

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 . . .	- Defining and describing friendship - Expressing opinions - Disagreeing politely - Stating preferences - Sharing advice about friendship	- Phrasal verbs - Gerund and infinitive constructions	- Adjectives and verbs to describe friendship <i>re-</i> verbs
UNIT 2 Clothes and appearance pages 10–17			
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UNIT 3 Science and technology pages 18–25			
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UNIT 5 Movies and television pages 36–43			
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SPEAKING

LISTENING

WRITING

READING

- Talking about what friends should have in common
- Talking about the best way to meet people
- Discussing ways to maintain friendships

- A talk about differences between friendships among men and friendships among women
- A young woman describes a chance encounter

- Developing a thesis statement
- Writing a composition with paragraphs supporting a thesis statement

- "How Social Media 'Friends' Translate into Real-life Friendships": Does social media encourage people to connect in real life?

- 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

- Three people describe their taste in fashion
- Three people explain what is important for them when forming an impression

- Writing a composition about a personal belief
- Giving examples to support a thesis statement

- "Overcoming a Bad First Impression": How to change a bad first impression

- 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

- A reporter and technology editor talk about the impact of driverless car technology
- A comedian talks about difficulties he has had with technology

- Identifying essential information for a summary of a text
- Writing a summary of an article

- "I Took My Kids Offline": A mother bans all technology at home for six months

- Describing superstitions from your country or culture
- Discussing superstitions
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- Discussing hoaxes and why people create them

- Three people give explanations for some superstitions
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- Restating the thesis in the last paragraph
- Writing a composition about superstitions

- "Do Good Luck Charms Really Work in Competitions?": The effectiveness of superstitious rituals in sports

- 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

- Four people describe what makes some movie genres effective
- TV network employees brainstorm and present ideas for new TV shows

- Identifying essential information for a movie review
- Writing a movie review

- "One Day on Earth: A Time Capsule of Our Lives": A movie shot in every country of the world on the same day

- Talking about personal tastes in music
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- Discussing the role of music in different contexts
- Discussing advice for success

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- Writing a compare-and-contrast essay
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	FUNCTIONS	GRAMMAR	VOCABULARY
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UNIT 12 Business matters pages 96–103			
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SPEAKING	LISTENING	WRITING	READING
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■ Talking about the best ways to shop for different items ■ Discussing compulsive shopping ■ Discussing the ethics of undercover marketing strategies	■ Two people talk about their shopping preferences ■ Three radio advertisements	■ Supporting an opinion ■ Writing a composition using details and examples to support an opinion about shopping	■ "Word-of-Mouth Marketing": Testing the power of word-of-mouth as a marketing strategy
■ 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	■ News reports on animals that help people ■ The manager of an eco-resort describes its features to a reporter	■ Organizing information into clear categories ■ Writing a classification essay	■ "A Summer Job that's a Walk in the Park": The daily tasks of a park ranger fellow in New York City
■ 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	■ An expert gives advice on how to make effective presentations ■ Three one-sided conversations	■ Persuasive writing ■ Supporting a position ■ Arguing against the opposing position	■ "Slang Abroad": Different varieties of English
■ 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	■ A motivational speaker talks about the qualities of high achievers ■ Two people talk about others who have made a difference in their lives	■ Organizing information in chronological order ■ Writing a biographical profile	■ "Ann Cotton, Social Entrepreneur": Advice from a successful NGO executive
■ 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	■ Two people discuss unsuccessful business ventures ■ Three people talk about workshops they attended	■ Understanding the parts of a formal letter ■ Writing a formal letter	■ "The Value of Difference": Individual differences in the workplace

1

RELATIONSHIPS

LESSON A ► The best of friends

1

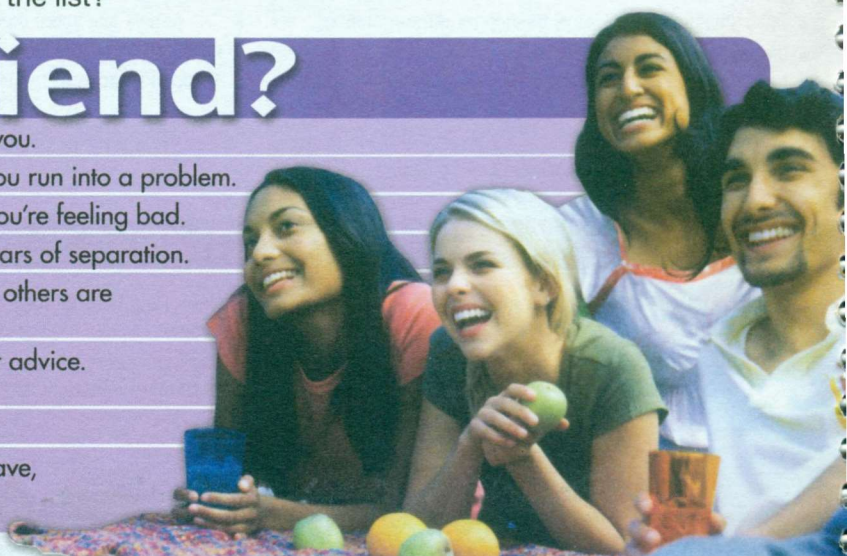
STARTING POINT

The nature of friendship

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

WHAT IS A Friend?

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



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

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

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

Useful expressions

Expressing opinions

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

2

LISTENING & SPEAKING

Friendship among women and men

- A** Listen to a professor talk about author Deborah Tannen's ideas. In Tannen's opinion, what is the main difference between friendship among men and friendship among women?

- B** Listen again. According to Tannen, which of these things do male friends often do (M) and which do female friends often do (F)? Write the correct letter.

- | | |
|-------------------------------------|---|
| ___ 1. are direct and to the point | ___ 4. prefer to share factual information |
| ___ 2. discuss daily life at length | ___ 5. value activities over talk |
| ___ 3. reveal private thoughts | ___ 6. talk as a way to better understand their lives |

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

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

3 GRAMMAR

Phrasal verbs

A phrasal verb is a verb plus a particle, such as **down**, **into**, **out**, or **up**.

The meaning of a phrasal verb is usually different from the meaning of its parts.

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

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

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

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

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

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

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

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

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

Intransitive phrasal verbs don't take objects.

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

GRAMMAR PLUS see page 106

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

Separable	Inseparable	Three-word verbs	Intransitive

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

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



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

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

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

4 VOCABULARY

Describing friendship

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

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

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

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

VOCABULARY PLUS see page 130

5 DISCUSSION

What should friends have in common?

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

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

B Group work Share your opinions and explain your reasons.

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

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

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

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

Useful expressions

Disagreeing politely

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

6

WRITING

Developing a thesis statement

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

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

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

____ why we have a close friendship

____ what we have in common

____ how we are different

1

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

2

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

3

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

4

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



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

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

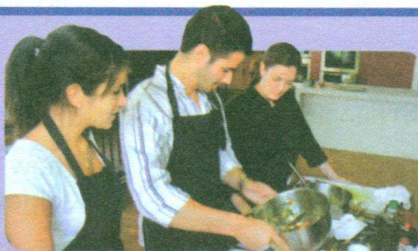
LESSON B ▶ Make new friends, but keep the old . . .

1 STARTING POINT Meeting new people

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

Yuan Lin

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



Brandon

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

Jacob

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



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

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

Someone who . . .

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

2 LISTENING A chance meeting

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

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

C Listen again. Then answer the following questions.

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

3 GRAMMAR

Gerund and infinitive constructions

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

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

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

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

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

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

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

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

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

GRAMMAR PLUS see page 107

A Look at the Starting Point on page 6 again. Can you find another verb followed by a gerund and another verb followed by an infinitive?

B Choose the correct form of the verbs. Sometimes both answers are possible.

Monday, March 18

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

Posted by DenverDan  2 COMMENTS

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

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

4 VOCABULARY

re- verbs

A Which word best completes these sentences? Write the correct letter.

- | | | | |
|------------|--------------|-------------|--------------|
| a. rebuild | c. reconnect | e. rehash | g. replace |
| b. recall | d. redefine | f. rekindle | h. resurface |

- You can f old friendships by sharing memories.
- Don't ____ old arguments over and over.
- People often ____ themselves, but they're essentially the same.
- A close friend is impossible to ____.
- Can you ____ the first time you met your best friend?
- Friends you think are gone forever sometimes ____ unexpectedly.
- Visit your hometown and ____ with your roots.
- It takes time to ____ a damaged friendship.

B Pair work What other *re-* verbs do you know? How would you define them? Compare your list with a partner.

Recapture, reconsider, ...

VOCABULARY PLUS see page 130

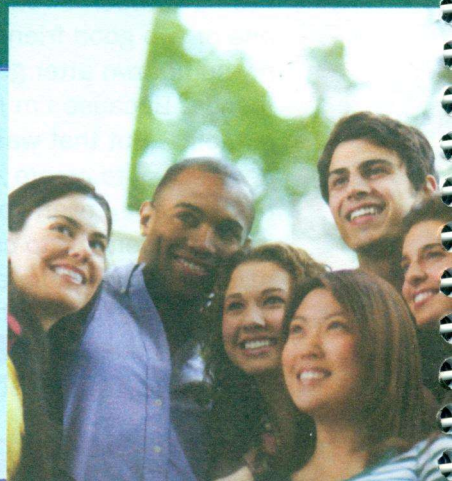
5 DISCUSSION

Friendship maintenance

A Look at these ideas for maintaining friendships. Choose three that you think are the most important.

Advice for Maintaining **FRIENDSHIPS**

- | | |
|--|---|
| <ul style="list-style-type: none"> ▶ Praise your friends often and keep a positive, optimistic attitude when you're around them. ▶ Never betray a friend's trust – it can cause real resentment. ▶ Try to be completely honest with your friends at all times. ▶ Don't hold unkind words against a friend. Consider any problems he or she has that might be the cause of the hurtful words. | <ul style="list-style-type: none"> ▶ Use social media to help you feel connected to friends but not to replace face time. ▶ Be a good listener and try to empathize with your friends. ▶ Respect your friends' point of view even when you disagree. Don't rehash old arguments. ▶ Watch out for "unhealthy" friendships. Sometimes it's better to end a friendship and move on with your life. |
|--|---|



B Group work Tell your group which three pieces of advice you chose, and explain why. Then share any other ideas you have about maintaining friendships.

"Well, I think it's important to always be completely honest with your friends. If you aren't honest with your friends, they might not be honest with you."

Useful expressions

Agreeing on importance

Well, I think it's important ...
 Yeah, that's true, but even more important is ...
 And let's not forget ...
 You're right ... is also quite important.

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?

2

CLOTHES AND APPEARANCE

LESSON A ► The way we dress

1 STARTING POINT Fashion sense

A What's your approach to fashion? Complete this survey.

Clothing Survey		Agree	Disagree
	1 When I choose clothes, I tend to think of comfort first and appearance second.	☐	☐
	2 I hate choosing my outfits in the morning. I just put on anything I can find.	☐	☐
	3 Celebrities sometimes inspire me to change the way I look.	☐	☐
	4 Companies should discourage employees from wearing casual clothes to work.	☐	☐
	5 I don't like to draw attention to myself, so I wear pretty conventional clothes.	☐	☐
	6 I enjoy shopping for clothes. I don't mind spending hours in clothing stores.	☐	☐
	7 High prices rarely prevent me from buying quality clothing.	☐	☐
	8 Peer pressure sometimes compels me to wear brand-name clothing.	☐	☐

B Group work Discuss your answers to the survey.

"I tend to think of comfort first when I choose clothes. When I'm comfortable, I feel good, and that's more important to me than looking good."

2 DISCUSSION Judging by appearances

A Pair work Read these famous quotations. In your own words, explain to a partner what they mean. Do you agree with the quotations?

It's always the badly dressed people who are the most interesting.

– Jean Paul Gaultier

You're never fully dressed without a smile.

– Martin Charnin

Three-tenths of good looks are due to nature; seven-tenths to dress.

– Chinese proverb

"I think the first one means interesting people focus on more meaningful things than clothes. I think it's often true. For example, scientists and inventors don't always dress very well."

B Group work Discuss these questions. Explain your answers.

1. Do you think it's fair for people to judge you by the way you dress?
2. If you had an unlimited clothing budget, would you change your style?
3. Would you change the way you dress to please someone else?

3 GRAMMAR

Review of verb patterns

Study the following common verb patterns.

a. verb + infinitive

When I choose clothes, I **tend to think** of comfort first and appearance second.

b. verb + object + infinitive

Celebrities sometimes **inspire me to change** the way I look.

c. verb + gerund

I **hate choosing** my outfits in the morning.

d. verb + object + preposition + gerund

High prices rarely **prevent me from buying** quality clothing.

GRAMMAR PLUS see page 108

A Look at the Starting Point on page 10 again. Can you find another example of each verb pattern above?

B Pair work Which verb patterns from the box do these sentences follow? Write *a, b, c, or d*.

- ___ 1. I enjoy making a statement with my clothes.
- ___ 2. I like to wear unusual color combinations.
- ___ 3. I refuse to shop with my friends.
- ___ 4. I can't help being critical of what others wear.
- ___ 5. Parents should allow their children to wear whatever they want.
- ___ 6. My friends usually advise me against spending too much on clothes.
- ___ 7. My parents have always discouraged me from wearing sloppy clothes.
- ___ 8. Advertising definitely convinces me to buy certain articles of clothing.

C Pair work Which statements above are true for you? Explain and give examples.

D Pair work Complete each sentence with a verb from the box and your own ideas. Then add a follow-up comment, and compare with a partner.

advise	discourage	encourage	require	tend
allow	don't mind	permit	seem	try

1. Some schools require students to wear school uniforms.
They think that students will spend more time studying and less time thinking about clothes.
2. Parents often _____ their children from _____.
3. Some restaurants don't _____ customers to _____.
4. I _____ to wear clothes that _____.
5. Experts _____ people against wearing _____.
6. My clothes always _____ to make me look _____.
7. I _____ buying expensive _____.
8. Young people _____ to be concerned about _____.



4

VOCABULARY

Your taste in clothes

- A** Look at the words below. Do some have similar meanings? Which ones would you use to describe your own style?

chic	conservative	fashionable	formal	functional	quirky	sloppy	stylish
classic	elegant	flashy	frumpy	funky	retro	stuffy	trendy

- B Pair work** What do you think of these styles? Describe the people in the picture.



"Erica's outfit is pretty functional. She's probably going to the gym."

"Yes, but I'd say it's fashionable, too. The colors and design are stylish, and it fits her well."

VOCABULARY PLUS see page 131

5

LISTENING

Fashion developments

- A Pair work** Was your style the same five years ago? In what ways has your style changed? In what ways has it remained the same?

- B** Listen to Mark, Shelby, and Carlos describe how their tastes in fashion have changed. What was their style, and what is their style now?

	Then	Now
1. Mark		
2. Shelby		
3. Carlos		

- C** Listen again. Write the items of clothing or accessories you hear for each of the looks below.

grunge _____
urban _____
goth _____

bohemian _____
sporty _____
preppy _____