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Passages

Third Edition

Teacher's Edition **1**

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Plan of **BOOK 1**

	FUNCTIONS	GRAMMAR	VOCAB
UNIT 1 Friends and family pages 2–9			
A What kind of person are you?	- Describing personalities - Expressing likes and dislikes	- Verbs followed by gerunds - Noun clauses after <i>be</i>	- Personality collocations - Compound family terms
B Every family is different.	- Describing personal change - Stating advantages and disadvantages		
UNIT 2 Mistakes and mysteries pages 10–17			
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B I can't explain it!	- Giving advice about the past - Speculating about past events - Offering explanations about past events	Modals with multiple uses	Verbs of belief
UNIT 3 Exploring new cities pages 18–25			
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B My kind of town	- Stating preferences - Presenting contrasting information - Categorizing and evaluating issues	- Order of modifiers - Connecting contrasting ideas	Compound terms for towns
UNITS 1–3 Communication review pages 26–27			
UNIT 4 Early birds and night owls pages 28–35			
A It's about time!	Describing routines and habits	Reduced time clauses	Phrasal verbs related to energy and sleep
B Tossing and turning	- Giving advice - Explaining reasons and conditions - Giving interpretations of meaning	Clauses stating reasons and conditions	Expressions related to sleep
UNIT 5 Communication pages 36–43			
A Making conversation	- Describing types of conversationalists - Talking about appropriate behavior	Infinitive and gerund phrases	Terms to describe behavior
B It's personal.	- Starting a conversation - Making small talk - Reporting what someone else has said	Reported speech	Expressions for reported speech
UNIT 6 What's the real story? pages 44–51			
A That's some story!	Presenting information in chronological order	Present perfect vs. simple past	News events
B Storytelling	- Narrating news events - Organizing and presenting information	- Present perfect vs. present perfect continuous - Adverbs with the simple past and past perfect	Storytelling expressions
UNITS 4–6 Communication review pages 52–53			

SPEAKING	LISTENING	WRITING	REA
- Finding out what personality traits you have in common with your classmates - Comparing personal profiles - Talking about how you have changed or how you would like to change - Comparing families	- Two people describe how they have changed - Two people compare similarities and differences between their families - A young man describes his recent family reunion	- Identifying the topic sentence in a paragraph - Writing a paragraph about your most positive or negative quality	"From Circle of Friends to Modern Tribe": A group of friends can function as a family
- Talking about past mistakes - Comparing reactions to a news story - Discussing what might have caused three mysterious events - Making guesses about unusual questions - Comparing opinions about a real-life unexplained event	- A man talks about a bad decision he made - Three people talk about how they dealt with their problems - Two people talk about everyday mysteries	- Brainstorming topic sentences and supporting ideas - Writing a paragraph with dos and don'ts	"Amnesia Spoils Newlyweds' Bliss": A man loses his memory after his wedding
- 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 - Describing 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 Sydney residents talk about the city	- Organizing ideas with a mind map - Writing a paragraph about a place you know	"Rivals with a Lot in Common": The rivalry between two major Australian cities
- Discussing personal energy levels - Talking about how to deal with stress - Giving advice on sleep and energy levels - Talking about sleeping habits - Interpreting dreams	- Three people describe methods they use to lower stress - Two people describe their dreams and try to interpret them	- Choosing the best topic sentence - Writing a paragraph giving advice on good habits	"To Sleep or Not to Sleep?": People are sleeping fewer hours than ever before
- Discussing conversational styles - Discussing awkward social situations - Determining appropriate topics for small talk - Comparing who you confide in - Recounting an interesting conversation	- People make small talk at parties - Two people tell some interesting news	- Making an outline - Writing about a cultural rule	"Cell Phone Personality Types": What kind of cell phone user are you?
- Determining if a story is true or false - Presenting a recent news story - Discussing how you follow the news - Telling stories about uncomfortable situations	- A radio news broadcast - Two people describe complicated experiences - An actor describes some embarrassing moments	- Putting events in chronological order - Writing a narrative paragraph	"It Happened to Me!": Two comical personal anecdotes

	FUNCTIONS	GRAMMAR	VOCAB
UNIT 7 The information age pages 54–61			
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B Information overload	- Participating in a debate - Giving opinions	Negative and tag questions for giving opinions	- Expressions for connecting ideas formally - Words for forms of communication
UNIT 8 Putting the mind to work pages 62–69			
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B Ideas that work	- Offering solutions to problems - Commenting on facts - Analyzing reasons	Non-defining relative clauses as sentence modifiers	Collocations for problem solving
UNIT 9 Generally speaking pages 70–77			
A How typical are you?	Comparing customs and habits	Clauses and phrases showing contrast and exception	Expressions related to accepting or changing things
B Problems and solutions	- Presenting contrasting information - Making generalizations - Talking about past habits	Past habitual with <i>used to</i> and <i>would</i>	Expressions with <i>keep</i> and <i>stay</i>
UNITS 7–9 Communication review pages 78–79			
UNIT 10 The art of complaining pages 80–87			
A That really bugs me!	Describing everyday annoyances	Relative clauses and noun clauses	Expressions with <i>drive</i>, <i>get</i>, and <i>make</i>
B Let's do something about it!	- Describing complaining styles - Making and responding to complaints - Identifying ways to avoid problems - Discussing advice	Simple and complex indirect questions	-ed words that describe feelings
UNIT 11 Values pages 88–95			
A How honest are you?	Discussing hypothetical situations	Present unreal conditional with <i>unless</i>, <i>only if</i>, and <i>even if</i>	Forming antonyms with prefixes
B Taking stock	- Talking about values - Expressing wishes and regrets	Wishes and regrets	- Adjectives that describe ethics and attitudes - Adjectives and nouns referring to personal values
UNIT 12 Moving around pages 96–103			
A Culture shock	Predicting the future	Future perfect and future perfect continuous	Expressions ending with prepositions
B Traveler or tourist?	- Comparing and contrasting customs - Making hypotheses - Giving advice - Describing preferences	Mixed conditionals	Compound adjectives
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SPEAKING	LISTENING	WRITING	READING
- Talking about Internet trends - Debating whether social networking is a positive or negative influence - Giving opinions on modern information technology - Discussing potential future technologies	- Three people talk about social networking - A news report describes health problems caused by technology	Writing a product or service review	"Can you spend for my Gucci?" A woman uses the Internet to get money to pay off a frivolous debt
- Discussing jobs that require creativity - Taking a creativity quiz - Suggesting new uses for everyday items - Talking about creative thinking habits - Choosing the inventions that have had the greatest impact on modern life - Explaining why new products are invented	- Three employees explain how their jobs are creative - Two descriptions of important business and product ideas	- Choosing when to begin a new paragraph - Writing a composition about a creative or unique person	"The Man Who Taught the World to Sing": A profile of the man who invented karaoke
- Talking about what is typical - Discussing what makes you typical or not - Discussing the effect of major life changes - Giving advice in a role play	- Three people discuss how they're unique or typical - Three people describe how they solved a problem	- Identifying supporting statements - Writing a paragraph with supporting statements	"Painting and Problem Solving: Four Lessons": How problem solving and the dynamics of painting are alike
- Discussing how to handle irritating situations - Comparing styles of complaining - Role-playing complaints - Describing how difficult situations make you feel - Stating consumer complaints	- Two people describe irritating situations - A man uses an automated phone menu	Writing a message of complaint	"Dave Carroll Aims a Complaint": A musician posts music videos to complain about an airline
- Discussing the results of a survey on ethical behavior - Comparing what you would do about different ethical dilemmas - Discussing your experiences with unreliable people or services - Talking about values that are important to you - Explaining what you'd choose if you were given three wishes	- Two people describe being confronted by an ethical dilemma - Three people talk about the values that are most important to them	- Writing a thesis statement - Writing a four-paragraph composition about a happy memory or a regret	"New York Honors a Hero": How a construction worker became a hero
- Describing the benefits and challenges of living abroad - Comparing customs between Canada and your country - Sharing bad travel experiences - Planning a trip with your group	- Three people talk about their experiences living abroad - Two people describe travel mishaps	- Writing conclusions - Writing a composition about living or traveling abroad	"Get Yourself Lost": The best way to experience a foreign destination

The new edition

Passages Third Edition is a fully revised edition of one of the most successful upper-level series for adult and young adult learners of English.

Based on the feedback from teachers and students from all over the world, the course has been thoroughly updated to ensure that it remains the innovative series that has successfully taken

students to higher levels of achievement. There is new content in every unit, additional vocabulary practice, new readings drawn from authentic sources, and multiple opportunities for students to develop advanced writing, speaking, and listening skills.

What's new

Content – Virtually all of the readings are new, and many other sections are new or have been updated.

Vocabulary Plus – This new section in the back of the Student's Book provides additional vocabulary practice that students can do in class or as homework.

Communication Reviews – The statements in the Self-assessment charts are now aligned with the Common European Framework of Reference, allowing students to more effectively assess their ability to communicate.

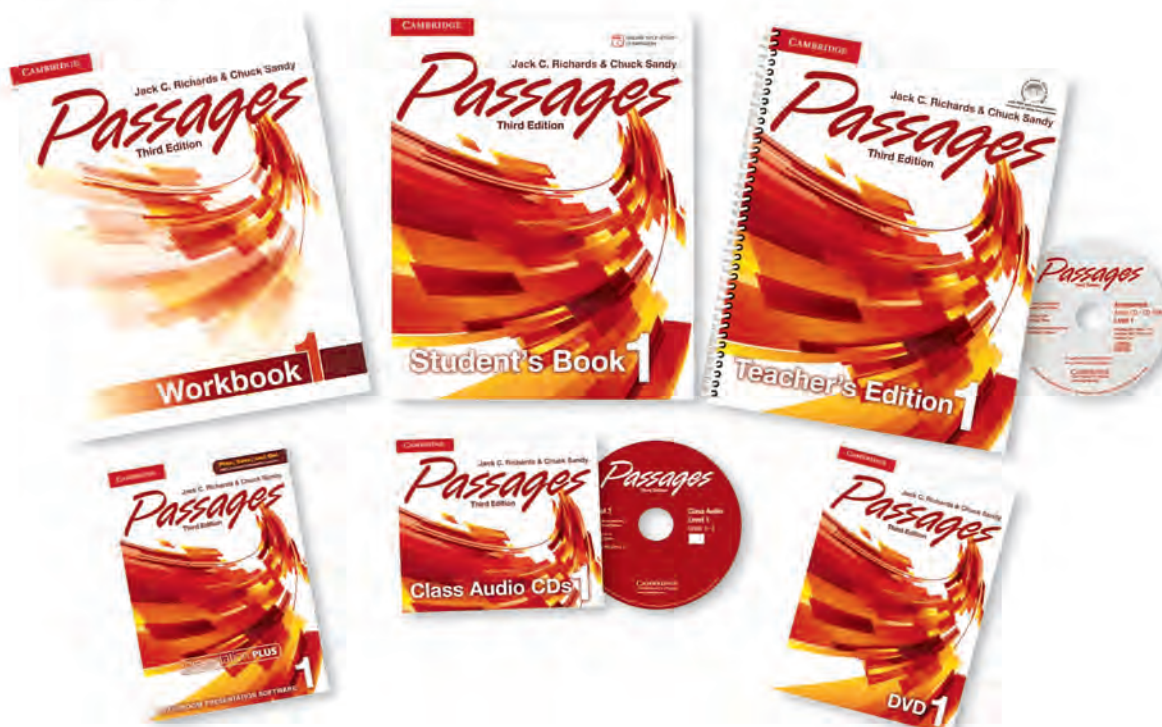
Online Vocabulary Accelerator – This new powerful online learning tool will help increase the speed and ease of acquiring *Passages* vocabulary.

Online Workbook – The online version of the Workbook also includes extra video and listening comprehension activities.

Video Program – This all-new program includes short videos in a variety of real-life genres to reinforce and extend the language taught in each unit. Each video is supported by a photocopiable Video Activity Worksheet and teaching notes.

Presentation Plus – This powerful lesson planning and classroom presentation software conveniently combines the Student's Book, Workbook, Video Activity Worksheets, Class Audio, and Video Program into a single interactive component to help keep students engaged and focused.

Assessment Audio CD/CD-ROM – Oral and written quizzes for each unit, as well as progress tests, are available both as ready-to-print and customizable files. The audio program, audio scripts, and answer keys are also included on the disc.



Core series components

Passages Third Edition has several tools that are designed to help you and your students take English to a whole new level. Here is a list of the program's core components.

COMPONENT	DESCRIPTION
Student's Book	The Student's Book is intended for classroom use and contains 12 eight-page units, 4 two-page review units, and extra grammar and vocabulary practice sections. It also provides access to extra interactive vocabulary practice with the <i>Passages</i> Online Vocabulary Accelerator.
Class Audio CDs	The Class Audio CDs are intended for classroom use. The CDs provide audio for all the listening sections in the Student's Book.
Teacher's Edition with <i>NEW!</i> Assessment Audio CD / CD-ROM	The interleaved Teacher's Edition with Assessment Audio CD / CD-ROM includes: • Page-by-page teaching notes with step-by-step lesson plans • Audio scripts and answer keys for the Student's Book, Workbook, and DVD • Language summaries of the new vocabulary and expressions in each unit • Photocopiable Video Activity Worksheets and video teaching notes • A complete assessment program, including oral and written quizzes, as well as progress tests, in both ready-to-print PDF and customizable Microsoft Word formats
Workbook	The Workbook's six-page units can be used in class or for homework. Each unit provides students with additional grammar, vocabulary, writing, and reading practice.
<i>NEW!</i> Online Workbook	The Online Workbook is an interactive version of the print workbook, optimized for online practice. It also includes extra video and listening comprehension practice. The Online Workbook provides instant feedback for students on hundreds of activities, as well as easy-to-use tools for teachers to monitor student progress.
<i>NEW!</i> Video Program	Videos for each unit offer compelling, thought-provoking content in a variety of real-life genres that reinforce and extend the language presented in the Student's Book. The photocopiable Video Activity Worksheets include comprehension and discussion activities, while the Video Notes include detailed teaching suggestions for both the worksheets and video projects.
<i>NEW!</i> Presentation Plus	Presentation Plus classroom presentation software makes it easy to plan and deliver more effective and engaging lessons and can be used on an interactive whiteboard, portable interactive software technology, or with a computer and projector. It is intended for classroom use and includes the complete Student's Book, Workbook, Video Activity Worksheets, Class Audio, and Video Program.
<i>NEW!</i> Passages Online Vocabulary Accelerator	The interactive Online Vocabulary Accelerator is a free self-study application that increases the speed and ease of acquiring <i>Passages</i> vocabulary through an innovative and dynamic environment. It includes the pronunciation, definition, and usage examples for every vocabulary item presented in each unit.
<i>NEW!</i> Online and Print Placement Test Programs	The Placement Test programs for <i>Passages</i> are available either in combination with <i>Interchange</i> or with <i>Four Corners</i> for the lower levels. The programs are available both in print and online, each including multiple versions of the test.

For a complete list of components, visit www.cambridge.org/passages3 or contact your local Cambridge University Press representative.

Student's Book overview

Passages Third Edition is a two-level course that helps high-intermediate and advanced students take their English to a whole new level.

Passages includes a range of activities that will:

- progressively **expand students' language abilities** in both formal and conversational contexts,
- **develop vocabulary** through collocations and word building exercises,
- **sharpen listening skills** through naturalistic recordings based on real-life interactions,
- **stimulate discussion** with thought-provoking topics and reading texts drawn from authentic sources,
- **build academic writing ability.**

The Student's Book is comprised of 12 units of instruction and practice, plus 4 communicative review units. A **Grammar Plus** section, conveniently located in the back of the book, includes more grammar explanations and practice, while a new **Vocabulary Plus** section provides additional controlled vocabulary activities. *Passages* also provides access to more interactive **vocabulary practice online**.

Each unit consists of two four-page lessons, each offering a variety of language-expanding activities. Below are representative sample pages from a typical unit.

5

COMMUNICATION

LESSON A ► Making conversation

1 STARTING POINT

Types of people you might meet

A Read about six different types of people you sometimes meet on social occasions. Match the descriptions with the pictures.

- 1 It's a good idea to try out different topics to get a conversation going, and the **conversation starter** does just that. a
- 2 Talking about your accomplishments too much is often considered rude, but that doesn't stop the **braggart**. b
- 3 Saying nice things about others is customary for the **complimenter**. c
- 4 It's rude to ignore your conversation partner, but the **wandering mind** does it anyway. d
- 5 Talking about topics that interest you is fun. Unfortunately, the **bore** is interesting to no one else. e
- 6 It's usually considered impolite to interrupt people, but the **interrupter** is always jumping into the conversation out of turn. f



B Pair work Do you know any people like the six types above? What is it like to have a conversation with them?

"My best friend is kind of an interrupter. She's really nice, but I guess she just gets excited about the conversation and wants to jump in. It can be very annoying."

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UNIT 5
Communication

STARTING POINT

- Introduces the lesson's topic
- Presents new grammar in both formal and conversational contexts
- Gets students talking right away

GRAMMAR

- Presents the lesson's target grammar with clear examples and explanations
- Helps students notice examples of the target grammar in context and discuss reasons behind grammar rules
- Practices the grammar in communicative contexts
- More in-depth grammar work provided in the Grammar Plus section in the back of the book

VOCABULARY

- Presents vocabulary related to the lesson topic
- Emphasizes collocations, phrasal verbs, idioms, and prefixes and suffixes
- Helps students employ new vocabulary right away in meaningful spoken contexts
- More vocabulary practice provided in the new Vocabulary Plus section in the back of the book and in Passages Online Vocabulary Accelerator

2 GRAMMAR

Infinitive and gerund phrases

It + be + adjective/noun + infinitive phrase is often used to comment on behavior. These sentences can also be restated with gerund phrases. *It's rude to ignore your conversation partner.* Ignoring your conversation partner is rude. *It's a good idea to try out different topics.* Trying out different topics is a good idea. The word *considered* may also follow *be* in this kind of sentence. *It's considered impolite to interrupt people.* Interrupting people is considered impolite. These sentences can also include the phrase *for + person/pronoun*. *It's customary for the complemter to say nice things about others.* Saying nice things about others is customary for the complemter.

GRAMMAR PLUS see page 114

A Look at the Starting Point on page 96 again. Can you find more sentences that begin with gerunds? Try to change them into sentences beginning with *it's*.

B Rewrite the sentences using infinitive or gerund phrases. Then compare answers with a partner.

1. *It's inappropriate to talk about politics at work or school.*
Talking about politics at work or school is inappropriate.
2. Using certain gestures is impolite in some foreign countries.
3. Asking someone's age is often considered rude.
4. It's not unusual in the U.S. to address a professor by his or her first name.
5. Hugging friends when you greet them is customary in many cultures.
6. Asking strangers if they're married is inappropriate in some countries.

3 VOCABULARY & SPEAKING

What's appropriate?

A Are these words and phrases positive (+), negative (-), or neutral (0)? Write the correct symbol next to each word.

- | | | | |
|-----------------|------------------|--------------|-------------|
| 1. a compliment | 4. bad form | 7. offensive | 10. strange |
| 2. an insult | 5. inappropriate | 8. polite | 11. typical |
| 3. appropriate | 6. normal | 9. rude | 12. unusual |

B Group work How do you feel about these things? Discuss these situations using the words and phrases in part A.

1. You kiss people on the cheek when you meet them.
2. You and your classmates interrupt the teacher.
3. You stand very close to people when you talk to them.
4. You and your parents talk honestly and openly.
5. Your best friend calls you after 11:00 p.m.
6. You start a conversation with a stranger on a bus or subway.

"It's unusual for me to kiss people I meet on the cheek."



VOCABULARY PLUS see page 134

LESSON A Making conversation 37

4 ROLE PLAY

Making small talk

A Small talk is light conversation, often between people who don't know each other. Select the topics that are appropriate for small talk in your culture.

What's Safe for Small Talk?

- | | | |
|--|--|--------------------------------------|
| ☐ Children and family | ☐ Health problems | ☐ Salaries |
| ☐ Current affairs | ☐ Hobbies | ☐ Sports |
| ☐ Entertainment | ☐ Marital status | ☐ The weather |



B Group work Imagine you are at a party. Start a conversation with one person, keep it going for one minute, and bring it to a close. Then find a new partner and repeat.

"Hi. How's it going?"

"Pretty good. Hey, did you see that soccer game last night?"

"I did! It's amazing to see our team play so well."

"I know! Hey, I should get going, but I'll call you later."

Useful expressions

Conversation openers

How's it going?
Can you believe this weather? It's awful!
That's a great jacket.
Do you know many people here?

Conversation closers

See you later.
Sorry, I've got to run. Talk to you soon.
It was great to meet you.
I should get going. I'll call you later.

5 LISTENING

Party talk

A Listen to three conversations at different parties. Who is speaking in each one?

- | | | |
|---------------------------------|--------------------------|-------------------|
| 1. a. a mother and her son | 2. a. two young students | 3. a. two cooks |
| b. a teacher and her student | b. two older friends | b. two wives |
| c. a woman and her son's friend | c. a father and his son | c. two classmates |

B Listen again. What closing phrase is used to end each conversation?

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
|----------|----------|----------|

SPEAKING

- Helps students use the target grammar and vocabulary in personalized tasks
- Expands students' talking time
- Teaches important discourse expressions such as disagreeing, showing empathy, and building consensus

LISTENING

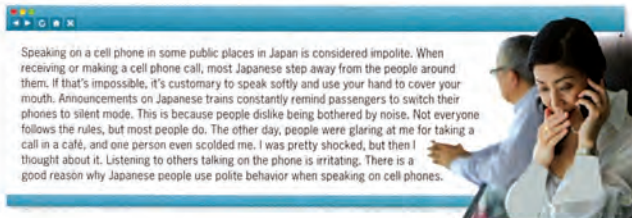
- Provides pre-listening tasks, as well as opportunities for post-listening discussion
- Develops a variety of listening skills, such as listening for main ideas and details and inferring meaning from intonation
- Exposes students to realistic features of spoken English, such as verbal pauses

6 WRITING

Organizing ideas with an outline

Making an outline is a good way to organize your ideas before you write. An outline is usually written in reduced sentences or in notes and provides a general plan to follow when you write.

A Read the paragraph about a cultural rule in Japan. Then complete the outline below with information from the paragraph. What additional information is included in the paragraph but not in the outline?



Speaking on a cell phone in some public places in Japan is considered impolite. When receiving or making a cell phone call, most Japanese step away from the people around them. If that's impossible, it's customary to speak softly and use your hand to cover your mouth. Announcements on Japanese trains constantly remind passengers to switch their phones to silent mode. This is because people dislike being bothered by noise. Not everyone follows the rules, but most people do. The other day, people were glaring at me for taking a call in a café, and one person even scolded me. I was pretty shocked, but then I thought about it. Listening to others talking on the phone is irritating. There is a good reason why Japanese people use polite behavior when speaking on cell phones.

A. Topic sentence

Speaking on a cell phone in some public places in Japan is impolite.

B. Supporting sentences

- Recommended behavior:
_____ or speak softly and cover mouth
- General example:
Train announcements remind passengers – put phone on silent
- Personal example:
People glaring for taking a call in _____

C. Concluding sentence

There is a good reason why Japanese people _____

B Pair work Write an outline about a cultural rule from your country. Then exchange outlines and answer the questions.

1. Is the outline in a logical order?
2. Does the outline provide enough information? Is there anything else?

C Pair work Use your outline to write a paragraph about the cultural rule. Then exchange paragraphs and answer the questions.

1. Does the paragraph follow the outline?
2. Is the cultural rule clear? What suggestions do you have to make?

LESSON

WRITING

- Builds academic writing skills step-by-step, from writing a topic sentence to crafting an effective conclusion
- Gives students clear models for each writing task
- Reinforces process writing skills through writing tips, analysis of models, and peer-editing activities

6 READING

Mobile mania

A Read the article. These headings are missing from the text. Put them in the correct place.

- | | | |
|---------------------|-----------------------|------------------------|
| The Generic Ring | The Distracted Driver | The Useless Call Maker |
| The I-Talk-Anywhere | The Shouter | The Corporate Big Shot |

CELL PHONE PERSONALITY TYPES

In her travels, "Telephone Doctor" Nancy Friedman has noticed a variety of "cell phone personalities." Which of these types have you seen around?



1. The Shouter
Talking three times louder than necessary is characteristic of this offensive cell phone user. He seems to think everyone has a hearing impairment. Doesn't he know the phone already amplifies his voice?

2.
This pompous fellow makes all his business calls in public places while standing in the middle of a crowded room. He conducts big business deals right there in front of us, but we're not impressed.

3.
This exasperating person makes trivial phone calls, one after another, after another. On airplanes, you'll overhear her saying ridiculous things like, "Hi, we haven't left yet," or "Hi, we just landed. OK, see you in a minute."

4.
Making and taking calls anytime, anywhere is the trademark of this infuriating person. She'll chat in restaurants, at movie theaters, and even at funerals. When her cell phone rings, she looks at you and says insincerely, "Oh, sorry about that."

5.
Drive or use the phone – don't do both at the same time. This can be dangerous. It's really scary to see a delivery truck in the rearview mirror with a distracted driver on a phone behind the wheel.

6.
These are the people who haven't bothered to personalize their ring tone. One phone rings and 10 people check to see if it's theirs. Hang on, I think that's my phone!

Source: "What Type of Cell Phone User Are You?" by Nancy Friedman, www.telephonedoctor.com

B Group work Does the article describe any cell phone users you know or have seen? What bad cell phone manners have you seen recently?

LESSON B It's personal. 43

READING

- Presents a variety of text types drawn from authentic sources
- Includes pre-reading and post-reading tasks that develop skills such as skimming, scanning, and making inferences
- Promotes active discussion through personalization and critical thinking

GRAMMAR PLUS

- Explores each lesson's grammar concepts in greater depth
- Practices the grammar with controlled exercises
- Can be completed in class or assigned as homework

5A Infinitive and gerund phrases

In a sentence with *it's* + adjective + infinitive, it is possible to follow the adjective with *for* and an object. The object can be a person or a noun.
It's difficult for her to talk about her feelings openly.
It's customary for North Americans to make frequent eye contact.

For sentences in the negative, use *not* + infinitive or *not* + gerund.
It's considered rude not to thank people who give you gifts.
Not thanking people who give you gifts is considered rude.

Adjectives of feeling (*glad, happy, pleased*) cannot be used with the *it's* + adjective + infinitive structure. Instead, the sentence needs to say who has (or doesn't have) these feelings.
Most parents are happy to see their children go to college.
People are always delighted to get compliments.

1 Rewrite the sentences using infinitive or gerund phrases.

- It's important to make a good first impression.
Making a good first impression is important.
- Arriving late for an appointment is inappropriate in most countries.
- It's fairly typical for college students to get to a party late.
- It's considered rude not to be punctual for a dinner party.
- Keeping the conversation going is easy for Elyse.
- Showing the bottom of your feet is offensive in some places.
- It's good form to bring a small gift to a dinner party.
- Talking about politics is sometimes risky.
- It's customary for some parents to brag about their children.
- Thanking the hostess the day after a party is a nice idea.

2 Write sentences with infinitive phrases using the words below.

- Tom / always happy / lend money to his friends
Tom is always happy to lend money to his friends.
- Wendy / unusual / arrive late to class
It's unusual for Wendy to arrive late to class.
- Donald / relaxing / not have homework over the weekend
- Min / always glad / help a friend in need
- many tourists / surprised / learn about some American customs
- students / inappropriate / interrupt a teacher
- new employees / often afraid / ask their bosses for help
- dinner guests / customary / thank their hosts
- businesspeople / important / be punctual for appointments

114 UNIT 5 Grammar Plus

UNIT 5 Grammar Plus 115

5A Terms to describe behavior

Choose the correct words to complete the conversation.

Liz: I'm going to an academic conference in Los Angeles next week. It'll be my first time in the U.S., and I want to behave in an (1) appropriate / offensive / unusual way. Can I address people by their first names?

Jing: When you first meet people in the U.S., it's (2) polite / offensive / rude to address them by using their title and last name. Once you start talking, if the other person uses your first name, then you can do that as well.

Liz: OK. I'll try to remember that. Something else I want to know – do people kiss on the cheek when they first meet? Or is it better to shake hands?

Jing: In a professional setting, it's (3) rude / strange / normal to shake hands. Americans don't usually kiss strangers on the cheek.

Liz: I'm also wondering how to start conversations with people I meet for the first time.

Jing: Well, I think it's (4) inappropriate / typical / bad form to start by mentioning something interesting that a speaker said in a recent session. You might also ask someone's opinion about a conference topic.

Liz: OK. Now, sometimes when I get excited about an idea, I interrupt the other person with a lot of questions. Is that all right?

Jing: That's OK with friends, but when you meet new people, it's considered (5) polite / a compliment / bad form. You should let the other person finish talking.

5B Expressions for reported speech

Use phrases from each box to complete the conversations.

1. advised me to claimed that promised to wanted to know

A: My sister borrowed my car. She claimed that her car was being repaired.
B: She promised to if I knew a good mechanic. It sounded like a big repair job!

2. claimed that encouraged me to explained that wondered

A: My parents explained that take a trip to Brazil this summer.
B: That's fantastic! I wondered where you were planning to travel this year.

3. advised me to claimed that wanted to know warned me not to

A: My dad doesn't like my boyfriend because he plays in a band. He warned me not to find someone who's more serious about a career.
B: My father thinks the same way. He advised me to date artists or writers!

4. advised me to encouraged me to explained that promised to

A: Ted was late again! He explained that he'd been studying and lost track of time.
B: Knowing Ted, I'll bet he promised to never be late again!

134 UNIT 5 Vocabulary Plus

NEW VOCABULARY PLUS

- Practices the vocabulary with controlled exercises
- Can be completed in class or assigned as homework

NEW ONLINE VOCABULARY ACCELERATOR

- Increases the speed and ease of acquiring new vocabulary
- Provides pronunciation, definitions, and examples of all the items presented in the Vocabulary sections of the Student's Book



Workbook overview

The **Passages Third Edition** Workbook provides students with additional opportunities to practice the language taught in the Student's Book outside of the classroom. Each unit of the Workbook includes additional practice with grammar, vocabulary, writing, and reading.

GRAMMAR

Reinforces the unit grammar through both controlled and freer, personalized practice

VOCABULARY

Provides vocabulary practice based on the unit topic

5 WRITING

A Read the review of an online course. Underline and number the passages where the author of the review does the following things.

- names and explains the service
- explains where the service is offered
- mentions positive features
- suggests how it could be improved
- states who would find it useful and why



B Use one of these topics or your own idea to write a product or service review.

- a course you took
- a social networking site
- software you tried

LESSON 4 A weird, wired world 39

WRITING

- Practices the writing skills presented in the Student's Book in step-by-step activities
- Includes model text for analysis and emulation
- Provides extra opportunity for freer, personalized practice

READING

- Gives additional reading practice based on the theme of the unit
- Introduces the text with a pre-reading task
- Reinforces reading skills used in the Student's Book

9 GENERALLY SPEAKING

LESSON A ► How typical are you?

1 GRAMMAR

Choose the expression that best completes each sentence.

- While many Americans, people in my country do not watch a lot of TV.
- In contrast to / While many of my friends eat meat, I'm a vegetarian.
- Morica is a typical teenager, unlike / except for the fact that she likes to get up early in the morning.
- Unlike / While lots of my friends, I spend very little time on my phone.
- I'm similar to people my age, while / except that I don't live at home.
- Unlike / While most of my classmates, I prefer walking home to taking the bus.
- Students in my country are just like other teens, unlike / except that we sometimes have to go to school on Saturdays.
- I like all kinds of music, except that / except for jazz.

2 VOCABULARY

Use the words and phrases in the box to complete the sentences.

amiable
conform in
conversative
fits in
follows the crowd
like a sheep
rebellious
unconventional



- Emma fits in easily with the other girls in her college.
- I don't mind working overtime. I'm actually quite conform in to it.
- Neil likes to do his own thing. He doesn't follows the crowd other people's ideas.
- Sam does the opposite of what people tell him to do. He's very rebellious.
- My town is very resistant to change. It's quite unconventional.
- Sadie always goes along with her friends' plans. She doesn't like to like a sheep.
- Jake has amiable ideas about his work. He tries to be original.
- My cousin usually conform in when it comes to fashion. She likes to dress exactly like her friends.

LESSON 4 How typical are you? 48

4 READING

A Read the article. Find the boldfaced words that match the definitions.

- problems **pitfalls**
- increase
- unclear
- concern for others
- talking too proudly about yourself
- not thinking you are better than others



B Read the article again. Choose the correct answers.

- The author believes that giving compliments ...
☐ a. always has a positive effect.
☐ b. can present problems.
☐ c. isn't complicated.
- According to the article, an unclear compliment ...
☐ a. is as good as a specific one.
☐ b. always causes offense.
☐ c. can be misunderstood.
- According to the article, some salespeople might use compliments in order to ...
☐ a. make themselves feel better.
☐ b. influence your decision.
☐ c. appear humble.
- In the U.S., rejecting a compliment gives the impression that ...
☐ a. you don't respect the giver.
☐ b. you are boasting.
☐ c. you feel insecure.

30 UNIT 5 Communication

Online Workbook overview

The **Passages Third Edition** Online Workbook provides additional activities to reinforce what is presented in the corresponding Student's Book. It provides all the familiarity of a traditional print workbook with the ease of online delivery. The Online Workbook includes:

- A variety of interactive activities, including video and listening comprehension, which correspond to each Student's Book lesson, allowing students to interact with workbook material in a fresh, lively way.
- Instant feedback for hundreds of activities, challenging students to focus on areas for improvement.
- Simple tools for teachers to monitor students' progress, such as scores and attendance, providing instant information, and saving valuable time for teachers.
- Intuitive navigation and clear, easy-to-follow instructions, fostering independent study practice.



The **Passages Third Edition** Online Workbooks can be purchased in a variety of ways. Please contact your local Cambridge University Press representative for more details.

1 FRIENDS AND FAMILY

LESSON A ► What kind of person are you?

In this unit, Ss use verbs followed by *be* to talk about themselves and their families. They practice describing personal changes and expressing likes and dislikes.

1 Personality survey (STARTING POINT)

Learning aim: Discuss personal qualities and see verbs followed by gerunds in context (10–15 minutes)

A

- Books closed. Write a sentence from the survey on the board. Explain that the sentence describes a personal quality. Say whether or not it is true for you and explain why. Ask Ss to raise their hands if the sentence describes them. Call on a few Ss to say why.
- Books open. Tell Ss that they are going to take a personality survey.
- Ss read the survey. Go over any unfamiliar vocabulary. Elicit one personality trait that can be applied to each statement in the survey (e.g., item 1: confident). Write them on the board.
- Ss work individually to complete the survey.

B Pair work

- Ss work in pairs. Have one pair read the example conversation to the class.
- Have partners compare their responses and discuss their differences. Ask a few pairs to report their differences to the class.

Optional activity: Class survey (5–10 minutes)

Ss use the personality survey in part A to identify the various personality types in the class.

- Read each item in the personality survey. Ss raise their hands to show their responses as you call out *definitely agree*, *somewhat agree*, and *definitely disagree*. Tally the responses on the board.
- Ss work in small groups to discuss the results on the board (e.g., *Were you surprised that so many people in the class always feel like going dancing?*).

2 How would you describe yourself? (VOCABULARY & SPEAKING)

Learning aim: Learn and practice using vocabulary to describe personality traits (15–20 minutes)

A

- Go over the traits and pronounce those that might cause Ss difficulty. Explain that each expression is a pair of personality adjectives that are often used together in English.
- Explain that Ss are going to match each expression to one of the statements in the survey from Exercise 1A.
- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

a. 2	d. 5	g. 7
b. 4	e. 9	h. 1
c. 6	f. 3	i. 8

B Pair work

- Explain the task. Read the information in the Useful Expressions box and the example conversation aloud.
- Ss work in pairs to do the activity.
- Ask a few Ss to share their answers with the class.

Optional activity: My personality (10–15 minutes)

Ss practice using the new vocabulary words to talk about their personality traits.

- Ask Ss to circle the pair of words from part A that most closely describes their personality. Then have Ss write example sentences for each expression.
- Ss work in pairs to take turns explaining their choices (e.g., *I'm neat and tidy. I like everything to be in its proper place. I don't like a mess.*).
- Have several Ss share their answers with the class.



To help Ss with vocabulary in this exercise, download the Fresh Idea **That reminds me of...** from the Teacher Support Site.

3 Verbs followed by gerunds (GRAMMAR)

Learning aim: Practice using verbs followed by gerunds and infinitives (20–25 minutes)

Grammar notes

Gerunds, verb forms ending in *-ing*, act as nouns in sentences. They can be subjects, objects of verbs, or objects of prepositions.

Gerunds after prepositions: Usually, only nouns or gerunds follow prepositions (e.g., *He worries about his job. He worries about losing his job.*).

Gerunds after verbs: Common verbs followed by gerunds are *finish, give up, can't help, imagine, keep, miss, and suggest*.

Infinitives and gerunds after verbs: Some verbs can be followed only by gerunds, some only by infinitives, and some by either.

Gerunds only: *dislike, finish, mention*

Infinitives only: *agree, hope, intend, learn, plan, promise*

Either gerund or infinitive: *begin, continue, like*

Notice that in sentences such as *I always feel like going dancing*, the word *like* functions as a preposition.

- Books closed. Write on the board:
I enjoy being with people.
I'm into traveling to new places.
- Ask Ss to name the gerunds. (Answers: *being, traveling*)
Explain that gerunds are verb forms that end with *-ing* and act like nouns. Ask Ss to name the part of speech of the words before the gerunds. (Answers: *enjoy* = verb, *into* = preposition)
- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Ask Ss to name the verbs and expressions in the grammar box that are followed by gerunds (*enjoy, avoid, don't mind*, etc.). Then have Ss find three more verbs and expressions like these in the personality survey on page 2.
- Go over answers with the class. For each additional verb Ss find, ask them if it can also be followed by an infinitive. If so, have Ss rephrase the new sentence using the infinitive.

Answers

The other verbs and expressions followed by gerunds are: (not) *be afraid of* (item 1), *worry about* (item 6), and *prefer* (item 9).

Prefer can also be followed by an infinitive.

B Pair work

- Explain the task. Go over the example with the class. Point out the gerund *telling* after the verb *avoid*. Point out the gerund *making* after the expression *afraid of*.
- Read the phrases aloud. Go over verbs and expressions that can be used to begin each sentence. Write them on the board, if necessary. Ss work individually to write statements about themselves.
- Ss work in pairs to discuss their answers. Tell Ss to include a sentence or two explaining why they feel the way they do.
- Ask several Ss to share a few of their discussions with the class.

4 Personal profiles (SPEAKING)

Learning aim: Use vocabulary, gerunds, and infinitives to describe personalities and lifestyles (10–15 minutes)

A

- Explain the task. Have Ss read the four personal profiles. Then go over any unfamiliar words.
- Ss work individually to decide which person is most similar to them and why.
- Have a few Ss share their answers with the class.

B Class activity

- Explain the task. Ss work individually to write their own personal profile. Remind Ss not to write their names on their profiles.
- Collect the profiles and redistribute them, making sure that no S gets his or her own profile.
- Tell Ss to walk around the class and ask other Ss questions. Their goal is to find who wrote the profile you gave them.
- When everyone is finished, ask if any of the profiles surprised them, and if so, why.

5 Changes (LISTENING)

Learning aim: Develop skills in listening for main ideas and making inferences (15–20 minutes)

A [CD 1, Track 2]

- Explain the task. Tell Ss to look at the chart and determine the information they need to complete it. Check that Ss understand the following vocabulary.

Vocabulary

family man a man who puts his family first and spends a lot of time with them

settle down stop moving around and live permanently in one place, often getting married

(my) heart wasn't in the right place (I) wasn't good and kind (to others)

making small talk talking about everyday topics that are noncontroversial

- Books closed. Tell Ss to listen to the recording once for general comprehension. Ask: *How did each person change?* Play the recording. Elicit a few responses.
- Books open. Explain that Ss will listen again and complete the chart with the expressions from the box. Make sure Ss understand the meaning of the chart headings.
- Play the recording again and have Ss complete the chart. Replay as many times as needed. Ss listen and check their answers.

- Ss work in pairs to compare answers. Go over answers with the class.

Answers

Marcos: used to be wild and crazy, has become kind and generous

Heather: used to be shy and reserved, has become friendly and outgoing

Audio script: See page T-164.

B [CD 1, Track 3]

- Explain the task. Tell Ss that they may not hear all of the answers directly. Instead, they may have to make inferences, or educated guesses, based on the information they hear.
- Read the phrases aloud. Play the recording once as Ss listen. Play the recording again while Ss choose the correct boxes.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

- | | |
|------------|------------|
| 1. Heather | 3. Marcos |
| 2. Marcos | 4. Heather |

Audio script: See page T-164.

6 How have you changed? (DISCUSSION)

Learning aim: Talk about how people have changed and practice using the lesson vocabulary (15–20 minutes)

A

- Give an example of how you've changed over the last five years. Also give Ss an example of something you'd like to change about yourself now (e.g., *I'd like to be more outgoing*).
- Ss work individually to complete the chart. Go around the class and help as needed.

B Pair work

- Explain the discussion task. Point out the follow-up question in the example conversation and how it encourages the first speaker to give more information. Also point out and review the Useful Expressions box.
- Ss work in pairs to do the activity. Help Ss with appropriate follow-up questions.

Optional activity: Class reunion (5–10 minutes)

Ss role-play attending a class reunion in the future to describe how they have changed.

- Ask Ss to imagine that it is 10 years from now and think of how they might have changed. Tell Ss that they can use their imaginations and think of exciting or funny ways that their lives have changed.
- Tell Ss to walk around the room. They should greet at least five classmates as old friends, talk about how they've changed in the last 10 years, and ask others about the changes in their lives.
- Have Ss sit down after five minutes. Ask Ss to describe some of their classmates' changes that were particularly surprising.



For more practice discussing this topic, download the Worksheet **1.1 How have you changed?** from the Teacher Support Site.

7 Topic sentences (WRITING)

Learning aim: Write a paragraph about a personal quality with one main idea in a topic sentence (40–50 minutes)

A

- Tell Ss to read the information in the box at the top of the page. Ask: *What is the name of the sentence with the main idea?* (Answer: the topic sentence)
- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

tricky difficult

froze up (for machines) stopped working completely

redo do something again

- Have Ss read the two paragraphs, find the topic sentences, and underline them.
- Ss work in pairs to go over their answers. Go over answers with the class.

Answers

First paragraph:

I think that my most positive quality is that I'm always pretty calm and cool, especially when something breaks.

Second paragraph:

My most negative quality is that I'm not very neat and tidy.

B

- Explain the task. Ss work individually to make a list of words describing their positive and negative qualities.
- Ask a few Ss to share their qualities with the class.
- Have Ss decide on and circle their most positive and most negative qualities. Have Ss add a personal example to illustrate each quality.

C

- Explain the task. Tell Ss that they should write only one paragraph, focusing on one quality and giving examples of that quality.
- Remind Ss to write a topic sentence. It should include the personal quality they chose.
- Ss work individually to write their paragraphs. Tell them to make sure each sentence supports the main idea.

D Pair work

- Explain the task. Read the questions aloud.
- As a class, answer the questions for the example paragraphs in part A.
- Ss work in pairs to exchange paragraphs and take turns answering the questions.
- Go around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the paragraph, and ask about anything in the paragraph they don't understand.

Optional activity: Who am I? (15–20 minutes)

Ss practice vocabulary for personal qualities.

- Ss work individually to write another paragraph. If they wrote about a negative quality, then they should now write about a positive quality, and vice versa. Tell them not to write their names on their papers.
- Collect the paragraphs and redistribute them around the class. Have Ss try to guess who wrote the paragraph they received.

Optional activity: Who are you like? (10 minutes)

Ss practice vocabulary for personal qualities.

- Ss work individually to write three personal qualities of theirs and think of examples.
- Ss work in small groups to take turns reading one of their three qualities and giving their examples. Ss who have the same quality raise their hands and give examples of it in their lives. Ss count how many Ss give examples of each quality.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 1A	Grammar
Vocabulary Plus 1A	Vocabulary
Online Vocabulary Accelerator 1A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► Every family is different.

1 Different types of families (STARTING POINT)

Learning aim: Discuss families and see noun clauses after *be* in context (10–15 minutes)

A

- Books closed. Bring in several photos of families – your own family or pictures from magazines and websites. Ask Ss how they think the people are related (to you).
- Ask questions such as: *Do you have a big family? Who are the members in your family? Do you live with your family?*
- Books open. Explain the task. Ss work in small groups to discuss the differences among the three types of families in the pictures.
- Have groups share their answers with the class. Ask Ss which kind of family is the most common in their culture.

Answers

In a two-income family, both the parents work.

In an extended family, parents, children, and grandparents/aunts/uncles/etc. live in the same home.

A nuclear family has only parents and children. A nuclear family might also be a two-income family, but it cannot be an extended family.

B Pair work

- Explain the task. Go over the example. Brainstorm advantages and disadvantages as a class, if necessary.
- Ss work in pairs to discuss the question. Have Ss talk about their answers with the class.

2 How are their families different? (LISTENING & SPEAKING)

Learning aim: Develop skills in listening for main ideas and details (20–25 minutes)

A [CD 1, Track 4]

- Ask: *How many relatives do you have? Where do they live? How often do you see them?*
- Check that Ss understand the following vocabulary.

Vocabulary

in-laws indicates a relationship by marriage rather than blood (e.g., a sister-in-law can be a spouse's sister or a brother's wife)

under one roof living in the same house

passed away died

- Explain the task. Play the recording as Ss listen for the answers. Replay as many times as needed.
- Go over answers with the class.

Answers

Andrea grew up in a small nuclear family. Now that she's married, her family is much larger, although her in-laws don't live with her.

Paul grew up in an extended family. When his grandparents passed away, his family became a nuclear one with just his parents and siblings.

Audio script: See page T-164.

B [CD 1, Track 5]

- Explain the task. Tell Ss to look at the two columns.
- Tell Ss to listen for information that helps them match the people with the phrases. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. b 2. c 3. f 4. a 5. d 6. e

Audio script: See page T-164.

C Pair work

- Explain the task. Read the questions aloud.
- Ss work in pairs to discuss the questions. Have a few pairs share their answers with the class.

Optional activity: Write a conversation (20 minutes)

Ss practice conversations about families.

- Put Ss in pairs and have them write their own conversation, similar to the one in the listening activity. Make copies of the audio script and give it to Ss to use as a guide.
- Have pairs perform their conversations for the class.

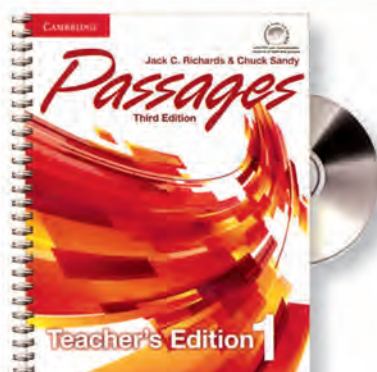
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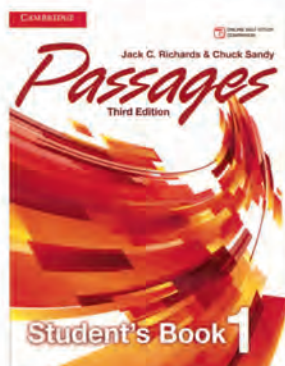
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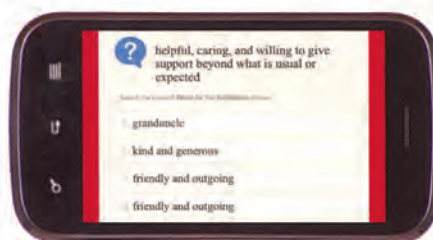
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