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Jack C. Richards & Chuck Sandy

Passages

Third Edition

Teacher's Edition

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 CAMBRIDGE
UNIVERSITY PRESS

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Plan of **BOOK 1**

	FUNCTIONS	GRAMMAR	VOCABULARY
UNIT 1 Friends and family pages 2–9			
A What kind of person are you? B Every family is different.	<ul style="list-style-type: none"> Describing personalities Expressing likes and dislikes Describing personal change Stating advantages and disadvantages 	<ul style="list-style-type: none"> Verbs followed by gerunds Noun clauses after <i>be</i> 	<ul style="list-style-type: none"> Personality collocations Compound family terms
UNIT 2 Mistakes and mysteries pages 10–17			
A Life lessons B I can't explain it!	<ul style="list-style-type: none"> Describing rules and obligations in the past Giving advice about the past Speculating about past events Offering explanations about past events 	<ul style="list-style-type: none"> Past modals and phrasal modals of obligation Modals with multiple uses 	<ul style="list-style-type: none"> Collocations with <i>problem</i> Verbs of belief
UNIT 3 Exploring new cities pages 18–25			
A Popular destinations B My kind of town	<ul style="list-style-type: none"> Describing and giving information about places Stating preferences Presenting contrasting information Categorizing and evaluating issues 	<ul style="list-style-type: none"> Defining and non-defining relative clauses Order of modifiers Connecting contrasting ideas 	<ul style="list-style-type: none"> Features of cities Compound terms for towns
UNITS 1–3 Communication review pages 26–27			
UNIT 4 Early birds and night owls pages 28–35			
A It's about time! B Tossing and turning	<ul style="list-style-type: none"> Describing routines and habits Giving advice Explaining reasons and conditions Giving interpretations of meaning 	<ul style="list-style-type: none"> Reduced time clauses Clauses stating reasons and conditions 	<ul style="list-style-type: none"> Phrasal verbs related to energy and sleep Expressions related to sleep
UNIT 5 Communication pages 36–43			
A Making conversation B It's personal.	<ul style="list-style-type: none"> Describing types of conversationalists Talking about appropriate behavior Starting a conversation Making small talk Reporting what someone else has said 	<ul style="list-style-type: none"> Infinitive and gerund phrases Reported speech 	<ul style="list-style-type: none"> Terms to describe behavior Expressions for reported speech
UNIT 6 What's the real story? pages 44–51			
A That's some story! B Storytelling	<ul style="list-style-type: none"> Presenting information in chronological order Narrating news events Organizing and presenting information 	<ul style="list-style-type: none"> Present perfect vs. simple past Present perfect vs. present perfect continuous Adverbs with the simple past and past perfect 	<ul style="list-style-type: none"> News events Storytelling expressions
UNITS 4–6 Communication review pages 52–53			

Student's Book overview

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

Passages includes a range of activities that will:

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

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

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

5

COMMUNICATION

LESSON A ▶ Making conversation

1 STARTING POINT
Types of people you might meet

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

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

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

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

STARTING POINT

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

36 **UNIT 5** Communication

GRAMMAR

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

VOCABULARY

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

2 GRAMMAR

Infinitive and gerund phrases

It + be + adjective/noun + infinitive phrase is often used to comment on behavior. These sentences can also be restated with gerund phrases.

It's rude to ignore your conversation partner. **Ignoring** your conversation partner is rude.

It's a good idea to try out different topics. **Trying out** different topics is a good idea.

The word *considered* may also follow *be* in this kind of sentence.

It's considered impolite to interrupt people. **Interrupting** people is considered impolite.

These sentences can also include the phrase *for + person/pronoun*.

It's customary for the complemter to say nice things about others. **Saying** nice things about others is customary for the complemter.

GRAMMAR PLUS see page 114

A Look at the Starting Point on page 36 again. Can you find more sentences that begin with gerunds? Try to change them into sentences beginning with *it's*.

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

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

3 VOCABULARY & SPEAKING

What's appropriate?

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

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

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

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

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



VOCABULARY PLUS see page 134

LESSON A Making conversation 37

4 ROLE PLAY

Making small talk

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

What's Safe for Small Talk?

<input type="checkbox"/> Children and family	<input type="checkbox"/> Health problems	<input type="checkbox"/> Salaries
<input type="checkbox"/> Current affairs	<input type="checkbox"/> Hobbies	<input type="checkbox"/> Sports
<input type="checkbox"/> Entertainment	<input type="checkbox"/> Marital status	<input type="checkbox"/> The weather



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

"Hi. How's it going?"

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

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

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

Useful expressions

Conversation openers

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

Conversation closers

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

5 LISTENING

Party talk

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

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

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

1. _____ 2. _____ 3. _____

38 UNIT 5 Communication

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 READING

Do I know you?

A Group work What does *amnesia* mean? What are some things that might cause amnesia? Discuss with your group.

Amnesia Spoils Newlyweds' Bliss

What if the person you married forgot who you were? For one Texas couple, marriage became a blind date when the groom came down with amnesia days after their wedding.

Amy and Sean McNulty's wedding day started well, but ended with a shock. One of Sean's good friends was in a serious car accident after the wedding and ended up in a coma. Nevertheless, Amy and Sean decided to make their honeymoon trip according to plans.

At the airport, Sean realized he'd left his wallet in their car. He said to Amy, "I'll be right back." But he didn't return.

Amy contacted the police, who found Sean wandering near a motel three days later. He was confused and covered in bug bites. He had no idea who he was or who Amy was. Sean could not remember any personal details from his life, not even his mother.

Amy was now married to a man who viewed her as a stranger. "I wondered, you know, is he going to remember me? How is our relationship going to, you know, form?" said Amy.

This was a big change after a six-year courtship and plenty of shared memories.

When Sean got out of the hospital, Amy had to give him a tour of their home. Although he had a room devoted to music, he couldn't even remember what it meant to hear music.

Psychiatrist Dr. Daniel Brown says Sean's amnesia might have been caused by a series of stressful moments, like his friend's car accident. According to Dr. Brown, Sean's brain didn't connect with his identity anymore. "He doesn't know who Sean McNulty is and has no personal memories or autobiographical memories to account for who he might be."

Dr. Brown explained that amnesia was like forgetting the name of a file you stored on your computer. "You know it's there but you can't find it," said Brown. "His memory is like that. He still has the file."

Fortunately, better times soon arrived. The day before their first anniversary, Sean's memories flooded back in an instant. He soon remembered everything, including their wedding. "I remember shoving cake in her face," said Sean. "It was great."

Sean views the experience as a chance to confirm he picked the right bride. "I got to see how much she loves me," said Sean. "We have a much stronger and closer bond from the experience. I couldn't have found a better woman to spend my life with."



Source: "Amnesia Spoils Newlyweds' Bliss," ABC News

B Read the article. Are these statements true or false? Choose the correct answer.

	True	False
1. Sean's amnesia began after he was in a car accident.	<input type="checkbox"/>	<input type="checkbox"/>
2. Sean and Amy didn't know each other well before they got married.	<input type="checkbox"/>	<input type="checkbox"/>
3. Sean shoved cake in Amy's face when he remembered who she was.	<input type="checkbox"/>	<input type="checkbox"/>
4. The amnesia might have been caused by stress.	<input type="checkbox"/>	<input type="checkbox"/>

C Group work Discuss these questions. Then share your answers with the class.

1. What would you have done if you had been in Amy's position?
2. What would be some of the problems you'd face if you ever forgot everything?