 本: 889×1194 1/16

印 张: 8.25

版 次: 2003 年 2 月第 1 版 2009 年 7 月第 10 次印刷

书 号: ISBN 978-7-5600-2960-3

定 价: 39.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

物料号: 129600001

教材简介

《剑桥国际英语教程》是专为非英语国家的学习者编写的大型英语教程,是国际上最受欢迎、最有影响的英语教材之一。教程的内容包括听、说、读、写四种技能,同时进行语言训练和词汇扩展,尤其强调听说技能和英语交际能力的培养。本书主要使用美国英语,但是其内容并不局限于某个国家、地区或文化,而是反应了英语作为国际交流用语的丰富性和多元性。

《剑桥国际英语教程》由两个系列丛书组成,共分六级。*New Interchange* 系列包括四个级别,即入门级、1级、2级、3级; *Passages* 系列包括两个级别,为 *New Interchange* 的后续高级教程。

《剑桥国际英语教程》4&5级 (*Passages*) 是适合中高级水平英语学习者使用的综合教程。它为完成了《剑桥国际英语教程》3级 (*New Interchange 3*) 学习的学生提供继续学习的课本,并与其内容紧密结合,前后融会贯通。

课时安排

《剑桥国际英语教程》4&5级提供了60至90小时的课堂教学材料。在有更多课时的情况下,教师用书中的扩增活动练习可以延长每单元课时。学期时间较短时,可减少花费在阅读、写作、扩增活动练习和做练习册的时间。

教材组成

• Student's Book 学生用书(彩色)

学生用书包括12个学习单元(每单元8页)和4个复习单元(每个单元4页)。每单元练习分为两个主题课。每3个单元后有一个复习单元;书后还附有语法扩展项目。


• Teacher's Manual 教师用书

教师用书包括详尽的教学指导、每单元讲解、辅助活动建议、完整的练习答案以及听力活动的录音文本。书后附有练习册的答案。

• Workbook 练习册

练习册通过形式多样的练习,加强学生的语法、阅读、写作和词汇能力。每单元6页,与学生用书同步并行。练习册既可在课堂上使用,也可作为家庭作业。

• Class Audio Cassettes 录音带

录音带供在教室或语言实验室中使用,包括听力练习的录音。尽管朗读者以现代北美口音为主,但在必要时也有各种非英语国家人的口音。凡有录音的练习均标注有  符号。

• Teacher's Resource Pack 教师资源包

《教师资源包》由两部分组成:教师培训教材(含2张VCD)和评估测试包(含2张CD)。教师培训教材专为即将使用或正在使用《剑桥国际英语教程》的教师而设计,提供实际课堂操作经验。通过观看世界各地多种多样的教学情境和教学方法,教师可以明确教学重点、掌握教授《剑桥国际英语教程》的多种教学方法,并

形成和发展自己独特的教学观点。评估测试包帮助教师有效地评估学生的英语水平。它包括：帮助教师在课程开始前评定学生的英语能力的“定级测试”，及帮助教师了解学生对所学内容的掌握程度的“成果测试”两种（涵盖六级教材）。测试题型包括：听力、阅读、口语。

● **Student's Book with Class Audio CD 学生用书（附课堂用 CD）**

包括学生用书和课堂用录音 CD。

单元组织

学习用书中的每一单元都围绕一个中心话题或主题编写，分为两部分课程（课文 A 和课文 B），每课共 4 页，互为补充，从不同视角来掌握单元主题。例如，5 级中第 4 单元的标题为“迷信和信仰”。在前 4 页的课程中，学生一起讨论普遍的迷信现象，并根据各自的文化背景来描述不同的信仰，讨论之后完成相关内容的问卷。后 4 页的课程题为“信不信由你”，主要内容包括民间故事、传说和神话。在此课中，学生可以发现很多神奇的现象和不同的信仰。

教程采用以下结构：

课文 A：

第一页：通过听力和口语练习引入第一课的话题。

第二页：从语法练习过渡到交际活动。

第三页：提供进一步的听力和口语练习。

第四页：写作练习教授实用的写作及作文技巧。

课文 B：

第一页：通过听力和口语练习引入第二课的话题。

第二页：从语法练习过渡到交际活动。

第三页：提供进一步的听力和口语练习。

第四页：通过阅读文章提高阅读技巧并鼓励讨论。

教学法

《剑桥国际英语教程》4&5 级注重培养中高级至高级水平学习者英语的流利性和准确性。本教程适合已学习了一段时间英语并在总体语言技能方面有较好基础的学生。他们现在需要通过以下几方面技能训练来扩展交际能力：

- 拓宽用英语进行讨论和理解的话题范围
- 增强语法知识及其运用
- 扩展词汇知识及其运用
- 流利地讲英语，即在说话时不出现不必要的停顿或断句即可表达很多想法

- 准确地讲英语，即在说话时运用恰当的语音和语法

为教授这些技能，《剑桥国际英语教程》4&5 级围绕以下几方面使用交际教学法：

- 引出扩展学生口语和语法技能的话题
- 为学生提供机会完成分组进行的交换信息和协商含义的交际任务
- 通过引出的活动培养学生对语法和谈话语言的掌握以及对示范句型的掌握，然后提供机会在真实交谈环境中练习运用所学知识

与此同时，以话题为推动力的教材大纲，为最大限度地展现学生个性和反应的语言课程提供了丰富的信息来源。

练习类型

《剑桥国际英语教程》4&5 级练习类型如下：

Information-based tasks 信息任务题

这些任务展现真实世界中的信息（如调查、真实教学活动、短文）。这些信息常常是一课书的开始，并使学生对全课基础的话题产生兴趣并有所反应。

Oral exercises 口语练习

这些练习由训练流利性的两人和小组活动组成，包括讨论任务、排序活动、课堂调查以及其他鼓励交换信息的活动。

Listening exercises 听力练习

这些练习出现在每课的第一页或第三页上，拓展各项听力技能，如听大意、听细节信息和听推断。听力材料均在英语国家和英语为第二语言国家人的面谈和讨论的真实录音基础上，经过编辑和重新录制而成，更加清晰。

Grammar exercises 语法练习

语法练习集中在对中高级至高级水平学习者很重要的语法项目上。这些练习旨在：

- 说明学生在之前已经遇到过的某些结构和语法项目的其他一些更复杂的用法
- 扩展学生的语法知识，作为口语和写作的基础

《剑桥国际英语教程》4&5 级的语法部分以结构用法开始，把学生从控制练习过渡到在交际环境中的结构运用。

Reading exercises 阅读练习

阅读文章由原文改编而成，更加清晰。课前阅读和课后阅读任务使学生充分利用阅读文章，并提高阅读技能，如跳读、浏览和推断，同时可以激发课堂讨论。

Writing exercises 写作练习

每单元包括一页的写作练习。在《剑桥国际英语教程》5 级中，学生学习使用主题句、确定中心思想和写作素材以及组织段落。学生从写短文开始，本书结束时写三段式文章。

Vocabulary exercises 词汇练习

每单元词汇练习扩展学生在词组、同义词和反义词以及习语和搭配方面的知识。

Grammar extensions 语法扩展

语法扩展位于全书最后,对学生用书中介绍的语法结构进行扩展说明。

作者的话

我们的目标是《剑桥国际英语教程》4&5 级可以提供给学生生动有趣的主题,使英语学习充满乐趣。同时还提供给学生在真实生活交际中所需的工具。我们希望你们喜欢这本书,并期待您对本教程提出宝贵的意见和建议。

Jack C. Richards
Chuck Sandy

Introduction

Passages is a two-level multi-skills course for upper-intermediate to advanced-level students of North American English. It provides an ideal follow-up for students who have completed a beginning to intermediate course, and is carefully coordinated to function as a sequel to *New Interchange*, one of the world's most successful English courses for adult and young adult learners of English.

The course covers the four skills of listening, speaking, reading, and writing, while giving systematic attention to grammar and vocabulary. *Passages* seeks to develop both fluency and accuracy in English through a topic-based syllabus. The topics are of high interest to students and provide maximum opportunities for personalization and discussion, promoting the development of both linguistic and communication skills.

Course Length


Each level of *Passages* provides material for 60 to 90 hours of class instruction. In situations where more time is available, the Teacher's Manual provides Optional Activities to extend each unit. Classes with shorter semesters can reduce the amount of time spent on Reading, Writing, Optional Activities, and the Workbook.

Course Components

The **Student's Book** contains 12 eight-page units and four review units. The exercises in each unit are grouped into two thematic lessons. There is a review unit after every three units; there's also a set of Grammar Extensions at the back of the book.

The **Teacher's Manual** contains detailed suggestions on how to teach the course, unit-by-unit notes, numerous suggestions for optional follow-up activities, complete answer keys, and transcripts of the listening activities. Answers to Workbook exercises are found at the back of the book.

The **Workbook** provides a variety of exercises that develop students' proficiency with the grammar, reading, writing, and vocabulary in the Student's Book. Each six-page unit follows the same teaching sequence as the Student's Book. The Workbook can be used for classwork or for homework.

The **Class Audio Programs** are for use in the classroom or language laboratory. They contain the recordings or CDs for the listening exercises. Although the speakers primarily model North American accents, nonnative varieties of English are also used where appropriate. Exercises that are recorded are indicated with the symbol .

Teacher's Resource Pack

This contains multiple versions of a placement test designed to identify the appropriate level of *New Interchange* or *Passages* for students entering a program. The Package also offers review tests and mid-term and final exams for each level of *New Interchange* and *Passages*, enabling teachers to determine how successfully the students have mastered the material. All tests are photocopiable and an audio cassette is provided for the listening sections.

Unit Organization

Each unit of the Student's Book is organized around a central topic or theme and is divided into two four-page lessons (Lessons A and B), which complement each other by treating the unit topic from a different perspective. For example, Unit 9 in this book is entitled "Putting the mind to work." The first four-page lesson, "Exploring creativity," focuses on the topic of creativity and jobs. In this lesson, students describe jobs that require creativity, take a quiz, and find creative solutions to difficult problems. In the second four-page lesson, "Ideas that work," products and services that have changed our lives are highlighted. For this lesson, students explain why new products are invented and choose inventions that have had a great impact on society.

The following unit structure is used throughout the course:

Lesson A

page one: Fluency activities introduce the topic of the first lesson through listening and oral work.

page two: Grammar exercises provide controlled practice leading to communicative activities.

page three: Fluency pages provide further listening practice and oral work.

page four: Writing exercises teach practical writing and composition skills.

Lesson B

page one: Fluency activities introduce the topic of the second lesson through listening and oral work.

page two: Grammar exercises provide controlled practice leading to communicative activities.

page three: Fluency pages provide further listening practice and oral work.

page four: Reading passages develop reading skills and stimulate discussion.

Approach and Methodology

Passages seeks to develop both fluency and accuracy at the upper-intermediate to advanced level of proficiency. The course is based on the assumption that students have studied English for a number of years and have a good foundation in general language skills. They now need to extend their communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- extend their knowledge and use of grammar
- broaden their knowledge and use of vocabulary
- speak English fluently, i.e., express a wide range of ideas without unnecessary pauses or breakdowns in communication
- speak English accurately, i.e., use an acceptable standard of pronunciation and grammar when communicating

To teach these skills, *Passages* uses a communicative methodology that centers around:

- presenting topics that extend students' oral and grammatical skills
- providing students with opportunities to carry out communicative tasks in pairs and groups that require exchange of information and negotiation of meaning

- developing students' control of grammar and conversational language through activities that present and model language patterns, and then provide opportunities to practice them in authentic communicative contexts

At the same time, the topic-driven syllabus provides a rich source of information as a source for language lessons that allow the maximum amount of student personalization and response.

Exercise Types

The following exercise types are used throughout *Passages*:

Information-based tasks

These tasks present real-world information (e.g., surveys, realia, short texts). They often begin a lesson and are designed to generate students' interest in and reaction to a topic that forms the basis of the lesson.

Oral exercises

These exercises consist of fluency-focused pair and group activities, including discussion tasks, ranking activities, class surveys, and other activities that encourage an exchange of information.

Listening exercises

These exercises appear on fluency pages (page one or page three of each lesson) and develop a variety of listening skills, such as listening for general ideas, listening for specific information, and inferencing. The listenings are based on authentic recordings of interviews and discussions with native and second-language speakers of English. They have been edited and rerecorded for clarity.

Grammar exercises

The grammar exercises focus on areas of grammar that are important at the upper-intermediate to advanced levels. These include exercises that seek to:

- illustrate how structures and grammar items that students may have previously encountered can be used in more complex ways
- expand students' grammatical resources as the basis for both speaking and writing

The grammar sections in *Passages* begin by showing how a structure is used and then take students from controlled practice to use of the structure in a communicative context.

Reading exercises

Readings are adapted from a variety of authentic sources and edited for clarity. Pre-reading and post-reading tasks allow students to fully utilize the reading passages and to develop reading skills, such as skimming, scanning, and making inferences. They also stimulate class discussion.

Writing exercises

Each unit contains one page of writing activities. In this book, students learn about using topic sentences, identifying main ideas and supporting details, and organizing paragraphs. They move from writing short paragraphs to composing a three-paragraph composition by the end of the book.

Vocabulary exercises

Vocabulary exercises in each unit develop

students' knowledge of lexical sets, synonyms and antonyms, as well as idioms and collocations.

Grammar extensions

Grammar extensions are located at the back of the book. They expand on the grammatical structures introduced in the Student's Book.

From the Authors

It has been our goal with *Passages* to provide stimulating subject matter that will make learning English fun while at the same time giving students the tools they need to communicate in the real world. We hope that you enjoy *Passages* and look forward to hearing your comments on the course.

Jack C. Richards
Chuck Sandy

Authors' Acknowledgments

A great number of people contributed to the development of *Passages*. Particular thanks are owed to the following:

The insights and suggestions of the teachers who **reviewed** and **piloted** *Passages* in these institutes helped define the content and format of this edition: Karen Eichhorn, **ELS Denver, Regis University**, Denver, Colorado, USA; Amy Saviers, **Junshin Daigaku**, Nagasaki, Japan; Liliana Baltra, **Instituto Chileno-Norteamericano de Cultura**, Santiago, Chile; Maribel Lozano, **Universidad Anahuac**, Anahuac, Mexico; Gary D. Klowak, **CIMA**, Mexico City, Mexico; Mary Oliveira and Vera Burlamaqui Bradford, **Instituto Brasil-Estados Unidos (IBEU)**, Rio de Janeiro, Brazil; Marilda Amaral Ramalho de Castro, **Instituto Cultural Brasil-Estados Unidos (ICBEU)**, Belo Horizonte, Brazil; Gisleine Mantovani Brancher, **Instituto Cultural de Idiomas**, Caxias do Sul, Brazil; Gloria Delbim, Rosa Erlichman, Odila Jambor, **União Cultural Brasil-Estados Unidos (UCBEU)**, São Paulo, Brazil; Julia Burks, Richard Lynch, and Marjorie Manley, **AUA Language Center**, Bangkok, Thailand; Blanca Arazi, **Instituto Cultural Argentino Norteamericano (ICANA)**, Buenos Aires, Argentina; Jennifer Eick, **ITESM**, Monterrey, Mexico; Jay Melton, **Kumamoto Kenritsu Daigaku**, Kumamoto, Japan; Steven S. Cornwell, **Osaka Jogakuin Junior College**, Osaka, Japan; Julie Posinoff, **International Center for American English**, La Jolla, California, USA; Orlando Carranza R., Rubi Montejó Gamarra, Rosa Namuche, and Helen E. Kelly de Pando, **Instituto Cultural Peruano Norteamericano**, Lima, Peru; Jennifer Porter,

Language Studies International, San Diego, California, USA; Kevan Klawitter, **Intensive English Language Center, California State University**, Bakersfield, California, USA; David Bernard Wirtz and Stephen P. Van Vlack, **Sookmyung Women's University**, Seoul, Korea; Daniel Francisco Acosta Garza and Candelaria Cantú Martínez, **Centro de Idiomas, Facultad de Filosofía y Letras, U.A.N.L.**, Monterrey, Mexico; Demetri Lontos, **Lane Community College**, Eugene, Oregon, USA; Donevan Hooper, **Tokyo Foreign Language College**, Tokyo, Japan; Steve Jacques, **Intercultural Communications College**, Honolulu, Hawaii, USA; Linda D. Forse, **The Language Institute**, Brownsville, Texas, USA; **Senac-Serviço Nacional de Aprendizagem Comercial**, Curitiba, Brazil; and the many teachers around the world who responded to the *Passages* questionnaire.

The **editorial** and **production** team: Suzette André, Sylvia P. Bloch, John Borrelli, Kathleen Caratozzolo, Mary Carson, Karen Davy, Tünde Dewey, Arlen Gargagliano, Deborah Goldblatt, Deborah Gordon, Pauline Ireland, Margarita R. Kurtz, James R. Morgan, Kathy Niemczyk, Kathleen Schultz, Jane Sturtevant, and Mary Vaughn.

And Cambridge University Press **staff** and **advisors**: Mary-Louise Baez, Carlos Barbisan, Kate Cory-Wright, Riitta da Costa, Peter Davison, Elena Dorado, Cecilia Gómez, Koen Van Landeghem, Alejandro Martínez, Nigel McQuitty, Carine Mitchell, Chuanpit Phalavadhana, Helen Sandiford, Dan Schulte, Ian Sutherland, Chris White, and Janaka Williams.

Plan of the Book

FUNCTIONS

GRAMMAR

VOCABULARY

Unit 1 • Friends and family pages 2–9

A What kind of person are you?	<ul style="list-style-type: none"> Describing personalities Expressing likes and dislikes Describing personal change 	<ul style="list-style-type: none"> Gerunds Noun clauses after <i>be</i> 	<ul style="list-style-type: none"> Adjectives describing personality traits
B Every family's different.	<ul style="list-style-type: none"> Stating advantages and disadvantages Talking about rules 		

Unit 2 • Education and learning pages 10–17

A How can schools be improved?	<ul style="list-style-type: none"> Stating facts Making recommendations Describing processes and strategies 	<ul style="list-style-type: none"> <i>Should</i> and <i>ought to</i> in the active and passive Infinitives and gerunds to talk about how to do things <i>In order to</i> and <i>so that</i> 	<ul style="list-style-type: none"> Collocations relating to goals
B What's the best way to learn?	<ul style="list-style-type: none"> Giving reasons and purposes Talking about hopes and dreams 		

Unit 3 • Cities pages 18–25

A Fascinating destinations	<ul style="list-style-type: none"> Describing and giving information about places Stating preferences Presenting contrasting information Categorizing and evaluating issues 	<ul style="list-style-type: none"> Defining and non-defining relative clauses Order of adjectives Connecting contrasting ideas 	<ul style="list-style-type: none"> Nouns referring to features of a city Nouns relating to quality-of-life issues
B It's my kind of city.			

• • • • • Review of Units 1–3 pages 26–29

Unit 4 • Day and night pages 30–37

A Your energy profile	<ul style="list-style-type: none"> Describing daily routines and habits Giving advice Explaining reasons and conditions Giving interpretations of meaning 	<ul style="list-style-type: none"> Time relationships Clauses stating reasons and conditions 	<ul style="list-style-type: none"> Collocations referring to sleep and dreams
B Sweet dreams			

Unit 5 • Generally speaking pages 38–45

A What's typical?	<ul style="list-style-type: none"> Comparing customs and habits Presenting contrasting information Making generalizations Discussing concerns and offering solutions Describing a mental process 	<ul style="list-style-type: none"> Showing contrast and exception Quantifiers Conditional sentences 	<ul style="list-style-type: none"> Adjectives describing emotional reactions Nouns referring to public concerns
B Topics of concern			

Unit 6 • Interpersonal communication pages 46–53

A Making conversation	<ul style="list-style-type: none"> Describing types Talking about appropriate behavior Starting a conversation Making small talk Reporting what someone else has said 	<ul style="list-style-type: none"> Infinitive and gerund phrases Reported speech 	<ul style="list-style-type: none"> Adjectives describing positive and negative feelings
B Personal secrets			

• • • • • Review of Units 4–6 pages 54–57

DISCUSSION**LISTENING****WRITING****READING**

- Finding out what personality traits you have in common with your classmates
- Studying personality profiles
- Talking about how you have changed or how you would like to change
- Comparing families
- Talking about rules in your family

- Three young people describe how they have changed
- Two people compare similarities and differences between their families

- Identifying the main idea in a paragraph
- Writing a paragraph about your most positive or negative quality

- “Upside-Down Families”: Families where the children have too much control

- Making suggestions to improve schools
- Explaining how school prepares young people for life
- Stating your goals for the future
- Discussing different ways to learn something

- Two young people explain how they developed personally at college
- Three people describe the strategies they used to learn something new

- Choosing topic sentences
- Writing a paragraph about your educational beliefs

- “Home Schooling: A Growing Trend”: Advantages and drawbacks of educating children at home

- Explaining why you’d like to visit a particular city
- Choosing the right city for a particular purpose
- Deciding which city is best to live in
- Evaluating your hometown
- Discussing quality-of-life issues

- A TV show introduces two exciting cities
- Two foreign students explain what they like about their host city
- Two New Yorkers talk about life in their city

- Creating topic sentences
- Writing a paragraph about a place you know

- “Get Yourself Lost”: The best way to enjoy sight-seeing in a new place

- Discussing personal energy levels
- Classifying activities that raise or lower your energy level
- Giving advice on a radio call-in program
- Talking about sleeping habits
- Interpreting dreams

- Three people describe methods they use to lower stress
- Two people describe their dreams and try to figure out what they mean

- Choosing the best topic sentence
- Writing a paragraph about times of day, daily schedules, or relaxation

- “Ten Keys to a Better Night’s Sleep”: Tips on fulfilling a basic human need

- Talking about what’s average
- Discussing what makes you typical or unique
- Talking about future concerns
- Explaining your personal concerns

- Three teenagers compare themselves to other people their own age
- Three people describe their different approaches to solving problems

- Identifying supporting statements
- Developing a paragraph with supporting statements

- “Statistically Speaking”: The living arrangements, education level, and beliefs of the average American

- Discussing conversational styles and habits
- Giving advice for awkward social situations
- Determining appropriate topics for small talk
- Deciding if it’s appropriate to tell secrets
- Reporting news about your classmates

- Several people make small talk at a party
- Three people tell some interesting news

- Keeping a journal
- Writing your reaction to a good piece of news

- “Don’t Be a Bore!”: How to be a good conversationalist

FUNCTIONS

GRAMMAR

VOCABULARY

Unit 7 • Telling the news pages 58–65

A Storytelling	<ul style="list-style-type: none"> Presenting information in chronological order 	<ul style="list-style-type: none"> Adverbs with the past and past perfect 	<ul style="list-style-type: none"> Nouns referring to events in the news
B What's in the news?	<ul style="list-style-type: none"> Narrating news events Organizing and presenting topical information 	<ul style="list-style-type: none"> Present perfect vs. past Past vs. past continuous 	

Unit 8 • Values pages 66–73

A Growing up	<ul style="list-style-type: none"> Expressing regrets about the past Referring to fortunate events in the past 	<ul style="list-style-type: none"> <i>Should have</i> and <i>ought to have</i>; wishes about the past 	<ul style="list-style-type: none"> Nouns referring to values and traits of character
B The wisdom of age	<ul style="list-style-type: none"> Evaluating traits of character Describing people's attitudes and beliefs 	<ul style="list-style-type: none"> Adjectives of emotion + past time clauses Noun clauses introduced by <i>it</i> Noun clauses introduced by verbs 	<ul style="list-style-type: none"> Adjectives describing personal attitudes Collocations relating to positive actions

Unit 9 • Putting the mind to work pages 74–81

A Exploring creativity	<ul style="list-style-type: none"> Describing job qualifications Offering solutions to problems 	<ul style="list-style-type: none"> Reduced relative clauses 	<ul style="list-style-type: none"> Nouns referring to creative qualities
B Ideas that work	<ul style="list-style-type: none"> Commenting on facts Analyzing reasons 	<ul style="list-style-type: none"> Non-defining relative clauses as sentence modifiers 	<ul style="list-style-type: none"> Collocations related to problem solving Nouns referring to inventions

• • • • • Review of Units 7–9 pages 82–85

Unit 10 • The art of complaining pages 86–93

A That really bugs me!	<ul style="list-style-type: none"> Describing everyday irritations Describing personal styles of complaining 	<ul style="list-style-type: none"> Noun clauses containing relative clauses 	<ul style="list-style-type: none"> Nouns relating to consumers and purchases
B Let's do something about it!	<ul style="list-style-type: none"> Making complaints Responding to complaints Identifying problems and offering solutions Giving advice 	<ul style="list-style-type: none"> Noun clauses beginning with question words, <i>whether</i>, and <i>if</i> 	

Unit 11 • On the other side of the world pages 94–101

A Culture shock	<ul style="list-style-type: none"> Comparing and contrasting customs Predicting the future 	<ul style="list-style-type: none"> Future perfect and future perfect continuous 	<ul style="list-style-type: none"> Compound adjectives relating to personal characteristics
B Globe-trotting	<ul style="list-style-type: none"> Making hypotheses Giving advice Explaining preferences 	<ul style="list-style-type: none"> Gerunds as the objects of prepositions Mixed conditionals 	

Unit 12 • Dilemmas pages 102–109

A Public concerns	<ul style="list-style-type: none"> Stating and supporting opinions Describing personal characteristics 	<ul style="list-style-type: none"> Adding information and showing conclusions 	<ul style="list-style-type: none"> Adjectives and nouns describing people and how they view the world
B How honest are you?	<ul style="list-style-type: none"> Discussing hypothetical situations Explaining decisions 	<ul style="list-style-type: none"> The passive of the present continuous Conditions with <i>if</i>, <i>only if</i>, <i>unless</i>, and <i>even if</i> 	

• • • • • Review of Units 10–12 pages 110–113

• • • • • Grammar Extensions pages 114–117

DISCUSSION**LISTENING****WRITING****READING**

- Telling stories about uncomfortable situations
- Talking about personal experiences
- Creating a story with your classmates
- Studying the different sections of a newspaper
- Presenting a news story of local interest

- Two people describe personal dilemmas
- An actress describes her most embarrassing moments
- A radio broadcast highlights the top news stories of the day

- Putting events in order
- Writing a narrative paragraph

- “‘Nutty’ News”: Humorous news articles about some strange events

- Talking about values you’ve learned
- Describing personal memories and regrets
- Giving advice to young people on getting the most out of life
- Stating personal beliefs

- An interviewer asks people about personal values
- Three people describe their role models

- Choosing a thesis statement for a multi-paragraph composition
- Writing a composition about a significant time in your past

- “It’s Not So Bad to Be Middle-Aged”: Some of the rewards of middle age

- Describing jobs that require creativity
- Taking a creativity quiz
- Finding creative solutions to difficult problems
- Choosing inventions that have had a great impact on twentieth-century life
- Explaining why new products are invented

- Three employees explain how their jobs are creative
- Three people devise imaginary inventions

- Choosing new paragraph beginnings
- Writing a composition about someone who is creative or unique

- “Silly Questions, Brilliant Answers”: The strange history of three influential products

- Complaining about everyday annoyances
- Comparing styles of complaining
- Finding solutions to problems in your community
- Stating consumer complaints
- Giving advice on avoiding consumer problems

- Two people describe irritating situations
- Two friends compare the problems in their neighborhoods

- Writing a letter of complaint

- “Getting What You’re Entitled To”: How to exercise your rights as a consumer

- Giving advice on moving overseas
- Comparing customs between North America and your country
- Imagining the experience of living abroad
- Telling how a trip you took could have been better
- Explaining your travel preferences

- Three young people talk about the positive and negative aspects of living abroad
- Three travelers describe personal mishaps

- Planning a composition
- Brainstorming ideas and organizing an outline
- Writing a composition about traveling or living abroad

- “Smooth Talking”: Overcoming the language barrier when traveling abroad

- Describing controversial issues
- Giving opinions about current issues
- Giving reasons for behavior
- Explaining how you would solve personal dilemmas

- Three people explain what issues they think are important
- Two people describe being confronted by an ethical dilemma

- Presenting persuasive evidence to a specific audience
- Writing a paragraph about a public concern

- “Little Lies”: Common “lies” we tell in everyday life

Unit 1 Friends and family

Lesson

A

What kind of person are you?

Tell me about yourself.

starting point

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

Personality Quiz	definitely true	generally true	definitely not true
1. I enjoy walking on the beach at sunset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I avoid showing others what I'm feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can't stand waiting for people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to make a daily schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I love finding solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I enjoy spending hours on the phone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I don't mind listening to people's problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to have lots of friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I love to accomplish goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I'm interested in visiting unusual places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

adventurous	impatient	practical	romantic	sympathetic
ambitious	organized	reserved	sociable	talkative

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

What do you have in common?

discussion

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

A: So, tell me about yourself.

B: Well, I'm pretty reserved.

A: Really? So am I. I like spending time by myself.

B: I do, too. I love . . .

Agreeing

So am I. (I am, too.)

I'm exactly the same way.

So do I. (I do, too.)

Neither can I. (I can't either.)

Disagreeing

That's not true for me.

I'm not at all like that.

Really? I don't.

Oh, I can.

Gerunds

A gerund always follows these verbs.

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

An infinitive or gerund can follow these verbs.

- I **like going/to go** to parties.
- I **love watching/to watch** movies alone.
- I **hate waiting/to wait** for people.
- I **can't stand staying/to stay** home alone.

A gerund is often the object of a preposition.

I'm **interested in meeting** unusual people.

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

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



I hate going to big parties because I'm shy. I never know what to say.

I love to eat a lot of junk food, especially when I go to the movies.

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

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

Who would you like to know?

discussion

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

Student	Musician	Lawyer	Computer programmer
Talkative and fun. Avid pet lover. Hate to cook.	Ambitious artist. Dedicated stamp collector. Enjoy playing rugby.	Very organized. Fan of old movies. Love to travel.	Incurable romantic. Nature lover. Interested in learning a new language.

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


Do you enjoy listening to classical music?




Time for a change

listening

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

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

	 Luis	 Celine	 Diana
Used to be			
Change			
Reason			

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

	Luis	Celine	Diana
Wants to change			



How have you changed?

discussion

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

<p>Describing how you've changed</p> <p>I used to be . . . , but now I'm . . . I'm more . . . now. I enjoy . . .</p> <p>Describing how you'd like to change</p> <p>I'm interested in . . . I'd like to be more . . .</p>	<table border="1"> <tr> <th>Three things I've changed</th> <th>Three things I'd like to change</th> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	Three things I've changed	Three things I'd like to change								
Three things I've changed	Three things I'd like to change										

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

A: Five years ago I was pretty shy. I'm more outgoing now.

B: Really? How did you change?

A: Well, I joined some clubs, made some new friends, and . . .

Main ideas in paragraphs

writing

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

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

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

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



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

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

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

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

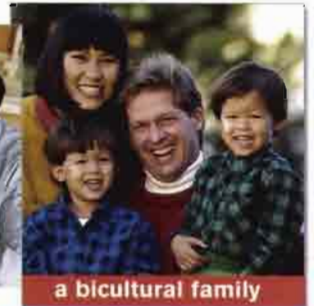
1. Is there any information that doesn't relate to the main idea? Cross it out.
2. What are some other ways your partner is . . . ?

Every family's different.

Let me tell you about my family.

starting point

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



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

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

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

How are their families different?

listening

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

Paul	Andrea
1.	
2.	

B Pair work Is your family similar to Paul's or Andrea's? If so, how? If not, how is it different?

Noun clauses after be

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

An advantage **of** having an older brother is **(that)** you always have someone to help you.

The best thing **about** having brothers and sisters is **(that)** you're never lonely.

A problem **with** having lots of brothers and sisters is **(that)** you don't get a very big allowance.

A Complete these sentences. Then compare with a partner.

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

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

1. I'm the most talkative person in my family. It's an advantage.

An advantage of being the most talkative person in your family is that you get a lot of attention.

2. I'm the youngest in my family. It's a disadvantage.
3. I'm a twin. It's an advantage.
4. I have young parents. It's an advantage.
5. I work in the family business. It's a disadvantage.
6. I live alone. It's a problem.
7. I have a large family. It's a disadvantage.

C Read the results of this survey question.

What do you think? Write two advantages and two disadvantages of living away from one's parents.

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

Yes 69% No 29%
Not sure 2%

Your place in the family

discussion

A Check the sentences that apply to you.

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

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

vocabulary

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

- | | | | |
|--------------------------------------|--|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> active | <input type="checkbox"/> generous | <input type="checkbox"/> mischievous | <input type="checkbox"/> sensible |
| <input type="checkbox"/> adventurous | <input type="checkbox"/> inexperienced | <input type="checkbox"/> patient | <input type="checkbox"/> strict |
| <input type="checkbox"/> frank | <input type="checkbox"/> innocent | <input type="checkbox"/> responsible | <input type="checkbox"/> supportive |

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

Parents	Children

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

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

A: My father is very supportive.

B: In what way?

A: For one thing, he . . .

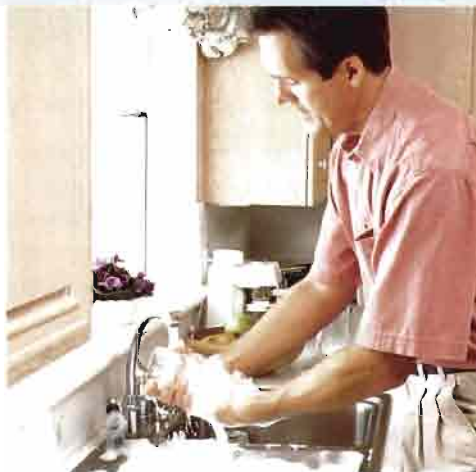
discussion

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

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

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

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



reading

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

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

UPSIDE-DOWN FAMILIES

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

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

- ▶ Be a leader. Parents cannot guide a child and seek his or her approval of their decisions at the same time. Don't say, "It's time for bed. OK?" Instead, say, "It's time for bed, kids."
- ▶ Don't make rules quickly and then change them. It's very important to be consistent. Once you make a rule, stick to it.
- ▶ Pay less attention to your children when their behavior is bad and more when it is good. Do not reward bad behavior by giving extra attention to it. Instead, save your attention for when the child acts appropriately.
- ▶ Don't allow your kids to call you by your first name. This removes the authority figure in a child's life. Children need parents, not another friend.

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

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

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

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