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Jack C. Richards & Chuck Sandy

Passages

Third Edition

Teacher's Edition **2**

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2

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5 Adjectives to describe outward appearance (VOCABULARY)

Learning aim: Learn and practice using adjectives to describe someone's appearance (10–15 minutes)

A

- Books closed. Ask Ss to call out adjectives that can be used to describe people's appearance. Write them on the board. Then write on the board: *sensitive*. Ask Ss to give a definition. (Answer: easily affected by emotional situations) Ask Ss if they think this is a positive or a negative adjective and why. Discuss how some adjectives can be considered both positive and negative, depending on the person and the situation.
- Books open. Explain the task and read the list of adjectives aloud.
- Ss work individually to complete the activity. Go over answers with the class.

Answers

a. -	d. +	g. -	i. +
b. +	e. +/-	h. -	j. +
c. +/-	f. +		

Optional activity: Positive or negative? (10–15 minutes)

Ss have additional practice with adjectives.

- Ss work in groups to discuss each of the adjectives from part A. Tell them to think of situations where each adjective could be positive or negative.
- Allow Ss time to think of other traits that could be positive or negative and give examples of each.
- Alternatively, do the activity as a class discussion.

B

- Explain the task. Ss work individually to complete the activity.
- Go over answers with the class.

Answers

1. f	3. b	5. e	7. h	9. c
2. i	4. j	6. a	8. d	10. g

C Pair work

- Explain the task. Have one pair of Ss read the example conversation aloud. Ss work in pairs to discuss the question.
- Have Ss share their partner's answers with the class.



For more practice with vocabulary, download the Worksheet **2.1 Impressions** from the Teacher Support Site.

6 Faces matter (DISCUSSION)

Learning aim: Talk about how people perceive different kinds of faces and practice the lesson vocabulary (15–20 minutes)

Group work

- Books closed. Ask: *Which celebrity looks trustworthy? Which one looks too serious? Why?* Have Ss call out their ideas. Write Ss' answers on the board.
- Books open. Explain the task. Read the article aloud. Check that Ss understand the vocabulary on the right.
- Ss work in groups to discuss the questions.
- Have groups share their answers with the class.

Vocabulary

psychologist someone who studies the human mind and behavior

categorized put into a specific group based on certain qualities

qualified having the skills and/or experience to do a job well

baby-faced having a face that looks innocent and younger than the person's chronological age

submissive always doing what other people tell you to do



To help Ss with the discussion in this exercise, download the Fresh Idea **Catch!** from the Teacher Support Site.

6 Athletes and their superstitions (READING)

Learning aim: Develop skills in understanding vocabulary in context, reading for specific information, making inferences, and giving a personal reaction to a reading (25–30 minutes)

A Pair work

- Books closed. Ask Ss if they believe in good luck charms. Then ask if they know what a *lucky ritual* is. (Answer: an action performed to bring good luck or success) Discuss whether Ss think they generally have good or bad luck.
- Books open. Explain the task. Ss work in pairs to discuss the question. Go over answers with the class.

Possible answers
 Carrying a good luck charm might make a person feel secure or confident. Following a lucky ritual might be relaxing.

- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
jinxing doing something to cause bad luck (to someone)
hurdler an athlete who jumps over a type of fence while running around a track
podium small raised platform
psycho (slang) very unusual behavior
prevalence frequency, commonness
foul shot free throw given to a basketball team because of something wrong the opposing team did
triggers causes to start
mindset way of thinking

B

- Explain the task. Read the statements aloud. Ss work individually to complete the activity.
- Go over answers with the class. Ask Ss to provide the extract from the article that supports the corrected false statements.

Answers
 1. F; Angela Whyte considers her ritual of not carrying her podium clothes to the track rather irrational. (Paragraph 2: *It's a little psycho, but it worked!*)
 2. F; Those with an avid interest in sports are likely to be influenced by superstitions. (Paragraph 3: *... the greater the interest in sports, the more superstitious a person is likely to be.*)
 3. NG
 4. T
 5. T

Optional activity: Questions (20 minutes)

- Ss write questions about the article.**
- Ss work in pairs to write five questions about the article.
 - Tell Ss to close their books. Collect the questions and write them on the board (eliminating any doubles).
 - Set a time limit and have Ss answer the questions without looking back at the article. Go over answers with the class.

Optional activity: Vocabulary (15–20 minutes)

- Ss practice the vocabulary from the reading.**
- Have Ss look at the article again. Tell them to write down any words that they did not know before.
 - Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
 - Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
 - Ask Ss to read their sentences to the class.

C Group work

- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions.
- Ask groups to share their ideas with the class. To make sure that reporting to the class goes smoothly, groups can choose one or two members to report their ideas. Have Ss review their ideas with their own group at the end of the task to see if the group agrees with the information they will be presenting.

Do your students need more practice?	
Assign ...	for more practice in ...
Grammar Plus 4B	Grammar
Vocabulary Plus 4B	Vocabulary
Online Vocabulary Accelerator 4B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

3 Double comparatives (GRAMMAR)

Learning aim: Practice using double comparatives (20–25 minutes)

Grammar notes

In double comparatives, a conditional relationship is expressed. This condition is always expressed in the first clause. Compare the different meanings of these two sentences:

The more I paint, the more confidence I gain.

(If I paint more, I gain more confidence.)

The more confidence I gain, the more I paint.

(If I gain more confidence, I paint more.)

The verb *be* can be omitted if it is the main verb in the first clause.

The more experienced the musicians (are), the more confidence they have.

- Books closed. Write on the board:

the more I practice guitar

the better I become

Ask Ss which clause is a condition for the other, and have Ss say the full sentence. (Answer: The first clause is the condition for the other. *The more I practice guitar, the better I become.*)

- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 44 again. Explain the task and read the question aloud.
- Go over the answers with the class, having Ss identify and call out each of the eight double comparatives.

Answers

Eight double comparatives:

- I think the more you like to dance, the more you appreciate music with a Latin beat.*
- But the more I listened to the lyrics, the more I understood its powerful social message.*
- The more exciting the soundtrack, the better the movie seems.*
- The more I hear a pop song on the radio, the less I feel like buying it.*
- The more a band focuses on its appearance, the less interesting the music is.*
- The more knowledgeable you are about it, the more you'll be able to enjoy it.*
- ... and the catchier the tune, the more likely you are to remember the name of the product.*
- The louder the music gets, the sooner I feel like leaving.*

B Pair work

- Explain the task. Read the clauses aloud. Answer any questions about vocabulary.
- Go over the example answer as a class. Ss work individually to complete the activity.
- Ss work in pairs to compare and discuss answers.
- Go over answers with the class.

Answers

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

- Have pairs discuss the statements they agree with and explain why.
- Have a few pairs share their answers with the class.

C

- Explain the task. Read the beginning of each sentence aloud and answer any questions about vocabulary.
- Ss work individually to complete the sentences and add further information to clarify or support the statements.

D Pair work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Ss work in pairs to discuss their answers.
- Have a few Ss share their opinions with the class.

Optional activity: Double comparatives (20 minutes)

Ss practice writing sentences with double comparatives.

- Ss work individually to write three first clauses with comparatives using part B as a guide.
- Ss work in pairs to exchange papers and complete each sentence with a second comparative clause.

6 Return to simplicity (READING)

Learning aim: Develop skills in understanding vocabulary in context, reading for specific information, making inferences, and giving a personal reaction to a reading (25–30 minutes)

A Pair work

- Books closed. Write on the board:

rat race

Ask Ss what the phrase means. (Answer: a way of life that is competitive, rushed, and stressful, usually in a city) Ask Ss if they think they are in the rat race or if they lead a simple life.

- Books open. Explain the task. Ss work in pairs to discuss the question.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

precious extremely valuable

paralegal a person who works in a lawyer's office and assists with researching cases

trial lawyer a lawyer who defends or prosecutes clients in a courtroom

bed and breakfast a small inn with a few bedrooms, typically a person's home, where guests can sleep and have breakfast

dishing out serving (food)

mesa a high, flat piece of land

phenomenon something that is noticed because it is unusual or new

widespread very common throughout a large area

frazzled exhausting and stressful

gone way down decreased a lot

potluck dinner a dinner where each guest brings part of the meal

advocating expressing support for

consumption patterns the regular ways in which people buy and use resources

deprivation the state of not having enough

B

- Ask Ss to define *summary*. (Answer: a short version of an article that gives only the main points) Explain the task.
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers

- | | |
|----------------------|-------------|
| 1. more precious | 5. magazine |
| 2. bed and breakfast | 6. buy |
| 3. cutting down on | 7. money |
| 4. her kids | |

Optional activity: Vocabulary (15–20 minutes)

Ss practice the vocabulary from the reading.

- Have Ss look at the article again. Tell them to write down any words that they did not know before.
- Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
- Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
- Ask Ss to read their sentences to the class.

C Group work

- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions.
- Ask groups to share their ideas with the class. To make sure that reporting to the class goes smoothly, groups can choose one or two members to report their ideas. Have Ss review their ideas with their own group at the end of the task to see if the group agrees with the information they will be presenting.



For an alternative reading text or extra practice, download the Worksheet 7.2 *Bright ideas* from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 7B	Grammar
Vocabulary Plus 7B	Vocabulary
Online Vocabulary Accelerator 7B	Vocabulary
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Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

4 Physical features of animals (VOCABULARY)

Learning aim: Learn and practice using words for physical features of animals (15–20 minutes)

A Pair work

- Explain the task. Read the words aloud. Ask Ss for the singular of *hooves*. (Answer: hoof) Point out that some words can go in more than one column.
- Ss work in pairs to complete the chart.
- Go over answers with the class, asking Ss to point to the features shown in the pictures.

Answers

Birds: beaks, claws, feathers, tails, wings

Fish: fins, gills, scales, tails

Reptiles: beaks, claws, fangs, scales, tails

Mammals: claws, fangs, fur, hooves, horns, paws, tails, tusks

B Pair work

- Explain the task. Read the example answer aloud.
- Ss work in pairs to do the activity.
- Have Ss share their answers with the class.

Possible answers

Claws: jewelry, art

Feathers: pillows, fashion accessories (e.g., hats, jewelry)

Fins: food

Fur: clothing, fashion accessories

Hooves: hair products

Horns: traditional medicines

Paws: traditional medicines

Tusks: art, jewelry, buttons

Optional activity: *Guess the animal* (15 minutes)

Ss describe an animal, and other Ss guess which one it is.

- Ss work in groups to make a list of five or six animals and write notes describing them.
- Have groups take turns describing an animal while the other groups guess which one it is. Let the guessing groups use dictionaries, if necessary.

5 Is it right to do that? (DISCUSSION)

Learning aim: Talk about how humans use animals and practice the lesson vocabulary (15–20 minutes)

A

- Ask Ss to define *ethics*. (Answer: ideas and beliefs about what is morally right and wrong behavior)
- Explain the task. Read the survey aloud.
- Ss work individually to complete the survey and write one more idea. Brainstorm ideas as a class, if necessary.

B Group work

- Explain the task. Ss work in groups to discuss their answers to the survey in part A. Make sure they give reasons for their answers.
- Have a S from each group report on the group's discussion to the class.

Optional activity: *Class debate* (15–20 minutes)

Ss have a class debate.

- Write on the board:
The world would be better if everyone were a vegetarian.
- Divide the class into two groups: A and B. Tell group A to think of as many reasons as they can in favor of the statement. Tell group B to think of as many reasons as they can against the statement.
- Give Ss time to think of reasons individually. Then have them discuss their reasons within their group.
- Have each group take turns presenting their ideas to the class.



For more practice discussing this topic, download the Worksheet **8.1 Pet match** from the Teacher Support Site.

LESSON B ► Natural language

1 What's correct language? (STARTING POINT)

Learning aim: Discuss correctness in language and see subject-verb agreement with quantifiers in context (10–15 minutes)

A

- Books closed. Ask Ss to say if they think writing in English is easier than speaking in English. Ask them if they worry about making mistakes in English or if they think it is more important just to be understood.
- Books open. Explain the task. Read the statements aloud. Check that Ss understand the following vocabulary.

Vocabulary

- majority** the largest amount of a whole
- slang** informal, nonstandard words and phrases
- has the right** is allowed
- minority** the smallest amount of a whole

- Ss work individually to complete the activity.

B Pair work

- Explain the task. Read the example answer aloud.
- Ss work in pairs to do the activity.
- Have Ss share their partner's opinions with the class.

2 Text speak (DISCUSSION)

Learning aim: Talk about text speak (15–20 minutes)

A Pair work

- Books closed. Ask Ss what *text speak* is and if they ever use it.
- Books open. Explain the task. Read the text aloud.
- Ss work in pairs to complete the activity.
- Go over answers with the class.

Answers

- b4 = before
- ruok? = Are you OK?
- cul8r = See you later.
- xlnt = excellent
- gr8 = great
- 2nite = tonight

- Ask Ss if they know any other text speak. Write their answers on the board.

Optional activity: Text speak (10–15 minutes)

Ss write their own text speak.

- Ss work in pairs to write a message using text speak. The message could be about something they did yesterday or what they will do on the weekend, or Ss can use their imaginations and pretend they are on vacation and writing to a friend. Tell them to use as much text speak as possible.
- Have pairs exchange messages and read them.

B Group work

- Explain the task. Read the opinions aloud. Answer any questions about vocabulary.
- Ss work individually to choose the opinion they most agree with. Then Ss work in groups to discuss their opinions.
- Have a S from each group report on the group's discussion to the class.



To help Ss participate in this exercise, download the Fresh Idea **Face up, face down** from the Teacher Support Site.

9B Noun clauses with *whoever* and *whatever*

In formal speech and writing, *whoever* is used for the subject and *whomever* is used for the object of a clause. *Whomever* is rare in conversation.

Whoever wants a unique experience should try scuba diving in a coral reef.
I'll take *whomever* the instructor chooses for my rock-climbing partner.

When referring to a known and limited group of items, *whichever* can be used to mean "whatever one" or "whatever ones."

For your birthday, I'll pay for kayaking or skydiving lessons. You can choose *whichever* you want.
I've packed three kinds of sandwiches for the picnic. Your friends can have *whichever* they want.

1 Complete the sentences with *whoever* or *whomever*.

- I'm eating lunch outdoors today. Whoever wants to eat with me is welcome.
- Access to this beach is strictly limited to residents and _____ they invite.
- I believe urban environments without a significant presence of nature are unhealthy for _____ they surround.
- _____ lives in that house must love the sun – it's made almost entirely of glass.
- Some doctors say that spending more time in natural sunlight can be one source of relief for _____ winter depression afflicts.
- _____ thinks that our city parks are just a waste of space has certainly lost touch with nature.
- The manager position at the eco-resort will be filled by _____ the board of directors selects.

2 Fill in the blanks with *whoever*, *whatever*, or *whichever*.

Here's an idea for (1) whoever is feeling out of touch with nature. Why not enroll in a nature adventure program at a NaturVenture camp?

NaturVenture camps are convenient. Campers don't need to bring anything to our camps, because they can obtain (2) _____ they need from the camp stores. There's also a great selection of locations. There are four NaturVenture camps: on a river, in the forest, in the desert, and in the mountains.

In all four locations, we know how to get people in touch with nature! Our expert guides teach campers (3) _____ they want to know about kayaking, horseback riding, rock climbing, and many other outdoor activities. At our camps, we always keep safety in mind. Our trained medical staff is always on hand to assist (4) _____ might need help. The food is great, too. (5) _____ our chefs prepare always gets plenty of compliments.

Campers can choose (6) _____ of our four camps interests them. We offer one-week or two-week programs, so campers can choose (7) _____ suits their schedules and their budgets. And remember – there is a 10 percent discount for (8) _____ enrolls online. Sign up today!

12A Prepositions following work

Complete the conversations with the words from the box. Use the correct form of the verbs.

work against work around work for work off work toward

- A: We've been discussing this issue with the manufacturer for months. The engineers are getting close to figuring out a way to make the batteries last longer.
B: That's great! Sounds like you're working toward a solution.
- A: We don't have enough staff to finish the analysis on time. We've asked management for help, but they can't hire any new people right now.
B: That's too bad! It seems like your bosses are _____ you.
- A: My parents lent me a lot of money, and I don't know how to pay them back.
B: Do they need help around their house? Maybe you could _____ some of your debt by doing yard work, cleaning the garage, and things like that.
- A: Our firm has offices in Beijing and New York. Sometimes it's tricky to juggle the time zones, especially when we're trying to schedule meetings.
B: Having colleagues in different locations can be a challenge, but hopefully you'll find a way to _____ that problem.
- A: My last boss was extremely demanding. I learned a lot from her, but it was tough working 80 hours a week! If she was in the office, we had to be there, too.
B: Sounds like a valuable learning experience. In the future, I hope you get to _____ a manager with a more balanced approach to life!

12B Expressions related to success in the workplace

Choose the best words to complete the email.



Hello Mark,

Thank you for agreeing to write the job description for our new position. Here are my thoughts on what to include when you write it. Since this is an entrepreneurial company, we should put a high priority on finding someone who has original ideas and (1) is innovative / has charisma / has influence. We need a person who (2) has specialized training / has initiative / has influence and doesn't wait to be told what to do. In addition, since our company works in close-knit teams, the new hire should (3) have good communication skills / have self-discipline / be optimistic and be good at explaining ideas. We also want a candidate who (4) has specialized training / is conscientious / has leadership ability and can inspire others to do their best work. Finally, since we deal with a lot of internal and external change, the person we hire must (5) be adaptable / be trustworthy / be conscientious and able to cope with some degree of uncertainty.

I look forward to reading the job description.

Regards,

Laura

Unit 10 LANGUAGE SUMMARY

Vocabulary

Adverbs

Discourse markers

first / second / third
first of all
furthermore
in addition
in conclusion
likewise
nevertheless
next
similarly
to begin
to sum up
yet

Expressions

Idioms related to the use of language

have a sharp tongue
have a way with words
love to hear oneself talk
stick to the point
talk around a point
talk behind someone's back
talk someone into something
talk someone's ear off

Additional vocabulary

belonging
casual
common ground
credibility
muster
superficial

A Pair work

In this activity, pairs discuss what they learned and found interesting in the video.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have pairs discuss their answers to the questions.
- **Follow up** Have pairs share their discussions with the class.

B Pair work

In this activity, pairs speculate on what they think the story of the movie mentioned in the video is about.

- **Preview the activity** Go over the instructions. Tell pairs they should use the clips they saw to piece together how they think the movie's storyline goes.

- **Do the activity** Have each pair write an outline for the movie's story. Help as needed.
- **Follow up** Have pairs share their ideas. Then have the class decide on the most likely final version.

C Writing

In this activity, Ss write about a project they would like to crowdfund.

- **Preview the activity** Go over the instructions. Hold a brief class brainstorming session about projects Ss would like to do if they had enough money. Encourage them to think freely and ask questions for further information.
- **Do the activity** Have Ss make a paragraph outline and then expand upon it to complete their writing.
- **Follow up** Have Ss share their writing with the class. Have the class choose the top three ideas they most connect with and would fund if they could.

Project

A Write the script

In this activity, Ss write their own video about a favorite movie or TV show.

- **Preview the activity** Tell Ss they will work in pairs to make a video about a favorite movie or TV show. Ss will write a script and then talk about it or act out scenes from it on camera.
- **Brainstorm** Brainstorm ideas with the class about favorite movies and TV shows and how Ss can approach making their video. Remind Ss that they can describe a movie or show, say what it is about, or describe anything they know about how it was made. They can also act out scenes if they like.

Sample ideas:

- **Idea 1:** Talk about a movie or TV show, explaining the storyline, the stars, and what people like and dislike about it
- **Idea 2:** Present an idea for a movie or TV show and try to "sell" it to the audience to get funding
- **Idea 3:** Act out scenes from a favorite movie or TV program; the class guesses which movie or program is being recreated
- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:

Report on my favorite show

- S1 introduces the show and basic idea and story.
- S2 discusses actors on the show and how they handle its themes.
- S1 talks about the critical acclaim for the show and why people like or don't like it.
- S2 gives a summary of the show and why it was chosen.
- **Write the script** Have Ss write their scripts using their outlines. Have Ss read through their work and revise as needed.
- **Check the script** Have Ss rehearse their scripts. Help as needed.

B Make and share the video

Ss make and share their own video about a movie or TV show.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Have Ss say one thing they liked about each video. Then have them say one way they think each video could be improved.

Unit 6 Video

HILLARY REYNOLDS BAND

Hillary: Well, we are the Hillary Reynolds Band, and we are Boston based. We're from all different parts of the country and met in Berkeley College of Music. Uh, and we've been making music together now for a couple of years.

Trevor: We're often asked to describe our music, uh, you know, in a word or a couple of words. And I suppose the easiest way to describe it would be either indie-folk or folk-pop. And what we try to do is combine catchy pop melodies, hooks, that sort of thing, with acoustic folk instruments. We try to create soothing, acoustic textures on which to put pop melodies and pop songwriting. So we have all sorts of acoustic instruments: I play the cello, Jeff plays ukulele, Hillary will play the mandolin, Chris plays acoustic upright bass. Um, so we try to use those kinds of instruments and those kinds of sounds and textures to get across pop songwriting.

Hillary: Most signed artists have a whole team of people that are dedicated to making the "machine" work. And we don't have that luxury at this point. And so we'll book our own tour; we'll book our own studio time; we'll write our own songs; we'll arrange them ourselves; and upcoming for our . . . our next album, we'll be producing as well.

Our process for writing songs is very diverse. And sometimes I will approach the band with a full song that's just needing some arrangements and needs a top and tail. Uh, there are other times where we will collaborate a hundred percent together, and we'll start off with nothing and then leave a rehearsal, leave a session with everything. Uh, and, so, between the two, there's a lot of space for variation. And that is what makes our songwriting so complex and so . . . so great.

Trevor: You know, we sort of play cover songs as a way to get people's attention, and as a way to . . . people are interested because they hear music they know. And then once they're listening to us and what we have to offer, it . . . they're in a better space to hear our original songs. And I think the more we play covers, the more they are willing to give our original songs a chance.

Jeff: In the past, we would make a lot of cold calls because we wouldn't have a whole lot of contacts around the country with whom to book engagements and all these things. So these days, it's the case that people will contact us instead, because we have then made a name for ourselves, having been around for so long. The more, um, gigs you play and the bigger your résumé is, the easier it then becomes to get more high-profile gigs and work your way up that ladder.

Hillary: Our fans reach out to us through all of the mediums of social media and all those platforms. And it's a really overwhelmingly awesome feeling to get a message from somebody who's reaching out, telling accounts of how a song has impacted them, helped them get through a tough time, or, you know, made them feel good. And we welcome all of that.

Trevor: Those are the best kinds of feedback.

Hillary: Those are the best. Yeah.

Trevor: Uh, it takes a lot of hard work to be successful in the music business. And the harder you work, the better your chances of becoming successful at what you love to do. And passion is very important. You have to love it. If you love it, it's easy to work hard.

Well, in terms of what we want for ourselves going forward . . . In the past, people would define success, or bands would define success, by signing with a major label, becoming really famous, mainstream radio. But we're really happy if we can make music for our lives and make music as friends and play our music for people. Um, so, I think, you know, how we want to come across is just as a group of friends making music together and pouring our lives and pouring our hearts into songs. And, hopefully, that comes across to the listeners and, hopefully, people can listen to our music and feel like they know us as people.