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Passages

Third Edition

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

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6 MUSICIANS AND MUSIC

LESSON A ▶ *A world of music*

1 STARTING POINT

Taste in music

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

1 "I think the more you like to dance, the more you appreciate music with a Latin beat."

2 "At first, I didn't like rap music. But the more I listened to the lyrics, the more I understood its powerful social message."

3 "Some of the greatest music is in movie soundtracks. The more exciting the soundtrack, the better the movie seems."

4 "Radio stations kill music sales by overplaying songs. The more I hear a pop song on the radio, the less I feel like buying it."

5 "I'm interested in how a band plays, not how it looks. The more a band focuses on its appearance, the less interesting the music is."

6 "Classical music has many layers of complexity. The more knowledgeable you are about it, the more you'll be able to enjoy it."

7 "TV commercials often feature a catchy tune – and the catchier the tune, the more likely you are to remember the name of the product."

8 "A lot of my friends like to go to clubs with really loud music, but not me. The louder the music gets, the sooner I feel like leaving."

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

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

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

2 LISTENING

Awesome tunes

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

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

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

STARTING POINT

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

LISTENING

activities sharpen essential listening comprehension skills.

GRAMMAR

is explored in context and builds on previously encountered structures.

Grammar Plus:
extra grammar explanations and practice when you need it!

3 GRAMMAR

Verbs in the subjunctive

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

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

These expressions are frequently followed by the subjunctive:

it is crucial	it is imperative	it is important
it is essential	it is vital	it is critical

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

GRAMMAR PLUS see page 121

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

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

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

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

insist	it is crucial	it is essential
propose	recommend	suggest

Useful expressions

Asking for advice

What do you think I should do?
What would you do if you were me?
What would you do if you were in my position?

1 The fast food in commercials and posters always looks great. It looks so good I can't resist buying some, but what they actually give me looks pretty bad and really unappetizing."

2 "I saw a clothing store with a big 'Going Out of Business' sign in the window last year, so I went in and bought a lot of clothes. Now, it's a year later, and the sign is still there."

3 "Several friends told me they have received spam emails from me offering to sell them diet pills. The thing is, I didn't send the emails. Someone must have hacked my email account!"

LESSON B Consumer awareness 67

4 VOCABULARY & SPEAKING
Different attitudes

- A Look at these expressions. Which ones express a positive attitude, or a neutral attitude? Write +, -, or --.
- | | |
|------------------|------------------------|
| 1. aware of | 5. familiar with |
| 2. curious about | 6. suspicious of |
| 3. sick of | 7. intimidated by |
| 4. fed up with | 8. knowledgeable about |
- B Group work Look at the list of inventions and technologies. What are your feelings about them? Discuss with your group.
- | | |
|-----------------------------------|-------------------------|
| 1. spacecraft for private flights | 5. wearable electronics |
| 2. touch-screen technology | 6. mobile apps |
| 3. speech-translation technology | 7. laser surgery |
| 4. video surveillance | 8. robots |

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

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VOCABULARY PLUS see page 132

5 DISCUSSION
Tech savvy?

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

TECHNOPHILE or TECHNOPHOBE?

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

SCORE
9-4 You are a technophobe, a person who has a strong mistrust of technology.
5-8 While not in love with technology, you see the need for it in our world.

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

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

6 WRITING
Compare-and-contrast essays

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

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

introduction differences conclusion



THE BEATLES

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

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

- C Write a four-paragraph essay. Make sure it has an effective conclusion.

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

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

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6 READING
Technology and friendship

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

- What are some ways that interacting online might encourage people to connect in real life?
- 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. Ray 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.

- In what ways are virtual friendships similar to and different from real-life friendships?
- Would you be more or less willing to share ideas on social media than you would in class? Why?
- 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

KEEP MOVING UP!
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Plan of **BOOK 2A**

	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			
GRAMMAR PLUS: Additional grammar practice and explanation pages 106–117			
VOCABULARY PLUS: Additional vocabulary practice pages 130–135			

SPEAKING	LISTENING	WRITING	READING
<ul style="list-style-type: none">Talking about what friends should have in commonTalking about the best way to meet peopleDiscussing ways to maintain friendships	<ul style="list-style-type: none">A talk about differences between friendships among men and friendships among womenA young woman describes a chance encounter	<ul style="list-style-type: none">Developing a thesis statementWriting 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 fashionDiscussing how first impressions are formedDiscussing tips for making a good first impressionDiscussing how people respond to appearance	<ul style="list-style-type: none">Three people describe their taste in fashionThree people explain what is important for them when forming an impression	<ul style="list-style-type: none">Writing a composition about a personal beliefGiving 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 scienceDiscussing your feelings about new technologyTaking 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 technologyA comedian talks about difficulties he has had with technology	<ul style="list-style-type: none">Identifying essential information for a summary of a textWriting 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 cultureDiscussing superstitionsTaking a survey about luckTelling storiesDiscussing hoaxes and why people create them	<ul style="list-style-type: none">Three people give explanations for some superstitionsTwo people discuss a journalistic hoax	<ul style="list-style-type: none">Restating the thesis in the last paragraphWriting 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 trendsTalking about the results of a survey on movie genre preferencesDiscussing aspects of different movie genresDiscussing what makes a TV show popularDiscussing and presenting an idea for a new TV show	<ul style="list-style-type: none">Four people describe what makes some movie genres effectiveTV network employees brainstorm and present ideas for new TV shows	<ul style="list-style-type: none">Identifying essential information for a movie reviewWriting 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 musicTalking about styles of musicDiscussing the role of music in different contextsDiscussing advice for success	<ul style="list-style-type: none">Two people share their opinions on different types of musicA young woman gives her friend advice on his music career	<ul style="list-style-type: none">Writing a compare-and-contrast essayDescribing 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