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Jack C. Richards & Chuck Sandy

# Passages

Third Edition

Student's Book

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# Welcome to Passages!

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

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

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

## RAISING YOUR ENGLISH TO A WHOLE NEW LEVEL

Unique features to boost your English proficiency!

### 1 FRIENDS AND FAMILY

LESSON A ► What kind of person are you?

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

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

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

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

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

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

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

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

**Useful expressions**

<b>Same traits</b> So am I. (I am, too.) I'm the same way. So do I. (I do, too.) Neither do I. (I don't either.)	<b>Different traits</b> I'm not like that. I'd say I'm more... Really? I don't. That's not true for me.
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**VOCABULARY PLUS** (see page 106)

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

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

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

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

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

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

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

**GRAMMAR PLUS** (see page 106)

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

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

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

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

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

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

Meet Your Neighbors

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

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

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

LESSON A What kind of person are you? 3

**5 LISTENING**

**Life in Sydney**

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



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

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

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

**6 DISCUSSION**

**Quality of life**

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

Quality of Life	
affordable housing	exciting nightlife
a variety of restaurants	first-class shopping
beautiful parks	historic neighborhoods
convenient public transportation	low crime rates

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

*"I guess affordable housing and exciting nightlife are the most important. I don't know if I could afford that, but it would be fun."*

**Class activity** Share your answers with your class mentioned most often?

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

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

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

**7 WRITING**

**Brainstorming**

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

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

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

**Group work** Brainstorm dos and don'ts for one of the following topics:

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

**Read** this paragraph about living on a tight budget. Then write a sentence and a similar paragraph about your topic.

Living on a tight budget is easy if you follow some shopping tips. First of all, you should never buy something in a hurry! If you take your time, you might find a better deal. Now, ask a salesperson if there's going to be one sale or a discount. You can check in the newspaper for. Finally, you might get a better price at some store. So be sure to ask about cash discounts.

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

- How many brainstorming ideas did your partner use? Which one did you like best?
- Do you have any questions about your partner's paragraph? Which one do you disagree with?
- Can you think of a good title for your partner's paragraph?

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

**7 READING**

**Cyber-begging**

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

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



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

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

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

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

It's hard to understand why so many people helped a total stranger pay off her huge credit card bill. Why did they do it? Karyn explains, "I was just honest about what happened. I didn't make up some sob story about saving the world." Her donors think it's funny and original, she argues, and view it less as a charity than as an entertainment site.

Imitators have sprung up all over the Internet, some with outrageously selfish requests like a BMW or a house. Actually, Karyn was not the first person to put up a website asking strangers for money. The practice has a name: "cyber-begging." Most sites receive little traffic and even less cash. Karyn also had thousands of enemies and critics. People sent her hate mail and scolded her on websites. Karyn says she never let this anger bother her. "They are probably jealous they didn't think of it," she explains.

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

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

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

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

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

**KEEP MOVING UP!**

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

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

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

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

# Plan of **BOOK 1**

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

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

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

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

# FRIENDS AND FAMILY

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

### 1 STARTING POINT

#### Personality survey

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

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



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

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

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

### 2 VOCABULARY & SPEAKING

#### How would you describe yourself?

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

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

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

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

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

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

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

#### Useful expressions

##### Same traits

So am I. (I am, too.)

I'm the same way.

So do I. (I do, too.)

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

##### Different traits

I'm not like that.

I'd say I'm more . . .

Really? I don't.

That's not true for me.

**VOCABULARY PLUS** see page 130

### 3 GRAMMAR

#### Verbs followed by gerunds

Use the gerund form after these verbs.

- I **enjoy going** to parties where I don't know everyone.
- I **avoid expressing** my feelings and ideas in public.
- I **don't mind giving up** my time to help other people.

Use the gerund or infinitive form after these verbs.

- I **can't stand being / to be** in a messy room.
- I **love taking / to take** my friends to cool new clubs.
- I **hate getting up / to get up** for early morning classes.

Use the gerund form after these expressions containing prepositions.

- I **insist on making** my own decisions.
- I always **feel like going** dancing!
- I'm **into going out** to new foreign restaurants.

**GRAMMAR PLUS** see page 106

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

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

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

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

### 4 SPEAKING

#### Personal profiles

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

## Meet Your Neighbors

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

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

## 5 LISTENING

### Changes

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

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

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

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

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

## 6 DISCUSSION

### How have you changed?

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

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

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

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

*"Really? What made you change?"*

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

#### Useful expressions

##### Describing how you've changed

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

I think I've become more ...

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

I'd like to be more ...

I'm interested in ...

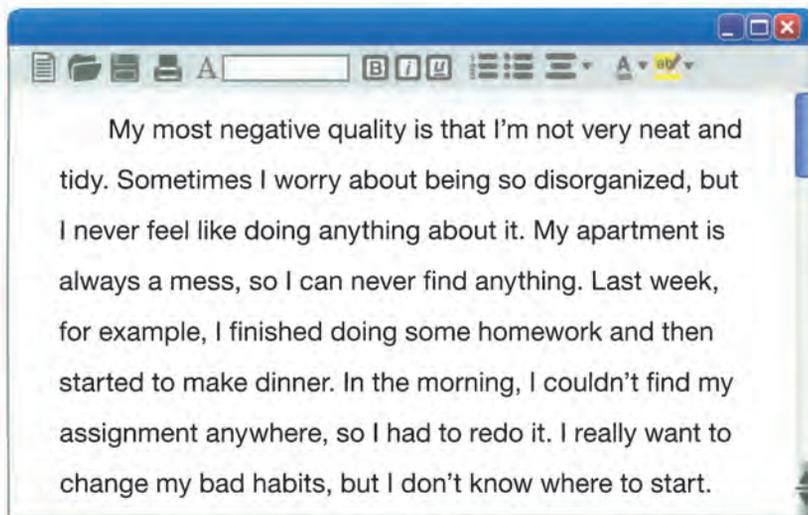
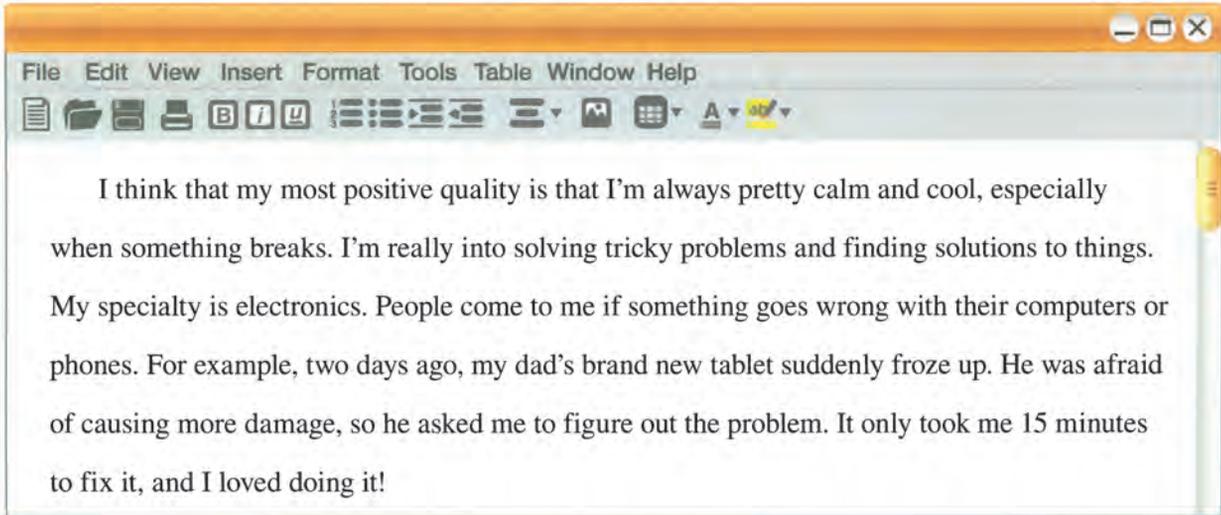
**7**

**WRITING**

**Topic sentences**

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

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



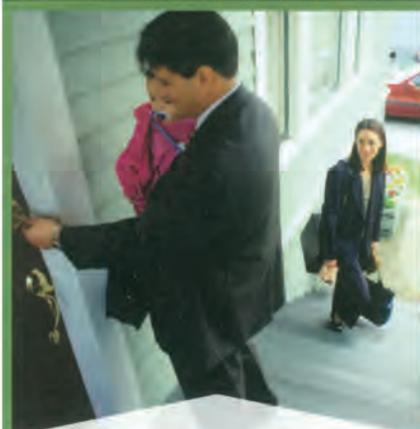
- B** Think about your own personal qualities. Make a list. Then decide which quality is the most positive and which is the most negative. Circle each one.
- C** Write a paragraph about either your most positive or your most negative quality. Make sure your paragraph has only one main idea.
- D Pair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

## LESSON B ▶ Every family is different.

### 1 STARTING POINT Different types of families

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

### What's Your Family Like?



#### The Watsons, Sydney

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

#### The Wangs, Vancouver

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



#### The Patels, London

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

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

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

### 2 LISTENING & SPEAKING

#### How are their families different?

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

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

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

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

### 3 GRAMMAR

#### Noun clauses after *be*

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

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

**GRAMMAR PLUS** see page 107

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

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

1. I'm the youngest in the family. The nice thing is I get a lot of attention.

*The nice thing about being the youngest in the family is that I get a lot of attention.*

2. I have a younger sister. The trouble is she always wants to borrow my clothes.

3. I'm away at college. The bad part is that I miss my family.

4. I work at night. The worst thing is I can't have dinner with my family.

5. I'm the oldest in the family. One bad thing is that I always have to babysit.

**C** Complete the sentences with your own ideas.

Then compare answers with a partner.

1. An advantage of being a twin is . . .

*that you always have someone to hang out with.*

2. A problem with being an only child is . . .

3. One benefit of being the oldest is . . .

4. A big disadvantage of having an older sibling is . . .

5. The best thing about having a big family is . . .



### 4 DISCUSSION

#### Family matters

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

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

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

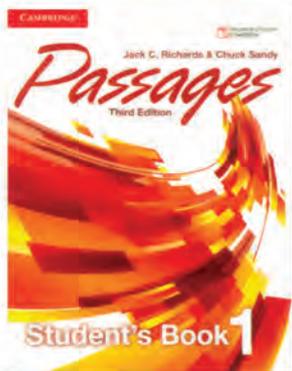
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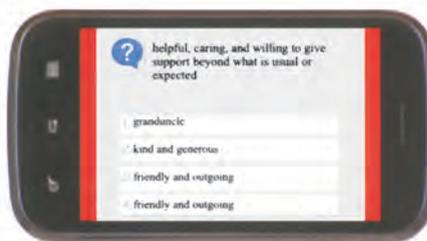
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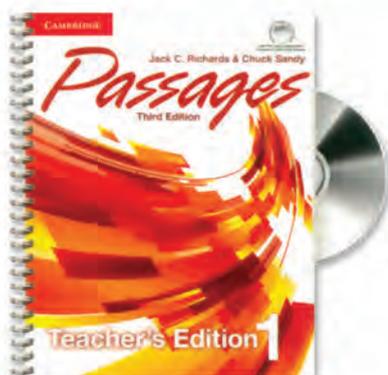
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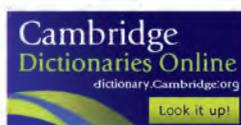
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