

CAMBRIDGE



RAHNAMA
P R E S S



ONLINE SE
COMPANIC

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Jack C. Richards & Chuck Sandy

Passages

Third Edition

Student's Book 2

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!

6

MUSICIANS AND MUSIC


LESSON A ▶ A world of music

1 STARTING POINT
Taste in music

▲ Read the statements expressing different views on music. Which ones do you agree with?

Overheard on the Streets

- 1 "I think the more you like to dance, the more you appreciate music with a Latin beat."
- 2 "At first, I didn't like rap music. But the more I listened to the lyrics, the more I understood its powerful social message."
- 3 "Some of the greatest music is in movie soundtracks. The more exciting the soundtrack, the better the movie seems."
- 4 "Radio stations kill music sales by overplaying songs. The more I hear a pop song on the radio, the less I feel like buying it."
- 5 "I'm interested in how a band plays, not how it looks. The more a band focuses on its appearance, the less interesting the music is."
- 6 "Classical music has many layers of complexity. The more knowledgeable you are about it, the more you'll be able to enjoy it."
- 7 "TV commercials often feature a catchy tune – and the catchier the tune, the more likely you are to remember the name of the product."
- 8 "A lot of my friends like to go to clubs with really loud music, but not me. The louder the music gets, the sooner I feel like leaving."



B Pair work What kinds of things do you look for in new songs or artists? What makes certain songs more successful than others?

"I love sampling. You know, when artists mix older songs with new music and lyrics."

"Me, too. I like recognizable tunes, but with a new twist."

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

2 LISTENING
Awesome tunes

▶▶ A Listen to Adam and Lisa talk about music. What are they doing?

▶▶ B Listen again. What are the three types of music Adam and Lisa listen to? What do they think about the types of music they hear? Complete the chart.

	Type of music	Lisa's opinion	Adam's opinion
1.			
2.			
3.			

LISTENING
activities sharpen essential listening comprehension skills.

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 in the subjunctive

Certain expressions and verbs such as *demand, insist, propose, recommend, request, and suggest* are followed by the subjunctive. The subjunctive uses the base form of the verb. It is generally used in formal language to express a wish or necessity.

I think consumers need to insist (that) **advertisements be** truthful in every respect.
Some ads seem to demand (that) **the customer buy** the product.

These expressions are frequently followed by the subjunctive:

It is crucial	It is imperative	It is important
It is essential	It is vital	It is critical

I believe it is essential that **an ad be** clever and witty in order to be effective.

GRAMMAR PLUS see page 127

A Look at the Starting Point on page 66 again. Which opinion does not use the subjunctive?


B Use verbs followed by the subjunctive instead of *should* or *must* to rewrite these sentences without changing the meaning.

- Companies should advertise more to increase sales. (I / suggest)
*I suggest that companies **advertise more** to increase sales.*
- Advertising agencies should use humor in their ads. (It is important)
- Cities should tear down billboards that obstruct city views. (I / demand)
- The government must regulate ads on the Internet. (It is essential)
- Viewers should skip the ads that precede online video clips. (I / recommend)
- The advertising of harmful products must stop. (It is crucial)
- False advertising should be treated as a serious crime. (I / propose)
- Public television should remain commercial free. (It is vital)

C Group work Use the verbs and expressions in the box below to give these people advice on their problems. Do you ever have similar problems? Ask your group for advice.

insist	it is crucial	it is essential
propose	recommend	suggest

Useful expressions:
Asking for advice
What do you think I should do?
What would you do if you were me?
What would you do if you were in my position?



LESSON B Consumer awareness 67

4 VOCABULARY & SPEAKING

Different attitudes

A Look at these expressions. Which ones express a positive attitude, or a neutral attitude? Write +, -, or ~.

- | | |
|------------------|------------------------|
| 1. aware of | 5. familiar with |
| 2. curious about | 6. suspicious of |
| 3. sick of | 7. intimidated by |
| 4. fed up with | 8. knowledgeable about |

B Group work Look at the list of inventions and technologies. What are your feelings about them? Discuss with your group.

- | | |
|-----------------------------------|-------------------------|
| 1. spacecraft for private flights | 5. wearable electronics |
| 2. touch-screen technology | 6. mobile apps |
| 3. speech-translation technology | 7. laser surgery |
| 4. video surveillance | 8. robots |

"So, what do you think about spacecraft for private flights?"
"I'm a little intimidated by the idea of being in space. I'm curious about it, but I wouldn't try it."

VOCABULARY

expands upon prior knowledge and improves vocabulary building skills.

NEW Vocabulary Plus:
extra vocabulary practice when you need it!



VOCABULARY PLUS see page 107

5 DISCUSSION

Tech savvy?

A Are you a technophile or a technophobe? Complete the survey to find out.

TECHNOPHILE or TECHNOPHOBIC?

- | | | | |
|--|----------------|------------------|-------------------|
| 1. If technology permits it, I would favor the development of machines that surpass humans in intelligence. | Agree (2 pts.) | Not Sure (1 pt.) | Disagree (0 pts.) |
| 2. Governments need to generously fund research and development in technology. | | | |
| 3. Everyone should try to stay informed about the latest innovations in technology. | | | |
| 4. Genetic technologies should be used to gradually improve the human body over the course of generations. | | | |
| 5. Science and technology will someday solve the world's problems of famine, war, disease, and overcrowding. | | | |
| 6. It's important to acquire new technological devices shortly after they come out. | | | |
| 7. Social media has a positive effect on people's social lives. | | | |
| 8. Being connected to the Internet is a human right. | | | |

SCORE
0-4 You are a technophile, a person who has a strong interest in technology.
5-8 While not in love with technology, you see the need for it in our world.

B Group work Discuss your answers to the survey. Take your choices and whether or not you agree with your

SPEAKING

activities spark lively discussions focusing on interesting and relevant situations.

6 WRITING

Compare-and-contrast essays

A compare-and-contrast essay presents the similarities and differences of two or more things. The thesis statement expresses your position on the subject, and it is followed by supporting paragraphs that discuss similarities and differences.

A Read the essay and circle the thesis statement. Then match each paragraph to the headings below. Underline the words that show

introduction differences conclusion



THE BEATLES

- 1 Although the Beatles and the Rolling Stones have both been called the "greatest rock 'n' roll band of all time," the prize should go to the Rolling Stones. While both bands have had a huge influence on popular music, the Beatles broke up in 1970, and the Rolling Stones went on recording and performing for over 50 years.
- 2 Both the Beatles and the Rolling Stones began as four-member British bands that first became popular in the 1960s. The two bands released their first records within a year of each other, and both featured a pair of talented songwriters: Paul McCartney and John Lennon for the Beatles, and Mick Jagger and Keith Richards for the Rolling Stones. Like the Rolling Stones, the Beatles were famous for their cutting-edge style at the time of their debut, and both bands were known for their energetic stage performances.

B Choose two bands, singers, or musical styles to compare. Make a list of similarities and differences. Then write a paragraph that expresses your view.

C Write a four-paragraph essay. Make sure it has an introduction, two paragraphs describing similarities, and a conclusion.

D Pair work Take turns reading your essays. Do you think your partner can guess your point of view?

Passages Third Edition

is a two-level program 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.

6 READING

Technology and friendship

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

1. What are some ways that interacting online might encourage people to connect in real life?
2. How could social media help shy students participate more in class?

HOW SOCIAL MEDIA "FRIENDS" TRANSLATE INTO REAL-LIFE FRIENDSHIPS

When social media first gained attention, I heard many people say online connections couldn't possibly be real friends. Some even feared people might trade face-to-face interaction for a virtual life online. But now the majority of the people I know consider at least some of their online friends to be like extended family. Which made me wonder – does social media actually encourage people to connect "in real life"?

One example of online life translating into real-life interaction happens on Mashable's Social Media Day, when thousands of people attend in-person meet-ups to celebrate the power of online connections. Another example is location-based apps that help users connect face-to-face by allowing them to see who else has checked in at the same store, restaurant, or party – or even who is living in a city they plan to visit. They might then decide to seek each other out "in real life."

A Pew Internet and American Life Project report found that people using social networking sites have more close relationships and receive more support from others. They are also more likely to reconnect with old friends and use social networking to keep up with those they are already close to. Other research shows that social media may also deepen what could otherwise be passing relationships. A study by Dr. Rey Junco found that college students who interacted with each other and their professors on Twitter were more likely to meet outside class to study. They also developed



unexpected real-life connections and were also more likely to ask questions in class.

"What I find most fascinating is that I've consistently seen that students who start a course being more introverted and not speaking up during class discussions become more extroverted and participate more when encouraged to communicate through social media with their professors and their classmates," Junco said.

However, if social media does increase the likelihood of real-life interaction, it can also sometimes complicate it. When fans of social media meet face-to-face, their computers and mobile devices may actually make the meeting less productive. Instead of looking at each other, they may be glued to their screens!

(Source: "How Social Media 'Friends' Translate Into Real-Life Friendships," by Terri Thornton, Mashable)

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

1. In what ways are virtual friendships similar to and different from real-life friendships?
2. Would you be more or less willing to share ideas on social media than you would in class? Why?
3. What other issues and complications might come up when online friends meet face-to-face?

LESSON 6 Make new friends...but keep the old 9

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 2**

	FUNCTIONS	GRAMMAR	VOCA
UNIT 1 Relationships pages 2–9			
A The best of friends	<ul style="list-style-type: none"> Defining and describing friendship Expressing opinions Disagreeing politely Stating preferences Sharing advice about friendship 	<ul style="list-style-type: none"> Phrasal verbs Gerund and infinitive constructions 	<ul style="list-style-type: none"> Adjectives and verbs to describe friendship re- verbs
B Make new friends, but keep the old . . .			
UNIT 2 Clothes and appearance pages 10–17			
A The way we dress	<ul style="list-style-type: none"> Discussing approaches to fashion Describing style and trends Expressing opinions about clothing Talking about first impressions Describing outward appearance 	<ul style="list-style-type: none"> Review of verb patterns Cleft sentences with <i>what</i> 	<ul style="list-style-type: none"> Adjectives to describe style Adjectives to describe outward appearance
B How we appear to others			
UNIT 3 Science and technology pages 18–25			
A Good science, bad science	<ul style="list-style-type: none"> Talking about scientific advances Analyzing the effects of science and technology Expressing caution and confidence Describing technology troubles 	<ul style="list-style-type: none"> Indefinite and definite articles -ing clauses 	<ul style="list-style-type: none"> Adjectives to discuss technology-related issues Collocations to express different attitudes
B Technology and you			
UNITS 1–3 Communication review pages 26–27			
UNIT 4 Superstitions and beliefs pages 28–35			
A Superstitions	<ul style="list-style-type: none"> Talking about personal beliefs Comparing beliefs Reporting what other people believe Expressing opinions 	<ul style="list-style-type: none"> Reporting clauses Reporting clauses in the passive 	<ul style="list-style-type: none"> Expressions with <i>luck</i> Adjectives to describe truth and fabrication
B Believe it or not			
UNIT 5 Movies and television pages 36–43			
A Movies	<ul style="list-style-type: none"> Discussing movie trends Expressing your attitude about trends Discussing movie genre aspects and preferences Discussing TV show preferences Explaining the popularity of TV shows 	<ul style="list-style-type: none"> Sentence adverbs <i>Such . . . that</i> and <i>so . . . that</i> 	<ul style="list-style-type: none"> Adjectives to describe movies Types of TV programs
B Television			
UNIT 6 Musicians and music pages 44–51			
A A world of music	<ul style="list-style-type: none"> Sharing views on music Expressing preferences Comparing and contrasting Defining success 	<ul style="list-style-type: none"> Double comparatives <i>Will</i> and <i>would</i> for habits and general truths 	<ul style="list-style-type: none"> Collocations to describe music Idioms used in the entertainment industry
B Getting your big break			
UNITS 4–6 Communication review pages 52–53			

SPEAKING	LISTENING	WRITING	READING
<ul style="list-style-type: none"> Talking about what friends should have in common Talking about the best way to meet people Discussing ways to maintain friendships 	<ul style="list-style-type: none"> A talk about differences between friendships among men and friendships among women A young woman describes a chance encounter 	<ul style="list-style-type: none"> Developing a thesis statement Writing a composition with paragraphs supporting a thesis statement 	<ul style="list-style-type: none"> "How Social Media 'Friends' Translate into Real-life Friendships": Does social media encourage people to connect in real life?
<ul style="list-style-type: none"> Discussing different opinions on fashion Discussing how first impressions are formed Discussing tips for making a good first impression Discussing how people respond to appearance 	<ul style="list-style-type: none"> Three people describe their taste in fashion Three people explain what is important for them when forming an impression 	<ul style="list-style-type: none"> Writing a composition about a personal belief Giving examples to support a thesis statement 	<ul style="list-style-type: none"> "Overcoming a Bad First Impression": How to change a bad first impression
<ul style="list-style-type: none"> Discussing the positive effects and negative consequences of technology and science Discussing your feelings about new technology Taking a survey about your relationship with technology 	<ul style="list-style-type: none"> A reporter and technology editor talk about the impact of driverless car technology A comedian talks about difficulties he has had with technology 	<ul style="list-style-type: none"> Identifying essential information for a summary of a text Writing a summary of an article 	<ul style="list-style-type: none"> "I Took My Kids Offline": A mother bans all technology at home for six months
<ul style="list-style-type: none"> Describing superstitions from your country or culture Discussing superstitions Taking a survey about luck Telling stories Discussing hoaxes and why people create them 	<ul style="list-style-type: none"> Three people give explanations for some superstitions Two people discuss a journalistic hoax 	<ul style="list-style-type: none"> Restating the thesis in the last paragraph Writing a composition about superstitions 	<ul style="list-style-type: none"> "Do Good Luck Charms Really Work in Competitions?": The effectiveness of superstitious rituals in sports
<ul style="list-style-type: none"> Talking about movie trends Talking about the results of a survey on movie genre preferences Discussing aspects of different movie genres Discussing what makes a TV show popular Discussing and presenting an idea for a new TV show 	<ul style="list-style-type: none"> Four people describe what makes some movie genres effective TV network employees brainstorm and present ideas for new TV shows 	<ul style="list-style-type: none"> Identifying essential information for a movie review Writing a movie review 	<ul style="list-style-type: none"> "One Day on Earth: A Time Capsule of Our Lives": A movie shot in every country of the world on the same day
<ul style="list-style-type: none"> Talking about personal tastes in music Talking about styles of music Discussing the role of music in different contexts Discussing advice for success 	<ul style="list-style-type: none"> Two people share their opinions on different types of music A young woman gives her friend advice on his music career 	<ul style="list-style-type: none"> Writing a compare-and-contrast essay Describing similarities and differences 	<ul style="list-style-type: none"> "On the Trail of Sixto Rodriguez": Searching for a musician who was famous and didn't know it

	FUNCTIONS	GRAMMAR	VOC
UNIT 7 Changing times pages 54–61			
A Lifestyles in transition	<ul style="list-style-type: none"> ■ Discussing changes in lifestyles ■ Analyzing how changes affect different people ■ Discussing attitudes toward change 	<ul style="list-style-type: none"> ■ Optional and required relative pronouns ■ <i>As if, as though, as, the way, and like</i> 	<ul style="list-style-type: none"> ■ Prefixes to create antonyms ■ Collocations with <i>change</i>
B A change for the better			
UNIT 8 Consumer culture pages 62–69			
A What's new on the market?	<ul style="list-style-type: none"> ■ Talking about bargain shopping ■ Comparing shopping preferences ■ Comparing shopping experiences ■ Stating reasons ■ Giving and asking for advice ■ Discussing effective advertising 	<ul style="list-style-type: none"> ■ Placement of direct and indirect objects ■ Verbs in the subjunctive 	<ul style="list-style-type: none"> ■ Expressions to discuss shopping ■ Marketing strategies
B Consumer awareness			
UNIT 9 Nature pages 70–77			
A Animals in our lives	<ul style="list-style-type: none"> ■ Discussing the role of animals ■ Talking about specific and undetermined time and location ■ Talking about categories and features of animals ■ Expressing opinions about animals ■ Discussing careers in nature 	<ul style="list-style-type: none"> ■ <i>Whenever</i> and <i>wherever</i> contrasted with <i>when</i> and <i>where</i> ■ Noun clauses with <i>whoever</i> and <i>whatever</i> 	<ul style="list-style-type: none"> ■ Physical features of animals ■ Nature-related idioms
B In touch with nature			
UNITS 7–9 Communication review pages 78–79			
UNIT 10 Language pages 80–87			
A Communication skills	<ul style="list-style-type: none"> ■ Talking about effective communicators ■ Comparing attitudes toward public speaking ■ Talking about language ■ Discussing correct language use 	<ul style="list-style-type: none"> ■ Overview of passives ■ Subject-verb agreement with quantifiers 	<ul style="list-style-type: none"> ■ Discourse markers ■ Idioms related to the use of language
B Natural language			
UNIT 11 Exceptional people pages 88–95			
A High achievers	<ul style="list-style-type: none"> ■ Talking about people who have had an impact ■ Describing values ■ Organizing events chronologically ■ Describing the qualities of a good role model 	<ul style="list-style-type: none"> ■ Compound adjectives ■ Superlative compound adjectives 	<ul style="list-style-type: none"> ■ Compound adjectives related to the body ■ Phrasal verbs
B People we admire			
UNIT 12 Business matters pages 96–103			
A Entrepreneurs	<ul style="list-style-type: none"> ■ Talking about successful entrepreneurs ■ Talking about hypothetical situations ■ Comparing and contrasting personal preferences ■ Expressing values and preferences in work and business 	<ul style="list-style-type: none"> ■ Subject-verb inversion in conditional sentences ■ Adverb clauses of condition 	Prepositions following <i>work</i> Expressions related to success in the workplace
B The new worker			
UNITS 10–12 Communication review pages 104–105			
GRAMMAR PLUS: Additional grammar practice and explanation pages 106–129			
VOCABULARY PLUS: Additional vocabulary practice pages 130–141			

SPEAKING	LISTENING	WRITING	READING
<ul style="list-style-type: none"> ■ Discussing trends ■ Talking about personal changes ■ Talking about the results of a survey on coping with change 	<ul style="list-style-type: none"> ■ A corporate executive speaks about the attitudes of different generations in the workplace ■ Two people talk about a volunteer program 	<ul style="list-style-type: none"> ■ Writing about a personal experience ■ Providing background information and giving details 	<ul style="list-style-type: none"> ■ "Leaving the Rat Race for the Simple Life": Reflections on a major change in lifestyle
<ul style="list-style-type: none"> ■ Talking about the best ways to shop for different items ■ Discussing compulsive shopping ■ Discussing the ethics of undercover marketing strategies 	<ul style="list-style-type: none"> ■ Two people talk about their shopping preferences ■ Three radio advertisements 	<ul style="list-style-type: none"> ■ Supporting an opinion ■ Writing a composition using details and examples to support an opinion about shopping 	<ul style="list-style-type: none"> ■ "Word-of-Mouth Marketing": Testing the power of word-of-mouth as a marketing strategy
<ul style="list-style-type: none"> ■ Discussing the ethics of using animals in different fields ■ Discussing a survey on ethics associated with animals ■ Discussing ways of being in touch with nature 	<ul style="list-style-type: none"> ■ News reports on animals that help people ■ The manager of an eco-resort describes its features to a reporter 	<ul style="list-style-type: none"> ■ Organizing information into clear categories ■ Writing a classification essay 	<ul style="list-style-type: none"> ■ "A Summer Job that's a Walk in the Park": The daily tasks of a park ranger fellow in New York City
<ul style="list-style-type: none"> ■ Discussing the qualities of effective communicators ■ Discussing a survey on public speaking ■ Discussing opinions about language issues ■ Talking about "text speak" and its appropriateness ■ Role-playing different ways of speaking 	<ul style="list-style-type: none"> ■ An expert gives advice on how to make effective presentations ■ Three one-sided conversations 	<ul style="list-style-type: none"> ■ Persuasive writing ■ Supporting a position ■ Arguing against the opposing position 	<ul style="list-style-type: none"> ■ "Slang Abroad": Different varieties of English
<ul style="list-style-type: none"> ■ Discussing people who have had an impact on the world ■ Discussing the qualities and values of exceptional people ■ Discussing quotations from high achievers ■ Talking about heroic behavior in everyday life 	<ul style="list-style-type: none"> ■ A motivational speaker talks about the qualities of high achievers ■ Two people talk about others who have made a difference in their lives 	<ul style="list-style-type: none"> ■ Organizing information in chronological order ■ Writing a biographical profile 	<ul style="list-style-type: none"> ■ "Ann Cotton, Social Entrepreneur": Advice from a successful NGO executive
<ul style="list-style-type: none"> ■ Discussing successful companies ■ Discussing job advertisements ■ Discussing a survey on ideal working conditions ■ Analyzing the qualities of the ideal job ■ Discussing the qualities of a successful worker 	<ul style="list-style-type: none"> ■ Two people discuss unsuccessful business ventures ■ Three people talk about workshops they attended 	<ul style="list-style-type: none"> ■ Understanding the parts of a formal letter ■ Writing a formal letter 	<ul style="list-style-type: none"> ■ "The Value of Difference": Individual differences in the workplace

1

STARTING POINT

The nature of friendship

- A** Read these statements about friendship. Can you explain what they mean?
What other statements would you add to the list?

WHAT IS A Friend?

1. A friend is someone who brings out the best in you.
2. Good friends are always happy to help when you run into a problem.
3. A friend is someone who cheers you up when you're feeling bad.
4. True friends don't drift apart even after many years of separation.
5. A real friend will always stand up for you when others are putting you down.
6. Never be afraid to open up and ask a friend for advice. A true friend will never turn you down.
7. Make new friends, but hang on to the old ones.
8. Good friends are hard to come by, harder to leave, and impossible to do without.



"The first statement means a friend inspires you to show all your positive qualities."

- B Group work** Consider the statements in part A.
What makes a good friend? Discuss with your group.

"In my opinion, a good friend is someone who makes you a better person. It's someone who brings out the best in you."

Useful expressions

Expressing opinions

In my opinion, . . .
I have to say that . . .
The way I see it, . . .
Personally, I (don't) think . . .

2

LISTENING & SPEAKING

Friendship among women and men

- A** Listen to a professor talk about author Deborah Tannen's ideas. In Tannen's opinion, what is the main difference between friendship among men and friendship among women?
- B** Listen again. According to Tannen, which of these things do male friends often do (M) and which do female friends often do (F)? Write the correct letter.
- | | |
|-------------------------------------|---|
| ___ 1. are direct and to the point | ___ 4. prefer to share factual information |
| ___ 2. discuss daily life at length | ___ 5. value activities over talk |
| ___ 3. reveal private thoughts | ___ 6. talk as a way to better understand their lives |

- C Group work** Do you agree or disagree with Tannen's ideas about friendship?
Why or why not?

"I have to say that I think some of her ideas seem to be accurate . . ."

3 GRAMMAR

Phrasal verbs

A phrasal verb is a verb plus a particle, such as *down*, *into*, *out*, or *up*.
The meaning of a phrasal verb is usually different from the meaning of its parts.

Separable phrasal verbs can take objects before or after the particle.

If the object is a pronoun, it always appears before the particle.

A friend is someone who **brings out** the best in you.

A friend is someone who **brings** the best **out** in you.

A friend is someone who **cheers** you **up** when you're feeling bad.

With inseparable phrasal verbs, the object cannot go between the verb and the particle.

Good friends are always happy to help when you **run into** a problem.

Three-word phrasal verbs have a particle and a preposition.

Make new friends, but **hang on to** the old ones.

Intransitive phrasal verbs don't take objects.

True friends don't **drift apart**.

GRAMMAR PLUS see page 106

- A** Look at the Starting Point on page 2 again. Can you find the phrasal verbs?
Which are separable, inseparable, and/or three-word verbs? Which are also intransitive? Write them in the chart.

Separable	Inseparable	Three-word verbs	Intransitive

- B** Complete the questions with the phrasal verbs and objects in parentheses.
Sometimes more than one answer is possible.

- Have you ever had a friend who brought out the worst / brought the worst out (bring out / the worst) in you?
- Have you ever _____ (run into / a friend) that you hadn't seen in a long time?
- Do you usually _____ (stand up for / your friends) when other people criticize them?
- Can you _____ (do without / a cell phone) and still keep in touch with friends?
- When friends ask you for a favor, do you usually say yes, or do you _____ (turn down / them)?
- Do you _____ (hang on to / your old friends) or do you drift apart as time goes by?
- Some people like to _____ (put down / their friends) by insulting them. How would you feel if a friend did that to you?



- C Pair work** Discuss the questions in part B.

"Have you ever had a friend who brought out the worst in you?"

"Yeah, I once had a really messy roommate. She made me so angry."

4 VOCABULARY

Describing friendship

A Pair work Complete the chart with the correct parts of speech.

	Verb	Adjective		Verb	Adjective
1.	admire		4.	empathize	
2.		beneficial	5.	endure	
3.	clash		6.		harmonious

B Choose the word from the chart in part A that best replaces the boldfaced words. Compare answers with a partner.

- Ryan and Tina work to keep their friendship **free of conflict**. *harmonious*
- Sometimes their opinions **are very different**, but they still get along.
- They work to make their friendship **valuable and constructive**.
- Having the same background helps them **understand and identify** with each other.
- Ryan and Tina **think very highly of** each other's accomplishments.
- Their friendship will certainly **last a long time**.

VOCABULARY PLUS see page 130

5 DISCUSSION

What should friends have in common?

A Look at the statements about friendship below. Do you agree with the statements? Add a statement of your own.

PEOPLE ...	Agree	Disagree
1. who are close in age empathize with each other better.	<input type="checkbox"/>	<input type="checkbox"/>
2. with similar social backgrounds have more harmonious friendships.	<input type="checkbox"/>	<input type="checkbox"/>
3. who have similar values and beliefs have stronger connections.	<input type="checkbox"/>	<input type="checkbox"/>
4. with similar personalities have the most enduring friendships.	<input type="checkbox"/>	<input type="checkbox"/>
5. benefit from having friends with the same educational background.	<input type="checkbox"/>	<input type="checkbox"/>
6. should only mingle with friends who have the same interests.	<input type="checkbox"/>	<input type="checkbox"/>
7. from different cultures often clash with each other.	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>

B Group work Share your opinions and explain your reasons.

"The way I see it, people who are close in age can empathize better with each other. They share many of the same experiences and understand each other."

"I see your point, but I don't think age is that important. If people like doing similar things, they can be good friends."

C Group work How many people agreed or disagreed with each statement? Report your findings to the class.

"Three of us agreed that friends who are close in age empathize with each other better . . ."

Useful expressions

Disagreeing politely

I see your point, but . . .
I see what you mean, but . . .
I'm not sure I agree.
Do you think so?

6

WRITING

Developing a thesis statement

The first paragraph of a composition contains a thesis statement, which presents the main idea. The remaining paragraphs each have a single focus expressed in a topic sentence that develops the thesis statement.

A Read the composition. Underline the thesis statement in the first paragraph.

B Match each of the other paragraphs with the phrase below that best summarizes its focus.

_____ why we have a close friendship

_____ what we have in common

_____ how we are different

1 My best friend, Eva, and I are different in many ways, but we have one important thing in common – we love to travel. Whenever I have the urge to explore a new place, I can always count on Eva to go with me. Our friendship shows that people who are very different can still have similar interests.

2 The differences between Eva and me are significant. Eva is an artist who loves to take photographs and draw pictures of the interesting things she sees. I am a marketing representative for a pharmaceutical company and spend a lot of my time estimating sales figures. Eva is a very impulsive person, and I'm very organized. She's very quiet, but I'm a very talkative person who enjoys telling stories.

3 Eva and I are both adventurous and love traveling. We discovered this shortly after we met several years ago. One day we were talking about vacations, and we found we had both visited many of the same places. We immediately made a plan to go to a nearby historical city the following weekend.

4 Although we are quite different in many ways, Eva and I have become close over the years, and we now have a very special and enduring friendship. Every time we get together, we always have so much to talk about and have the best time. One reason for this is that we share a love of travel and adventure. The other reason is that our differences complement each other, so we always get along well whenever we travel together.



C Write a composition about a close friend. Then exchange your composition with a partner, and answer these questions.

1. What is the thesis statement? Underline it.
2. Does each paragraph have a single focus? Write the focus for each in the margin of the text.
3. What else would you like to know about your partner's friend? Ask at least two questions.

LESSON B ▶ Make new friends, but keep the old . . .

1 STARTING POINT Meeting new people

A Read about how Yuan Lin, Brandon, and Jacob met new people. Which way of meeting people do you think is best?

Yuan Lin

"I decided to move to England last year. I felt really lonely at first. In fact, I regretted moving here. But I never gave up trying new things. Then, I saw an ad for a Chinese-English language exchange. It was a great way to meet cool people!"



Brandon

"I'd been planning to take a class, but was putting off enrolling. Well, last month I started taking a cooking class. I never expected to meet so many nice people! Some of us get together at each other's homes and practice what we learn. We've become really good friends!"

Jacob

"I didn't know many people at my new job, but I kept being invited by my co-workers to a lunchtime yoga class. I'm so glad I finally said yes! A couple of my colleagues play soccer, too, and they're considering starting a company team!"



"A language exchange is a great idea. You can meet people who are interested in languages and culture, so everyone already has something in common."

B Group work What other ways of meeting new people can you suggest to someone in these situations? Add another situation to the list.

Someone who . . .

- moved to a new neighborhood
- started a new job
- is over 65 years old
- has little free time
- is very shy
- _____

2 LISTENING A chance meeting

A Pair work When was the last time you unexpectedly ran into someone you know? Tell your partner about your experience.

B Listen to Dena talk about how she met her friend Kate. Where were they when they first met? Where did they meet again?

C Listen again. Then answer the following questions.

1. Why were Dena and Kate going to Los Angeles?
2. What did Dena regret after she said good-bye to Kate?
3. How much time passed between their first and second meetings?
4. How did Samantha, the guest at the party, know Kate?

3 GRAMMAR

Gerund and infinitive constructions

These verbs are normally followed by a gerund: *appreciate, consider, enjoy, give up, keep, put off, suggest*.

They're **considering starting** a company team!

These verbs are normally followed by an infinitive: *ask, decide, expect, intend, need, refuse, seem, tend*.

I never **expected to meet** so many nice people!

These verbs are followed by either a gerund or an infinitive: *begin, bother, continue, hate, prefer, start*.

Last month I **started taking / to take** a cooking class.

Infinitives and gerunds can also occur in the passive voice. They follow the pattern **subject + verb + being / to be + past participle**.

I **kept being invited** by my co-workers to a lunchtime yoga class.


She **asked to be chosen** for the job.

GRAMMAR PLUS see page 107

- A** Look at the Starting Point on page 6 again. Can you find another verb followed by a gerund and another verb followed by an infinitive?
- B** Choose the correct form of the verbs. Sometimes both answers are possible.

Monday, March 18

I've never been a really popular guy. I'm the type of person who tends **1** *to have / having* one or two good friends rather than lots of acquaintances. Well, when I moved away from my hometown after getting a job in Denver, I really needed **2** *to make / making* some new friends. Because I'm shy, I considered **3** *to change / changing* my personality to become more outgoing. But that was very difficult for me. Just the same, I didn't give up **4** *to try / trying*. I decided **5** *to create / creating* a new image for myself. I bought myself some new shoes, new clothes, and I even got a new haircut and started **6** *to wear / wearing* contact lenses. However, it didn't seem **7** *to change / changing* anything. I was beginning to regret **8** *to leave / leaving* my hometown when, all of a sudden, I got a call from my old friend Jim. He was planning **9** *to move / moving* here pretty soon. He wanted some advice about finding an apartment in the city, and I suggested **10** *to share / sharing* an apartment with me. Well, he agreed! I really enjoy **11** *to have / having* someone to spend time with, and together we've made a lot of new friends.

Posted by DenverDan  2 COMMENTS

- C Pair work** Complete these sentences with your own information, and add details. Then compare with a partner.

- I don't like it when friends refuse . . .
to do small favors for me, like lending me a book. It's so rude.
- It can be annoying when friends expect . . .
- I couldn't say no if a friend suggested . . .
- When I'm with my good friends, I don't bother . . .

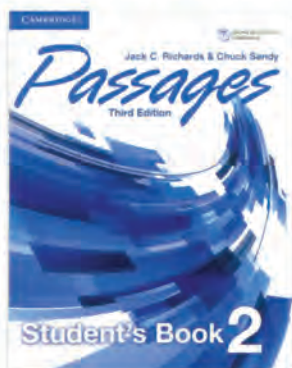
Taking English to a whole new level

Passages Third Edition is a two-level, four-skills course for high-intermediate and upper-intermediate students. The **fresh look, revised content, and powerful new digital resources** ensure students are engaged and motivated for success.

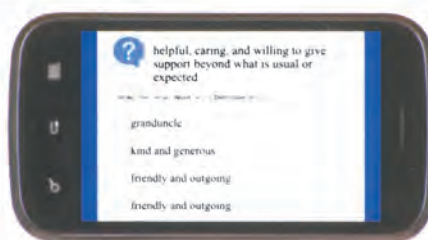
Passages will open the door for students to communicate with greater fluency and confidence.

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

NEW FOR STUDENTS



Grammar Plus and Vocabulary Plus: Convenient reference sections in the Student's Book for additional support and practice



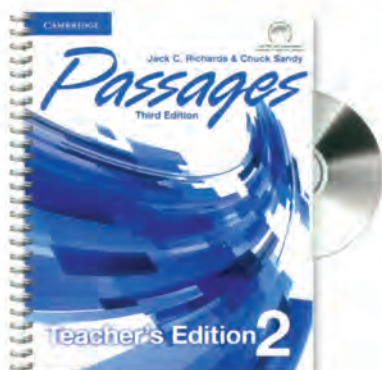
Passages Online Vocabulary Accelerator: A powerful online learning tool to increase the speed and ease of acquiring *Passages* vocabulary



Passages Online Workbook: Interactive online practice of the Student's Book material with extra listening and instant feedback and grading

Accessible via computer or tablet

NEW FOR TEACHERS



Assessment Audio CD/CD-ROM: Included in the Teacher's Edition, containing customizable versions of all tests and quizzes



Passages Video Program DVD: Compelling, real-world video, thematically linked to unit topics to reinforce target language



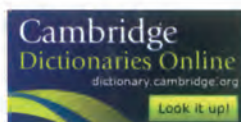
Presentation Plus: Classroom presentation software that makes it easy to plan and deliver engaging, high-impact lessons

Works with an interactive whiteboard or a computer and projector

PERFECT PARTNERS

Passages pairs with *Interchange* or *Four Corners* for a complete 6-level solution!

CEFR		
A1	interchange	Four Corners
A2		
B1		
B1+		
B2	Passages 1	
C1	Passages 2	



Learn more.

Visit www.cambridge.org/passages3



CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

ISBN 978-1-107-62707-9

