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Passages

Third Edition

Teacher's Edition **2**

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Plan of **BOOK 2**

	FUNCTIONS	GRAMMAR	VOCABULARY
UNIT 1 Relationships pages 2–9			
A The best of friends B Make new friends, but keep the old . . .	<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 <i>re-</i> verbs
UNIT 2 Clothes and appearance pages 10–17			
A The way we dress B How we appear to others	<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
UNIT 3 Science and technology pages 18–25			
A Good science, bad science B Technology and you	<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 <i>-ing</i> clauses 	<ul style="list-style-type: none"> Adjectives to discuss technology-related issues Collocations to express different attitudes
UNITS 1–3 Communication review pages 26–27			
UNIT 4 Superstitions and beliefs pages 28–35			
A Superstitions B Believe it or not	<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
UNIT 5 Movies and television pages 36–43			
A Movies B Television	<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
UNIT 6 Musicians and music pages 44–51			
A A world of music B Getting your big break	<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
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	VOCA
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 	<ul style="list-style-type: none"> ■ 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

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.

4

SUPERSTITIONS AND BELIEFS

LESSON A ▶ Superstitions

1 STARTING POINT
The things people believe!

A Read the list of superstitions. Do you believe in any of them?

In Turkey, many people agree that when someone goes on a journey, you should pour water on the ground behind him or her to bring the person back safely.

In Brazil, people claim you should enter a place using your right foot to have good fortune.

In Russia, looking into a broken mirror will bring bad luck.

In Italy, many people believe that if visitors toss a coin into the Trevi Fountain in Rome, they will return to that city in the future.

In Japan, it is very bad luck to give a present that consists of four pieces.

In Venezuela, some people say that if someone passes a broom over your feet, you will never get married.

In Greece, you should place your shoes with the soles on the floor when you take them off because overturned shoes are considered unlucky.

B Pair work Which superstitions do some people in your culture believe?

2 VOCABULARY
Expressions with luck

A Match the statements with the replies containing *luck*.

1. "I've got to go. I have a big test tomorrow." _____	a. "That was beginner's luck."
2. "I'm out of cash. Is there an ATM nearby?" _____	b. "No such luck. I'm staying home."
3. "He won the first game of chess he ever played!" _____	c. "I'm afraid you're out of luck."
4. "He lost his job and house, and now he's sick." _____	d. "Wow! He's got bad luck."
5. "Are you going to Europe this summer?" _____	e. "Well, best of luck!"
6. "How did you win those soccer tickets?" _____	f. "Don't push your luck."
7. "Thanks for the \$20. Can I have \$40 more?" _____	g. "It was the luck of the draw."

B Pair work Use the expressions with *luck* to write short conversations. Act them out with your partner.

"I really want tickets to the Jay Z concert."
"I'm afraid you're out of luck. They sold out in 10 minutes!"

VOCABULARY PLUS see page 133

28 UNIT 4 Superstitions and beliefs

STARTING POINT

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

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*

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

3 GRAMMAR

Superlative compound adjectives

Superlative compound adjectives generally follow the same hyphenation rules as compound adjectives.

The superlative form of compound adjectives is most often formed by adding *the most* and *the least*. There is never a hyphen after *most* or *least*.
I'm not **the most easily impressed** person.
Tonya is **the most easygoing** person in our family.
He's **the least narrow-minded** man I know.

When the first word of a compound adjective is an adjective or adverb of one or sometimes two syllables, the superlative can also be formed by adding *the* and using the superlative form of the first word.
He is **the hardest-working** man I know.

They may not be the smartest or **the best-looking** people in the world.
Compound adjectives in their superlative form can also occur after the verb *be* without a noun.
Of all the men I know, he's **the hardest working**.

GRAMMAR PLUS see page 127

A Look at the Starting Point on page 92 again. How many superlative compound adjectives can you find?

B Rewrite these phrases using the superlative form of the compound adjective.

- an awe-inspiring place
the most awe-inspiring place
- a widely read book
- a good-looking man
- a thirst-quenching beverage
- a highly developed mind
- a warm-hearted friend
- a far-reaching plan
- a thought-provoking novel
- a well-defined project
- a bad-intentioned person



C Complete these sentences with the superlative compound adjectives you wrote in part B and your own ideas. Share your answers with a partner.

- ... natural place I've ever been to is ...
The most awe-inspiring natural place I've ever been to is the Grand Canyon.
- ... magazine in the country is probably ...
- In my opinion, ... actor / actress in the world is ...
- On a hot day, ... drink is ...
- ... movie I've ever seen is ...
- ... person I know is ...
- ... leader my country has ever had is / was ...

LESSON B - People we admire 93

4 VOCABULARY & SPEAKING

Qualities essential for success

A Choose three qualities that are important to working alone successfully and three that are important to working well with others. Write them in the chart.

A SUCCESSFUL WORKER NEEDS TO . . .



To work alone successfully, you need to . . .
have initiative

To work well with others, you need to . . .

B Pair work Discuss the qualities you chose. Why do you think they're important?

"I feel you can work alone successfully, provided you have initiative."

"I totally agree. You need to have a lot of initiative because you don't have a boss to tell you what to do."

VOCABULARY PLUS see page 141

5 LISTENING

Can you really learn that?

A Listen to three people who participated in workshops for their jobs. What type of workshop did each person attend?

1. Annie: _____ 2. Thomas: _____ 3. Paulina: _____

B Listen again. What did each person learn from his or her workshop experience?

- Annie: _____
Thomas: _____
Paulina: _____

C Pair work Would you like to take part in such workshops? Why or why not? Discuss your reasons.

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
Persuasive writing

In persuasive writing, you take a position on an issue and try to convince the reader that your position is correct. To do so, you present both sides of the issue, providing arguments, reasons, and examples that support your point of view and show weaknesses of the opposing point of view.

A Read the article. What is the writer's position? What are the arguments for the opposing view? What arguments, reasons, and examples does the writer give to support his position and to show the weakness of the opposing viewpoint?



Every Student Should Be Required to Study a Foreign Language

by Leo Fernández

Recently, a student organization at our university proposed that we do away with our foreign language requirement, which mandates that all students complete two years of foreign language study. The main reason for this proposal seems to be to eliminate unnecessary courses; however, the proponents of this change are overlooking the great benefits foreign language study provides to students of any major.

Students who oppose the language requirement argue that university study should be more career focused. They feel that the language requirement steals time that could be spent on courses directly related to a student's major. This is a shortsighted position. Statistics suggest that candidates proficient in two languages have an increased chance of finding work. For example, . . .

Another point often made by the proponents of the change is that a large number of students who study a language for two years rarely use it again in their lives. While this may be true in some cases, study of a foreign language has been shown to further develop native language skills. In addition, the understanding of oneself and one's own culture is increased through contact with another language and its culture. Students who . . .

In conclusion, it is crucial that we keep the foreign language requirement. To eliminate it would be doing a great disservice to our university and its students. Foreign language learning benefits us in concrete and subtle ways as it broadens our minds and expands our opportunities.

B Pair work With a partner, take a position on one of these issues or use your own idea. Then brainstorm reasons supporting your position and weaknesses of the opposing view. Which reasons are the strongest?

- Schools should teach a second language starting in kindergarten
- Every foreign language student should be required to study abroad
- Institutions should be created to preserve dying languages.

C Write an article of at least four paragraphs supporting your position and reasons you have brainstormed to support your position. Make sure you address the opposing view.

D Pair work Exchange articles. Discuss ways the writing could be more persuasive and the arguments stronger.

LESSON B

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
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 than 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, *Mediashift*

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 B Make new friends, but keep the old . . . 9

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

VOCABULARY PLUS

4A Expressions with luck

Use the phrases in the box to correct the underlined mistakes in the sentences.

bad luck	no such luck	the best of luck
beginner's luck	pushing his luck	the luck of the draw

- As soon as Mei finished writing her paper, her computer crashed, and she lost all her work. That was beginner's luck **bad luck**.
- It's dangerous for Todd to ride his motorcycle without a helmet. He hasn't had an accident yet, but he's out of luck.
- Nico will start his new job at the engineering firm tomorrow. I wished him the luck of the draw.
- Our favorite band was playing at the Village Jazz Club. I had hoped to get tickets, but best of luck. The performance was completely sold out.
- Did you hear about the woman who bought a valuable antique vase for five cents at her first online auction? That was truly a case of pushing her luck!
- Jeff had to move to a new apartment this month. By coincidence, there was an apartment available where his best friend lives. Talk about no such luck!

4B Adjectives to describe truth and fabrication

Choose the correct words to complete the conversation.

Marla: Why are you reading that silly magazine?
You know that most of those stories are (1) conceivable / dubious / credible at best.

Chad: But I enjoy making fun of the articles! Look at this crazy story about a man who saw an upside-down rainbow. Everyone knows that a rainbow's arc is at the top. It sounds pretty (2) fishy / plausible / conceivable to me.

Marla: Well, actually, I recently read in a science journal that an upside-down rainbow can occur. There's even a scientific name for it. So I think that story is (3) flity / misleading / well-founded after all.

Chad: Really? Well, OK, here's a story about glowing green mushrooms. It's reported that if you put one on a newspaper in a dark room, it would give off so much light that you could read the words! This story sounds (4) credible / phony / convincing to me. I've never heard of anything like that.

Marla: But jellyfish and fireflies give off light, so why do you think it's (5) far-fetched / convincing / misleading for mushrooms to glow?

Chad: Well, I haven't see any (6) fishy / convincing / dubious evidence that glowing plants exist. But now that you say that, it does make me wonder.

Marla: Yeah, maybe that "silly magazine" isn't so silly!

UNIT 4 Vocabulary Plus 133

4A Reporting clauses

In reporting clauses, verbs such as *admit*, *agree*, *announce*, *comment*, *complain*, *confess*, *discuss*, *explain*, *inform*, and *reveal* are frequently followed by an indirect object. In this case, *that* should be retained for clarity. Several people **agreed with me that** logic, not superstition, is the best way to make decisions. Max **explained to the teacher that** a black cat never means bad luck in his country.

The following nouns are also often used in reporting clauses. Here, too, *that* is helpful in making the meaning clear and should be retained.

accusation	assertion	comment	explanation	response
argument	claim	decision	remark	suggestion

Bill made the **assertion that** he'd have no luck at all if it weren't for bad luck. Liara repeated her **argument that** only Jewish people believe in magic. The class rejected Brian's **suggestion that** we cancel class on Friday the 13th.

- Using the words in parentheses, rewrite the sentences with reporting clauses in the simple past.
 - He had an irrational fear of spiders. (Luis / admit / his friend)
Luis admitted to his friend that he had an irrational fear of spiders.
 - Some people really are luckier than others. (Min / agree / me)
 - There are too many pigeons in the park. (many people / complain / park staff)
 - He had spent his father's lucky dollar on candy. (Marco / confess / his mother)
 - It's bad luck to step on a crack in the sidewalk. (Marcie / explain / her little sister)
 - The day he met his wife was the luckiest day of his life. (Felix / announce / his wedding guests)
- Combine the sentences using a reporting clause with one of the nouns from the grammar box.
 - Kim accused Anna of being a superstitious person. Anna didn't agree.
Anna didn't agree with Kim's accusation that she was a superstitious person.
 - Gianna argues that everything happens for a reason. Many people disagree.
 - Leslie asserted that superstition is based in fear. Carlos didn't understand.
 - Jae-woo decided that a trip to Las Vegas was what he needed. We were surprised.
 - Ernesto commented that hard work is more important than luck. Lily repeated what he said.
 - Hiroshi claimed he had won the chess game thanks to beginner's luck. Sandra didn't believe him.
 - Patrick remarked that Tanya probably shouldn't push her luck. Tanya ignored what he said.
 - Mr. Wang responded that actions speak louder than words. I understood him.

UNIT 4 Grammar Plus 113

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 article. Underline the main information in each paragraph that would belong in a summary.

ASTEROID MINING

One day in the not-so-distant future, small robotic spacecraft will search the outer solar system for mining asteroids and asteroids which to harvest. These asteroids containing valuable resources like iron, nickel, titanium, and rare earth metals will then be mined by larger robotic spacecraft or lunar-like space-based manufacturing centers.

Radically advanced rocket engines on asteroids will turn raw rock into anything you can imagine and send it into orbit for space-based manufacturing. Given the greatly reduced weight of asteroid rock compared to the amount of material being sent to Earth, it's likely possible an 80-ton asteroid could be a resource of some importance. It's not, until it's there.

Although it's not mining for metals, the asteroids are actually being harvested for their potential to be used as a source of energy. NASA, the U.S. space agency, is enthusiastic in fact.

NASA sees these plans as the first step toward colonizing space. By breaking manufacturing, mining, and rocket fueling stations on asteroids, it's possible, some will be mined and long-term colonies, space will become possible. You will make human colonization of other parts of the solar system a real possibility.

Before we get too excited, though, it's important to remember that most of the technology needed to mine asteroids are still in the laboratory stage. Still, it's only a matter of time before they will be successful and it's not long that way the space-based mining technology they develop will help bring about a new era.

- B Choose the sentence in each pair that could belong in a summary of the article.
- There is a great deal of serious interest in mining asteroids for their valuable resources.
 - Many asteroids contain valuable resources such as iron and nickel.
 - NASA feels asteroid mining could make space colonization possible.
 - Asteroid mining could lead to a new era of space exploration and colonization.
- C Now, write a summary of the article by rewriting the main points in your own words.

LESSON A Good science, bad science 15

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

1 RELATIONSHIPS

LESSON A ▶ The best of friends

1 GRAMMAR

Read this paragraph from a blog post about friendship. Find the phrasal verbs and write them in the correct columns in the chart.

I have a lot of friends, but my best friend is Anna. She is one of those great friends you come to only once in a while. Anna knows how to cheer me up when I'm feeling sad, and she brings out the best in me when I'm feeling happy. Whenever I run into a problem, she always has great advice, and she usually helps me solve it. She never puts me down when I do something silly or embarrassing. I guess the thing I like best about Anna is that I can open up to her and talk about anything, like bad grades in school or family problems. I would never turn her down if she needed my help. I would stand up for her in just about any situation. I really hope that we don't drift apart in the future. I don't think I could do without her friendship!



Separable	Inseparable	Three-word verbs	Intransitive
		come by	

2 VOCABULARY

Choose the words that best complete the sentences.

- When Mike's and Ed's ideas about art (ant) admire, they argue.
- My sister is a truly admirable / beneficial person. She works two jobs, goes to school at night, and still has time to help me with my problems.
- Jon and Scott empathize / harmonize well as a team since they have similar working styles.
- Kim and Emily have a truly clashing / enduring relationship. They have been best friends for more than 10 years.
- Catherine has benefited / endured a lot from living with her grandmother, who is very understanding and a great listener.
- Lara is good with teenagers. She is very empathetic / harmonious, really listening to their problems and helping them find their own solutions.

LESSON A The best of friends 1

5 READING

A Read the article quickly to find the answers to these questions.

- When did the Mikkelsons begin Snopes.com? _____
- How many people visit the website each month? _____
- What is the mission of Snopes.com? _____

RUMOR DETECTIVES



A few years ago, a woman and her husband were coming home from a ski trip when they spotted a disabled car on the side of the road. It was raining, and the driver looked distressed, so they stopped and helped her fix the flat. The man was extremely grateful but didn't have any cash to reward them, so he took down their personal information. A week later, the couple got a call from their bank saying their mortgage had been paid and \$10,000 deposited into their account by an individual Bill Gates.

"Ah, the grateful millionaire," says Barbara Mikkelson with a satisfied grin.

Barbara and her husband, David, run Snopes.com, the Internet's go-to resource for verifying and debunking rumors, ridiculous claims, and viral chain letters. Whether it's an internet legend like the Gates story, an over-the-top warning about the latest computer virus, or that bizarre photo circulating of "Mercurio, the world's biggest dog," Snopes.com has checked it out and rated it as "true," "false," or "undetermined."

What began in 1998 as a hobby for a pair of amateur bloggers has grown into one of the Internet's most trusted websites – and a full-time profession for the Mikkelsons. Each month, millions of people visit Snopes.com. Even the word Snopes has gone viral – as in, "Why didn't you Snopes that just before we whizzed it to your entire email list?"

"It's not easy to find out if these things are true or not, so people turn to us," David says. A passion for verifying ground is what brought the Mikkelsons together, and it's still their prime motivation, though their work is more than just a labor of love. The couple now earns a "lucky penny," income, David says, from advertising on the site.

Though the Mikkelsons are established figures on the Web, they still prefer old-fashioned research – sifting through vintage catalogs, churning through four newspapers a day – over finding quick answers online. David admits, however, that he might use Google in Wikipedia as a starting point.

B Are these statements true (T), false (F), or is the information not given (NG) in the article? Write the correct letters.

- The Mikkelsons are now millionaires because of their work on Snopes.com.
- Snopes.com gets hundreds of stories a day that are as far-fetched as the "grateful millionaire" one.
- The Mikkelsons never resort to using online sources to check dubious facts.
- The word Snopes is sometimes used as a verb by people familiar with the site.
- Snopes receives income from ads placed by major international corporations.

24 UNIT 4 Superstitions and beliefs

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 . . ."

1 RELATIONSHIPS

LESSON A ► *The best of friends*

In this unit, Ss use phrasal verbs to do and define friendships. They also practise gerund and infinitive constructions.

1 The nature of friendship (STARTING POINT)

Learning aim: Discuss the qualities of a good friendship and see phrasal verbs in context (10–15 minutes)

A

- Books closed. Introduce the topic by asking Ss to think of one of their good friends. Ask: *What positive qualities does he or she have?* Have Ss brainstorm and call out as many qualities as they can. Write them on the board.
- Books open. Explain the task. Read the statements and the example sentence aloud.
- Ss work in pairs or small groups to discuss the questions. Have Ss share their ideas and their own statements with the class.

B Group work

- Explain the task. Read the example opinion aloud.
- Point out the Useful Expressions box. Give an example of how to use each phrase.
- Ss work in groups to do the activity.
- Have groups share their opinions with the class.

Optional activity: Proverbs (10–15 minutes)

Ss talk about friendship proverbs.

- Write the word *proverb* on the board. Explain that it is an old saying that usually gives advice for living our lives. Give a few examples of proverbs about friendship:
A friend in need is a friend indeed.
Make new friends, but keep the old. One is silver, and the other is gold.
- Ss work in pairs or groups to think of other proverbs about friendship that they know.
- Have groups share their proverbs with the class.

2 Friendship among women and men (LISTENING & SPEAKING)

Learning aim: Develop skills in listening for the main idea and details in a lecture (20–25 minutes)

A [CD 1, Track 2]

- Explain the task. Read the question aloud.
- Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answer.
- Go over the answer with the class.

Answers

According to Tannen, the main difference between friendship among men and friendship among women is that men and women communicate differently.

Audio script: See page T-164.

B [CD 1, Track 3]

- Explain the task. Tell Ss to read the list of things male friends often do and female friends often do. Go over any unfamiliar vocabulary.
- Play the recording once as Ss listen. Play the recording again while Ss write the correct answers.
- Go over answers with the class.

Answers

1. M 2. F 3. F 4. M 5. M 6. F

Audio script: See page T-164.

C Group work

- Explain the task. Read the example answer aloud.
- Ss work in groups to do the activity. Remind Ss to use the Useful Expressions from Exercise 1B.
- Have groups share their opinions with the class.

3 Phrasal verbs (GRAMMAR)

Learning aim: Practice using phrasal verbs to talk about friendship (20–25 minutes)

Grammar notes

Phrasal verbs are very common in English. The two-word verbs *show up* and *show off* illustrate how the meaning of a phrasal verb varies greatly depending on the particle.

I showed up late to my friend's party.

(Meaning: *I arrived late to my friend's party.*)

I was excited to show off my new ring.

(Meaning: *I was excited to attract attention to my new ring.*)

Remind Ss that a transitive verb needs an object. An intransitive verb does not.

Although intransitive verbs do not take an object, certain intransitive phrasal verbs followed by a preposition can take one. Compare:

When I look back, there are some great memories.

When I look back on my childhood, there are some great memories.

- Books closed. Write on the board:
I showed up late to my friend's party.
I was excited to show off my new ring.
- Have a S read the two sentences. Ask Ss to identify the particle in each phrasal verb. (Answers: *up* in *showed up*; *off* in *show off*)
- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 2 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

Separable:

bring out, cheer up, put down, turn down

Inseparable:

run into, drift apart, stand up for, open up, hang on to, come by, do without

Three-word verbs:

stand up for, hang on to

Intransitive:

drift apart, open up

B

- Explain the task. Go over the example with the class. Ask Ss why both answers are possible. (Answer: because the phrasal verb *bring out* is separable)
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers

1. brought out the worst / brought the worst out
2. run into a friend
3. stand up for your friends
4. do without a cell phone
5. turn them down
6. hang on to your old friends
7. put down their friends / put their friends down

C Pair work

- Explain the task. Ss work in pairs. Have one pair read the example conversation to the class. Remind Ss to ask follow-up questions.
- Have pairs share their conversations with the class.

Optional activity: More phrasal verbs (15–20 minutes)

Ss practice more phrasal verbs.

- Ss work in groups to brainstorm other phrasal verbs that they know. Write them on the board and go over the meaning of each one with the class.
- Then have Ss return to their groups to write sentences for six or seven of the phrasal verbs on the board. Tell them to leave the phrasal verbs blank, in a similar way as the sentences in part B.
- Have groups exchange papers. Give Ss a time limit to complete the sentences.
- Have groups read their completed sentences aloud. Go over answers with the class.



To help Ss with the grammar in this exercise, download the Fresh Idea **Language hunters** from the Teacher Support Site.

4 Describing friendship (VOCABULARY)

Learning aim: Learn and practice using verbs and adjectives to describe friendships (10–15 minutes)

A Pair work

- Explain the task. Read the words in the chart aloud. Ask Ss to suggest suffixes that indicate what part of speech a word is (e.g., *-ize* = verb; *-ous*, *-al*, *-able*, *-ic*, *-ing* = adjective).
- Ss work in pairs to complete the activity. Go over answers with the class.

Answers

- | | |
|------------------------|--------------------------|
| 1. admire, admirable | 4. empathize, empathetic |
| 2. benefit, beneficial | 5. endure, enduring |
| 3. clash, clashing | 6. harmonize, harmonious |

B

- Explain the task. Read the sentences and example answer aloud. Answer any questions about vocabulary. Ss work individually to complete the activity.

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

Answers

- | | |
|---------------|--------------|
| 1. harmonious | 4. empathize |
| 2. clash | 5. admire |
| 3. beneficial | 6. endure |

Optional activity: Best friends (10–15 minutes)

Ss describe a relationship with a best friend.

- Tell Ss to think of one of their best friends, either from the present or past. Ask them to make a list of reasons why the friendship works (e.g., It's a harmonious relationship because we understand each other's moods and we have a lot in common.).
- Ss work in groups to describe the friendship. Have Ss ask follow-up questions. Brainstorm follow-up questions as a class, if necessary.
- Alternatively, have Ss think of two other people they know who are best friends and describe what they think makes the friendship so successful.

5 What should friends have in common? (DISCUSSION)

Learning aim: Talk about what friends should have in common and practice the lesson vocabulary (15–20 minutes)

A

- Books closed. Ask: *What does it take for two people to become good friends?* Have Ss call out their ideas. Write them on the board.
- Books open. Explain the task. Read the statements aloud. Make sure Ss understand the words *values* and *mingle*. Ask Ss to give a definition, an example, or a synonym for each.
- Ss work individually to complete the activity. Have a few Ss read the statement they added to the class.

B Group work

- Explain the task. Point out the Useful Expressions box. Give an example of how to use each phrase. Have one pair of Ss read the example conversation to the class.
- Ss work in groups to share their opinions and explain their reasons. Remind Ss to discuss the statement they added in part A and to ask follow-up questions.

C Group work

- Keep Ss in their groups. Explain the task. Read the example aloud.
- Ss work in groups to complete the activity. Have a S from each group report the group's findings to the class.

Optional activity: My friend and I (10–15 minutes)

Ss talk about what they like to do with their best friend.

- Write on the board:
Friends who play together stay together.
Ask Ss to explain what the statement means.
- Ss work in groups to talk about the kinds of activities they do with their best friends.
- Have Ss report their answers to the class. Determine which three activities are the most popular with the class.



For more practice discussing this topic, download the Worksheet **1.1 Quotes about friendship** from the Teacher Support Site.

6 Developing a thesis statement (WRITING)

Learning aim: Write a composition about a close friend and use a thesis statement (40–50 minutes)

A

- Tell Ss to read the information in the box at the top of the page. Ask: *What is a thesis statement?* (Answer: the sentence containing the main idea of the composition)
- Remind Ss that a thesis statement can be found at the beginning or at the end of the first paragraph and often includes a main idea or opinion that is further explained in the rest of the composition. Make sure Ss understand that each body paragraph of a composition should focus on only one aspect of the main idea. Each of those paragraphs has a topic sentence to present that aspect of the main idea.
- Explain the task. Ss work individually to read the composition and underline the thesis statement.
- Go over the answer with the class.

Answers

Our friendship shows that people who are very different can still have similar interests.

B

- Explain the task. Ss work individually to match the phrases with the correct paragraph.
- Go over answers with the class.

Answers

- 4 why we have a close friendship
- 3 what we have in common
- 2 how we are different

Language note

Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

C

- Explain the writing task. Read the questions. Remind Ss that after they finish their compositions, they should be able to answer those questions.
- Give Ss time to think of a thesis statement for their composition. Have several Ss tell the class their thesis statement. Have the rest of the class give any suggestions on how to improve each thesis statement.
- Ss work individually to write their paragraphs.
- Go around the class and help as needed.
- Ss work in pairs to exchange compositions and take turns answering the questions.
- Ss ask and answer follow-up questions and ask their partner about anything in the composition they don't understand.

Optional activity: Tell me more (20 minutes)

Ss write a paragraph about their partner's friend.

- Keep Ss in pairs and have them take turns asking and answering questions about each other's friend. As a class, brainstorm questions to ask, if necessary.
- Have Ss write a paragraph about their partner's friend based on the new information. Remind Ss to include a topic sentence.

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 ▶ *Make new friends, but keep the old . . .*

1 Meeting new people (STARTING POINT)

Learning aim: Discuss ways of meeting new people and see gerund and infinitive constructions in context (10–15 minutes)

A

- Books closed. Ask: *What are some good places to meet new friends?* Write Ss' ideas on the board.
- Books open. Have Ss look at the pictures. Ask them where they think each person met their friends.
- Read the texts aloud. Check that Ss understand the following vocabulary.

Vocabulary

language exchange the practice in which speakers of different languages meet to talk first in one language, then in the other

putting off not doing (something) until a later time

enrolling signing up for

yoga physical and mental exercises; originated in India

colleagues people who work together

- Have a S read the example answer aloud. Ss work individually to think of their answers to the question.
- Have Ss report their answers to the class.

Culture note

In the United States, it is common to make friends at work and in school. Other popular ways include joining book discussion clubs, playing sports, joining a gym, or doing volunteer work (e.g., working at an animal shelter, helping a local charity, or cleaning up local parks).

B Group work

- Explain the task. Read the situations aloud. Brainstorm another situation as a class, if necessary.
- Ss work in groups to add another situation to the list and suggest ways to meet people in each situation.
- Have groups report their suggestions to the class.

2 A chance meeting (LISTENING)

Learning aim: Develop skills in listening for gist and details (15–20 minutes)

A Pair work

- Ask Ss to define *chance meeting*. (Answer: meeting someone without first planning to do so) Ask Ss to give examples.
- Explain the task and read the question. Ss work in pairs to tell each other about their experiences.
- Have Ss share their partner's experience with the class.

B 🎧 [CD 1, Track 4]

- Explain the task. Read the questions aloud. Ask Ss to predict what kinds of things Dena will talk about. Check that Ss understand the following vocabulary.

Vocabulary

a bunch a group

to make a long story short a common expression that means the whole story is longer and has more detail, but the speaker is only going to tell the end result

- Play the recording as Ss listen for the answers to the questions. Replay as many times as needed. Ss listen and check their answers.

- Go over answers with the class.

Answers

They first met on a plane.
They met again at a party.

Audio script: See page T-164.

C 🎧 [CD 1, Track 5]

- Explain the task. Read the questions aloud.
- Play the recording as Ss listen for the answers to the questions. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

- Dena was going to Los Angeles for work. Kate was going to Los Angeles to take a connecting flight to Monterey.
- Dena regretted that she had forgotten to ask for Kate's email address or telephone number.
- Three months.
- They had been roommates in college.

Audio script: See page T-164.

3 Gerund and infinitive constructions (GRAMMAR)

Learning aim: Practice using gerund and infinitive constructions (20–25 minutes)

Grammar notes

In verb + verb complement constructions, the first verb can be followed by a gerund, an infinitive, or either one. This depends on what the first verb is.

Some verbs (e.g., *love*, *hate*) can be followed by either a gerund or an infinitive with no difference in meaning.

Some other verbs can be followed by either a gerund or an infinitive but have a difference in meaning. For example, when the verb *regret* is followed by the infinitive of verbs such as *say* or *announce*, it is a formal way of introducing bad news.

I regret to say she's not coming home.
(*I'm sorry to say she's not coming home.*)

However, when *regret* is followed by a gerund, it means to be sorry for something that has been said or done.

I regret telling her that.
(*I'm sorry I told her that.*)

In passive sentences, *being* or *to be* follows the first verb. The past participle of the second verb follows *being* / *to be*.

- Books closed. Write the terms *gerund* and *infinitive* on the board and review how to form them.
- Write these categories on the board:
sports hobbies other activities
Ss work in groups to think of as many verbs as they can for each category. Have a S from each group report the group's list to the class.
- Tell Ss to use the verbs they brainstormed to talk about activities they love, hate, or like. Explain that these verbs can be followed by a gerund or an infinitive. Give Ss a few examples: *I hate camping. I love to swim in the ocean.* Have groups make as many sentences as they can within a time limit.
- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 6 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

regretted (followed by a gerund)
planning (followed by an infinitive)

B

- Explain the task. Ss work individually to choose the correct form of each verb.
- Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

- | | |
|----------------------|--------------|
| 1. to have | 7. to change |
| 2. to make | 8. leaving |
| 3. changing | 9. to move |
| 4. trying | 10. sharing |
| 5. to create | 11. having |
| 6. to wear / wearing | |

C Pair work

- Explain the task. Read the beginning of each sentence and have a S read the example sentence aloud. Tell Ss to use their own ideas to complete the sentences and add details.
- Ss work individually to complete the activity. Then Ss work in pairs to share their answers. Go over answers with the class.

Optional activity: Sentence correction (15 minutes)

Ss have additional practice with gerunds and infinitives.

- Collect Ss' sentences from part C. Write several of the sentences on the board, but change some of them so that the gerund or infinitive is used incorrectly.
- Set a time limit and have Ss work individually to decide which sentences are correct and to revise the incorrect ones.
- Go over answers with the class and see which S has the most correct answers.

4 re- verbs (VOCABULARY)

Learning aim: Learn and practice using the prefix *re-* (10–15 minutes)

A

- Books closed. Write on the board:
paint, repaint make, remake
Explain that a prefix is added to the start of a root word to change the word's meaning. Give an example sentence for each *re-* word on the board. Ask: *What does the prefix re- mean in these examples?* (Answer: do again)
- Write on the board: *return*. Tell Ss that *re-* can also give the idea of *back*. Tell Ss that when they return to a place, they "turn back" to it.
- Books open. Explain the task. Read the verbs aloud and go over any unfamiliar vocabulary.
- Ss work individually to complete the activity. Go over answers with the class.

Answers

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

B Pair work

- Explain the task. Provide definitions and/or example sentences for the example verbs, if necessary (e.g., *recapture* means take something into your possession again; *The police recaptured the criminal after he escaped.*).

- Ss work individually to make a list of *re-* verbs. Write their definitions or example sentences. Tell Ss that their example sentences should show that they understand the meaning of the word. Ss then work in pairs to compare their lists.
- Have Ss report their partner's list to the class. Write the words on the board.

Language note

Explain that *re-* is not always a prefix. Some English words simply start with the letters *re-* (e.g., *reality, regular, recent*, etc.).

Optional activity: Re- words (10–15 minutes)

Ss think of other words with the prefix *re-*.

- Ask Ss to think of other *re-* words that are not verbs, such as nouns and adjectives (e.g., *replacement, recycled*, etc.). Brainstorm a list as a class and write them on the board, if necessary.
- Set a time limit and have Ss write as many sentences as they can using the *re-* words. Explain that the sentences must show that they understand the meaning of the words. For example: The sentence *His recollection was not good* does not show an understanding of *recollection*, but the following sentences do: *His recollection of their childhood together was not good. She had to remind him of many things.*
- Have Ss read their sentences to the class.

5 Friendship maintenance (DISCUSSION)

Learning aim: Talk about maintaining a friendship (15–20 minutes)

A

- Books closed. Ask: *What does "maintain a friendship" mean?* Elicit answers. Ask: *How do you maintain your friendships?* Have Ss call out their ideas, and write them on the board.
- Books open. Explain the task. Read the advice aloud. Check that Ss understand the following vocabulary.

Vocabulary

betray (a person's) trust fail to help someone or keep someone's secrets when needed

face time time spent with someone in person

unhealthy not good for emotional or psychological well-being (in this context)

- Ss work individually to complete the activity.

B Group work

- Explain the task. Point out the Useful Expressions box. Give an example of how to use each phrase. Have a S read the example answer aloud.
- Ss work in groups to discuss their choices from part A.
- Have a S from each group report on the group's discussion to the class.



For more practice discussing this topic, download the Worksheet **1.2 The meaning of friendship** from the Teacher Support Site.

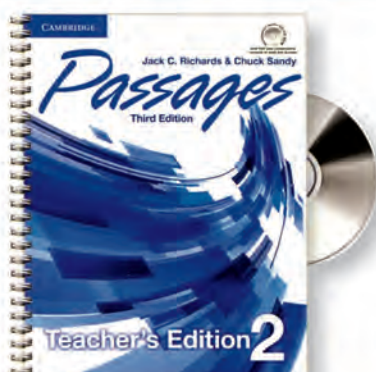
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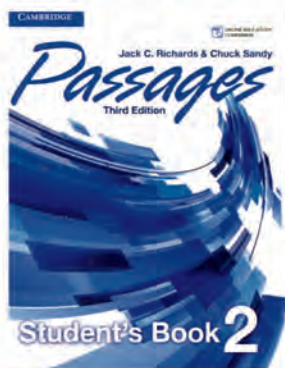
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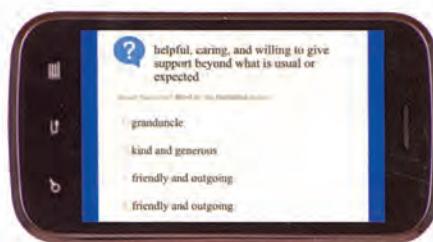
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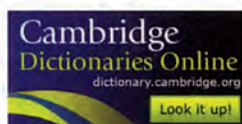
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