

THIRD EDITION

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SUMMIT 2B

JOAN SASLOW ALLEN ASCHER

with WORKBOOK



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THIRD EDITION

SUMMIT 2B

ENGLISH FOR TODAY'S WORLD
with WORKBOOK

JOAN SASLOW
ALLEN ASCHER



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LEARNING OBJECTIVES

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	irLanguage.com
UNIT 1 Dreams and Goals PAGE 2	<ul style="list-style-type: none"> • Ask about someone's background • Discuss career and study plans • Compare your dreams and goals in life • Describe job qualifications 	<ul style="list-style-type: none"> • Job applications • Collocations for career and study plans • Describing dreams and goals <p>Word Study:</p> <ul style="list-style-type: none"> • Collocations with <u>have</u> and <u>get</u> for qualifications 	<ul style="list-style-type: none"> • Simultaneous and sequential past actions: review and expansion • Completed and uncompleted past actions closely related to the present <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Describing past actions and events: review • Stative verbs: non-action and action meanings 	
UNIT 2 Character and Responsibility PAGE 14	<ul style="list-style-type: none"> • Describe the consequences of lying • Express regret and take responsibility • Explore where values come from • Discuss how best to help others 	<ul style="list-style-type: none"> • Taking or avoiding responsibility • Philanthropic work 	<ul style="list-style-type: none"> • Adjective clauses: review and expansion • "Comment" clauses <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Adjective clauses: overview • Grammar for Writing: adjective clauses with quantifiers • Grammar for Writing: reduced adjective clauses 	
UNIT 3 Fears, Hardships, and Heroism PAGE 26	<ul style="list-style-type: none"> • Express frustration, empathy, and encouragement • Describe how fear affects you physically • Discuss overcoming handicaps and hardships • Examine the nature of heroism 	<ul style="list-style-type: none"> • Expressing frustration, empathy, and encouragement • Physical effects of fear <p>Word Study:</p> <ul style="list-style-type: none"> • Using parts of speech 	<ul style="list-style-type: none"> • Clauses with <u>no matter</u> • Using <u>so ... (that)</u> or <u>such ... (that)</u> to explain results <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Embedded questions: review and common errors • Non-count nouns made countable • Nouns used in both countable and uncountable sense 	
UNIT 4 Getting Along with Others PAGE 38	<ul style="list-style-type: none"> • Discuss how to overcome shortcomings • Acknowledge inconsiderate behavior • Explain how you handle anger • Explore the qualities of friendship 	<ul style="list-style-type: none"> • Shortcomings • Expressing and controlling anger 	<ul style="list-style-type: none"> • Adverb clauses of condition • Cleft sentences: review and expansion <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Grammar for Writing: more conjunctions and transitions • Cleft sentences: more on meaning and use 	
UNIT 5 Humor PAGE 50	<ul style="list-style-type: none"> • Discuss the health benefits of laughter • Respond to something funny • Analyze what makes us laugh • Explore the limits of humor 	<ul style="list-style-type: none"> • Ways to respond to jokes and other funny things • Common types of jokes • Practical jokes 	<ul style="list-style-type: none"> • Indirect speech: backshifts in tense and time expressions • Questions in indirect speech <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Imperatives in indirect speech • Changes to pronouns and possessives • <u>Say, tell, and ask</u> • Other reporting verbs 	

CONVERSATION STRATEGIES

- Use Thanks for asking to express appreciation for someone's interest.
- Use Correct me if I'm wrong, but ... to tentatively assert what you believe about someone or something.
- Say I've given it some thought and ... to introduce a thoughtful opinion.
- Informally ask for directions by saying Steer me in the right direction.
- Say As a matter of fact to present a relevant fact.
- Offer assistance with I'd be more than happy to.
- Say I really appreciate it to express gratitude.

- Admit having made a mistake by apologizing with I'm really sorry, but ...
- Confirm that someone agrees to an offer with if that's OK.
- Use That's really not necessary to politely turn down an offer.
- Take responsibility for a mistake by saying Please accept my apology.

- Ask Is something wrong? to express concern about someone's state of mind.
- Ask What's going on? to show interest in the details of someone's problem.
- Begin an explanation with Well, basically to characterize a problem in few words.
- Say Hang in there to offer support to someone facing a difficulty.
- Say Anytime to acknowledge someone's appreciation and minimize what one has done.

- Introduce an uncomfortable topic with there's something I need to bring up.
- Say I didn't realize that to acknowledge a complaint about your behavior.
- Use I didn't mean to ... to apologize for and summarize someone's complaint.
- Say On the contrary to assure someone that you don't feel the way they think you might.
- Say I can see your point to acknowledge someone's point of view.

- Exclaim You've got to see this! to urge someone to look at something.
- Introduce a statement with Seriously to insist someone not hesitate to take your suggestion.
- Say That's priceless to strongly praise something.
- Agree informally with Totally.

LISTENING / PRONUNCIATION

- Listening Skills:**
- Listen to activate vocabulary
 - Listen for main ideas
 - Listen to confirm content
 - Listen for supporting details
 - Listen to infer

PRONUNCIATION BOOSTER

- Sentence stress and intonation: review

- Listening Skills:**
- Listen to infer information
 - Listen to support an opinion
 - Listen for main ideas
 - Listen to classify
 - Listen to confirm content
 - Listen for point of view
 - Listen to summarize
 - Listen to draw conclusions

PRONUNCIATION BOOSTER

- Emphatic stress and pitch to express emotion

- Listening Skills:**
- Listen to predict
 - Listen to activate parts of speech
 - Listen for details
 - Listen to retell a story
 - Listen to summarize

PRONUNCIATION BOOSTER

- Vowel reduction to /ə/

- Listening Skills:**
- Listen to activate grammar
 - Listen to summarize the main idea
 - Listen to infer information
 - Listen to draw conclusions

PRONUNCIATION BOOSTER

- Shifting emphatic stress

- Listening Skills:**
- Listen to activate vocabulary
 - Listen to summarize
 - Listen to take notes
 - Listen to apply ideas

PRONUNCIATION BOOSTER

- Intonation of sarcasm

READING

- Texts:**
- An application for employment
 - An article about two famous people
 - An article about good and bad interview behavior
 - A job advertisement
 - A résumé

- Skills / strategies:**
- Understand idioms and expressions
 - Confirm information
 - Apply ideas

- Texts:**
- A survey about taking or avoiding responsibility
 - An article about lying
 - A textbook article about the development of values
 - Dictionary entries
 - Short biographies

- Skills / strategies:**
- Understand idioms and expressions
 - Relate to personal experience
 - Classify vocabulary using context
 - Critical thinking

- Texts:**
- A self-test about how fearful you are
 - Interview responses about how fear affects people physically
 - An article about Marlee Matlin
 - Profiles of three heroes

- Skills / strategies:**
- Understand idioms and expressions
 - Understand meaning from context
 - Summarize

- Texts:**
- Profiles about people's shortcomings
 - Descriptions of different workshops
 - An article on friendship

- Skills / strategies:**
- Understand idioms and expressions
 - Understand meaning from context
 - Apply ideas
 - Relate to personal experience

- Texts:**
- A self-test about your sense of humor
 - An article about the health benefits of laughter
 - An article about the theories of humor
 - Descriptions of practical jokes

- Skills / strategies:**
- Understand idioms and expressions
 - Critical thinking
 - Classify

WRITING

- Task:**
- Write a traditional cover letter to an employer

- Skill:**
- A formal cover letter

- Task:**
- Write a college application essay

- Skill:**
- Restrictive and non-restrictive adjective clauses

- Task:**
- Write a short report about a dangerous or frightening event

- Skill:**
- Reducing adverbial clauses

- Task:**
- Write a three-paragraph essay presenting a solution to a common shortcoming

- Skill:**
- Transitional topic sentences

- Task:**
- Write a true or imaginary story

- Skill:**
- Writing dialogue

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Troubles While Traveling PAGE 62	<ul style="list-style-type: none"> Describe some causes of travel hassles Express gratitude for a favor while traveling Discuss staying safe on the Internet Talk about lost, stolen, or damaged property 	<ul style="list-style-type: none"> Travel nouns Word Study: <ul style="list-style-type: none"> Past participles as noun modifiers 	<ul style="list-style-type: none"> Unreal conditional sentences: continuous forms Unreal conditional statements with <u>if it weren't for ... / if it hadn't been for ...</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> The conditional: summary and extension
UNIT 7 Mind Over Matter PAGE 74	<ul style="list-style-type: none"> Suggest that someone is being gullible Examine superstitions for believability Talk about the power of suggestion Discuss phobias 	<ul style="list-style-type: none"> Ways to express disbelief Expressions with <u>mind</u> Word Study: <ul style="list-style-type: none"> Noun and adjective forms 	<ul style="list-style-type: none"> Nouns: indefinite, definite, unique, and generic meaning (review and expansion) Indirect speech: <u>it</u> + a passive reporting verb GRAMMAR BOOSTER <ul style="list-style-type: none"> Article usage: summary Definite article: additional uses More non-count nouns with both a countable and an uncountable sense Grammar for Writing: indirect speech with passive reporting verbs
UNIT 8 Performing at Your Best PAGE 86	<ul style="list-style-type: none"> Discuss your talents and strengths Suggest ways to boost intelligence Explain how you produce your best work Describe what makes someone a "genius" 	<ul style="list-style-type: none"> Expressions to describe talents and strengths Adjectives that describe aspects of intelligence 	<ul style="list-style-type: none"> Using auxiliary <u>do</u> for emphatic stress The subjunctive GRAMMAR BOOSTER <ul style="list-style-type: none"> Grammar for Writing: emphatic stress Infinitives and gerunds in place of the subjunctive
UNIT 9 What Lies Ahead? PAGE 98	<ul style="list-style-type: none"> Discuss the feasibility of future technologies Evaluate applications of innovative technologies Discuss how to protect our future environment Examine future social and demographic trends 	<ul style="list-style-type: none"> Innovative technologies Ways to express a concern about consequences Describing social and demographic trends 	<ul style="list-style-type: none"> The passive voice: the future, the future as seen from the past, and the future perfect The passive voice in unreal conditional sentences GRAMMAR BOOSTER <ul style="list-style-type: none"> Grammar for Writing: when to use the passive voice
UNIT 10 An Interconnected World PAGE 110	<ul style="list-style-type: none"> React to news about global issues Describe the impact of foreign imports Discuss the pros and cons of globalization Suggest ways to avoid culture shock 	<ul style="list-style-type: none"> Phrasal verbs to discuss issues and problems 	<ul style="list-style-type: none"> Separability of transitive phrasal verbs GRAMMAR BOOSTER <ul style="list-style-type: none"> Phrasal verbs: expansion

Reference Charts	page 122
Grammar Booster	page 137
Pronunciation Booster	page 147
Test-Taking Skills Booster	page 156

CONVERSATION STRATEGIES

LISTENING / PRONUNCIATION

READING

WRITING

- Ask a stranger for help with I wonder if you could do me a favor.
- Agree to offer assistance with How can I help?
- Confirm willingness to perform a favor with I'd be happy to.
- Introduce a statement of relief with It's a good thing.

- Listening Skills:**
- Listen to infer
 - Listen to activate grammar
 - Listen for main ideas
 - Listen to confirm content
 - Listen to understand meaning from context
 - Listen for details
 - Listen to summarize

- Texts:**
- A travel tips contest
 - Interview responses about travel hassles
 - An article about the dangers of public Wi-Fi
- Skills / strategies:**
- Understand idioms and expressions
 - Understand meaning from context
 - Paraphrase
 - Find supporting details

- Task:**
- Write an essay comparing and contrasting two means of transportation
- Skill:**
- A comparison and contrast essay

PRONUNCIATION BOOSTER

- Regular past participle endings
- Reduction in perfect modals

- Call someone's attention to an outrageous claim with Can you believe this?
- Express surprise at someone's gullibility with Oh, come on.
- Use That's got to be to underscore a conclusion.
- Add I guess to an opinion one isn't sure about.
- Express extreme agreement to another's opinion with You can say that again.

- Listening Skills:**
- Listen for details
 - Listen to confirm content
 - Listen to summarize
 - Listen to infer

- Texts:**
- A website about superstitions
 - An article about the placebo and nocebo effects
- Skills / strategies:**
- Understand idioms and expressions
 - Infer meaning
 - Draw conclusions
 - Critical thinking

- Task:**
- Write a four-paragraph essay on superstitions
- Skill:**
- Subject / verb agreement: expansion

PRONUNCIATION BOOSTER

- Linking sounds

- Say Guess what? to introduce exciting news.
- Use I can't make up my mind between ... to signal indecision.
- Use I wouldn't say ... to express modesty or doubt.
- Support a statement or point of view with I've been told that.
- Provide support for someone's decision with I don't think you can go wrong.

- Listening Skills:**
- Listen for main ideas
 - Listen to infer
 - Listen for supporting details
 - Listen to draw conclusions

- Texts:**
- A quiz on emotional intelligence
 - An article on whether intelligence can be increased
 - An article on staying on target
- Skills / strategies:**
- Understand idioms and expressions
 - Apply ideas
 - Relate to personal experience

- Task:**
- Write a three-paragraph essay about the challenges of staying focused
- Skill:**
- Explaining cause and result

PRONUNCIATION BOOSTER

- Emphatic stress with auxiliary verbs

- Use For one thing to introduce an important first argument.
- Say Well, if you ask me ... to offer an opinion.
- Use I mean to clarify what you just said.
- Say I see your point to concede the value of someone else's opinion.

- Listening Skills:**
- Listen to activate vocabulary
 - Listen to identify point of view
 - Listen to confirm content
 - Listen to infer information
 - Listen to draw conclusions

- Texts:**
- A survey on future predictions
 - An article on how people in the past envisioned the future
 - An article on what some people are doing to protect the environment
 - Dictionary entries

- Task:**
- Write a four- or five-paragraph essay about the future
- Skill:**
- The thesis statement in a formal essay

PRONUNCIATION BOOSTER

- Reading aloud

- Skills / strategies:**
- Understand idioms and expressions
 - Understand meaning from context
 - Draw conclusions

- Begin a statement with Can you believe ... to introduce surprising, exciting, or disturbing information.
- Use But on the bright side to change a negative topic to something more positive.
- Begin a statement with It just goes to show you ... to emphasize a point.
- Say Well, that's another story to acknowledge a positive or negative change of topic.
- Begin a statement with You'd think ... to express frustration with a situation.

- Listening Skills:**
- Listen to activate vocabulary
 - Listen to summarize
 - Listen to confirm information
 - Listen to understand meaning from context
 - Listen to draw conclusions

- Texts:**
- A quiz on English in today's world
 - News stories about global issues and problems
 - People's opinions about foreign imports
 - An article about the pros and cons of globalization

- Task:**
- Write a four-paragraph essay to rebut an opposing view about globalization
- Skill:**
- Rebutting an opposing point of view

PRONUNCIATION BOOSTER

- Intonation of tag questions

- Skills / strategies:**
- Understand idioms and expressions
 - Understand meaning from context
 - Identify supporting ideas
 - Interpret information in a graph

TO THE TEACHER

What is *Summit*?

Summit is a two-level high-intermediate to advanced communicative course that develops confident, culturally fluent English speakers able to navigate the social, travel, and professional situations they will encounter as they use English in their lives. *Summit* can follow the intermediate level of any communicative series, including the four-level **Top Notch** course.

Summit delivers immediate, demonstrable results in every class session through its proven pedagogy and systematic and intensive recycling of language. Each goal- and achievement-based lesson is tightly correlated to the Can-Do Statements of the Common European Framework of Reference (CEFR). The course is fully benchmarked to the Global Scale of English (GSE).

Each level of *Summit* contains material for 60 to 90 hours of classroom instruction. Its full array of additional print and digital components can extend instruction to 120 hours if desired. Furthermore, the entire *Summit* course can be tailored to blended learning with its integrated online component, *MyEnglishLab*. *Summit* offers more ready-to-use teacher resources than any other course available today.

NEW This third edition represents a major revision of content and has a greatly increased quantity of exercises, both print and digital. Following are some key new features:

- **Conversation Activator Videos** to build communicative competence
- **Discussion Activator Videos** to increase quality and quantity of expression
- A **Test-Taking Skills Booster** (and **Extra Challenge Reading Activities**) to help students succeed in the reading and listening sections of standardized tests
- An **Understand Idioms and Expressions** section in each unit increases the authenticity of student spoken language

Award-Winning Instructional Design*

Demonstrable confirmation of progress

Every two-page lesson has a clearly stated communication goal and culminates in a guided conversation, free discussion, debate, presentation, role play, or project that achieves the goal. Idea framing and notepadding activities lead students to confident spoken expression.

Cultural fluency

Summit audio familiarizes students with a wide variety of native and non-native accents. Discussion activities reflect the topics people of diverse cultural backgrounds talk about in their social and professional lives.

Explicit vocabulary and grammar

Clear captioned illustrations and dictionary-style presentations, all with audio, take the guesswork out of meaning and ensure comprehensible pronunciation. Grammar is embedded in context and presented explicitly for form, meaning, and use. The unique "Recycle this Language" feature encourages active use of newly learned words and grammar during communication practice.

Active listening syllabus

More than 50 listening tasks at each level of *Summit* develop critical thinking and crucial listening comprehension skills such as listen for details, main ideas, confirmation of content, inference, and understand meaning from context.

Conversation and Discussion Activators

Memorable conversation models with audio provide appealing natural social language and conversation strategies essential for post-secondary learners. Rigorous Conversation Activator and Discussion Activator activities with video systematically stimulate recycling of social language, ensuring it is not forgotten. A unique Pronunciation Booster provides lessons and interactive practice, with audio, so students can improve their spoken expression.

Systematic writing skills development

Summit teaches the conventions of correct English writing so students will be prepared for standardized tests, academic study, and professional communication. Lessons cover key writing and rhetorical skills such as using parallel structure and avoiding sentence fragments, run-on sentences, and comma splices. Intensive work in paragraph and essay development ensures confident and successful writing.

Reading skills and strategies

Each unit of *Summit* builds critical thinking and key reading skills and strategies such as paraphrasing, drawing conclusions, expressing and supporting an opinion, and activating prior knowledge. Learners develop analytical skills and increase fluency while supporting their answers through speaking.

*We wish you and your students enjoyment and success with **Summit**. We wrote it for you.*





Joan Saslow and Allen Ascher

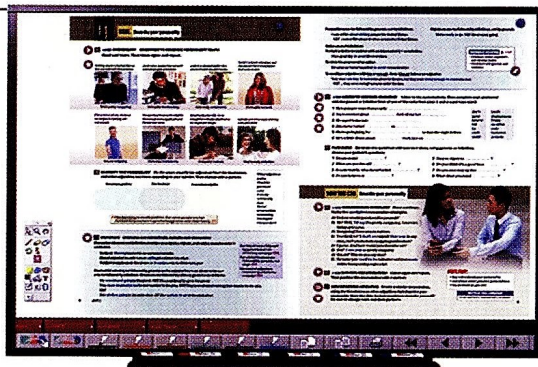
**Summit* is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

ActiveTeach


Maximize the impact of your **Summit** lessons. Digital Student's Book pages with access to all audio and video provide an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of easy-to-access digital and printable features.

For class presentation . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Discussion Activator videos: increase quality and quantity of expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Extra Challenge Reading Activities: help students succeed at standardized proficiency tests.



PLUS

- Interactive Whiteboard tools, including zoom, highlight, links, notes, and more.
-  Clickable Audio: instant access to the complete classroom audio program
- **Summit TV** Video Program: fully-revised authentic TV documentaries as well as unscripted on-the-street interviews, featuring a variety of regional and non-native accents

For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- **Summit TV** teaching notes
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- **Summit TV** activity worksheets

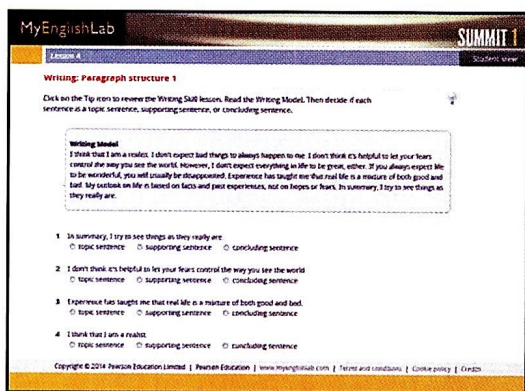
For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

Ready-made Summit Web Projects provide authentic application of lesson language.

MyEnglishLab

An optional online learning tool



- **NEW** Immediate, meaningful feedback on wrong answers
- **NEW** Remedial grammar exercises
- **NEW** Grammar Coach videos for general reference
- Interactive practice of all material presented in the course
- Grade reports that display performance and time on task
- Auto-graded achievement tests

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Choose printable or online version

Classroom Audio Program

- A set of Audio CDs, as an alternative to the clickable audio in ActiveTeach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- **NEW** The app *Summit Go* allows access anytime, anywhere and lets students practice at their own pace. The entire audio program is also available for students at www.english.com/summit3e.

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in ActiveTeach

For more information: www.pearsonelt.com/summit3e

ABOUT THE AUTHORS

Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Top Notch*. She is also author of *English in Context*, a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors*, *NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Top Notch*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

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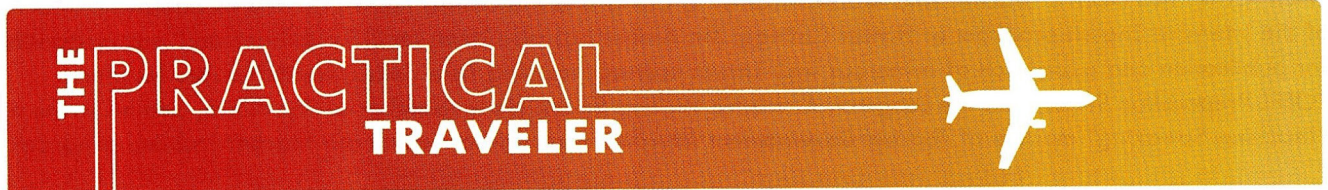
Troubles While Traveling

COMMUNICATION GOALS

- 1 Describe some causes of travel hassles
- 2 Express gratitude for a favor while traveling
- 3 Discuss staying safe on the Internet
- 4 Talk about lost, stolen, or damaged property

PREVIEW

A FRAME YOUR IDEAS Read about the online contest. On a separate sheet of paper, write your own tips for the common travel hassles.



HATE TRAVEL HASSLES? ENTER THE TRAVEL TIPS CONTEST!

CONTEST DIRECTIONS: Click on a pull-down menu to enter your own tip for dealing with a specific travel hassle. When you have finished entering all your tips, click on the link to our secure server to submit your tips. Contest winner will be announced on July 15. All decisions final.

CONTEST DEADLINE: July 1

Click [here](#) for a full list of prizes for the finalists.

No limit on number of submissions. Enter as many times as you want!

AIR TRAVEL

YUCK!

- Inedible or no food on flights ▼
- Unexpected checked baggage fees ▼
- Carry-on luggage fees ▼
- Insufficient room in overhead bins ▼
- Overbooked flights ▼
- Missed connections ▼
- Lost luggage ▼
- Long lines at check-in and security screening ▼
- Items confiscated by security ▼

CAR TRAVEL

- Mechanical breakdowns ▼
- Flat tire ▼
- Parking tickets ▼
- Getting towed for parking illegally ▼
- Children arguing in the backseat ▼
- Finding a bathroom ▼
- Getting lost ▼
- Traffic jams ▼

OTHER TRAVEL HASSLES

- Poor air-conditioning or heating ▼
- No phone service or Wi-Fi access ▼
- Delays ▼
- Unexpected bus or train delays ▼
- Uncomfortable seats ▼
- Dirty bathrooms ▼
- Loud or rude passengers ▼

CONTINUE ▶ **SUBMIT** ▶

B ▶ 3:16 **VOCABULARY TRAVEL NOUNS** Find and circle these words and phrases in the contest. Listen and repeat. Then, with a partner, explain the meaning of each one.

- checked baggage fees
- carry-on luggage
- an overhead bin
- a missed connection
- security screening
- a breakdown
- a flat tire
- a parking ticket

C DISCUSSION Share your tips. Decide which tips you think are good enough to win the contest.

D ▶ 3:17 **SPOTLIGHT** Read and listen to two friends talking about a travel hassle on a business trip. Notice the spotlighted language.

Edison: Oh, no. My folder's missing! It had my passport and my boarding pass in it.

Yuji: Uh-oh! Try to think. When did you see it last? Was it at the hotel?

Edison: Let's see ... **I'm drawing a blank.** Oh! I remember now. I'd just finished printing out the boarding pass when the front desk called to say the airport limo was waiting downstairs. So I got my stuff together and split.

Yuji: Do you think you could have left the folder in the room or at the front desk when you checked out? Or what about in the limo?

Edison: Well, I distinctly remember looking back at the seat of the limo before I slammed the door, just to check that I hadn't left anything, and I hadn't. It's got to be in the hotel.

Yuji: Well, don't freak out. **It's a safe bet** they'll find it in the hotel.

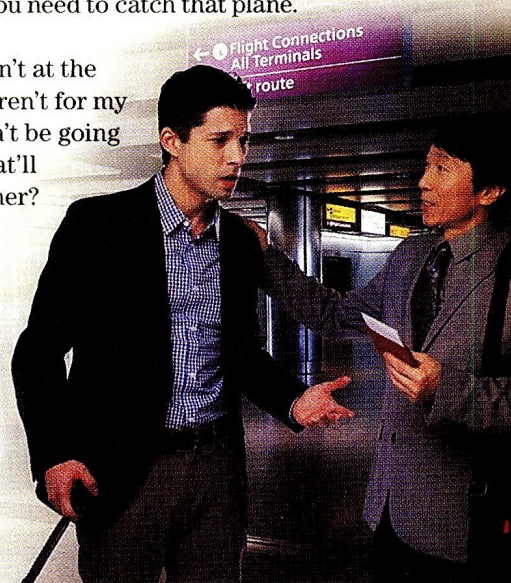
Edison: You know, if I hadn't been rushing for the limo, this wouldn't have happened. **The way I see it,** I have no choice but to go back to the hotel. I'll grab a cab outside. You go on. You need to catch that plane.

Yuji: OK.

Edison: But if that folder isn't at the hotel, **I'm toast.** If it weren't for my stupid mistake, I wouldn't be going through this hassle. What'll happen if I miss the dinner?

Yuji: Well, **you'll cross that bridge when you come to it.** But hey, **no sweat.** If the folder's there, you can be back in time to make the four o'clock. We can meet up later. The dinner's not till seven.

Edison: OK. **I'm off.** Keep your fingers crossed!



E UNDERSTAND IDIOMS AND EXPRESSIONS Match the expressions from Spotlight with the statement or phrase that has a similar meaning.

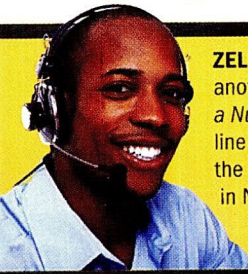
- | | |
|---|-----------------------------------|
| 1 I'm drawing a blank. | a Don't worry about it. |
| 2 It's a safe bet. | b It's very probable. |
| 3 the way I see it | c I'm in big trouble. |
| 4 I'm toast. | d You can worry about that later. |
| 5 You'll cross that bridge when you come to it. | e I can't remember. |
| 6 No sweat. | f I'm leaving right now. |
| 7 I'm off. | g in my opinion |

F THINK AND EXPLAIN What do you think the outcome of the situation will be? What are Edison's options if the folder isn't found in his room or at the front desk? Explain.

SPEAKING Check hassles you've experienced and write details about when and where they happened. Then discuss with a partner.

My Experiences	Details
<input type="checkbox"/> I lost my passport.	
<input type="checkbox"/> I missed a plane / bus / train.	
<input type="checkbox"/> I missed a connecting flight.	
<input type="checkbox"/> My luggage was delayed or lost.	
<input type="checkbox"/> My car got towed.	
<input type="checkbox"/> I was in a vehicle that broke down.	
<input type="checkbox"/> I got a parking ticket.	
<input type="checkbox"/> My cosmetics were confiscated at security.	
<input type="checkbox"/> Other	

A ▶ 3:18 **GRAMMAR SPOTLIGHT** Read the interviews about travel hassles. Notice the spotlighted grammar.




ZELLERS: This is Oscar Zellers with another installment of *Nightmares in a Nutshell*. Three callers are on the line from different airports around the world. First up is Isabela Wilson in New York, just arrived from a vacation trip to the south of France.

ZELLERS: Ms. Wilson, I understand you had your perfume taken from you when you went through security.



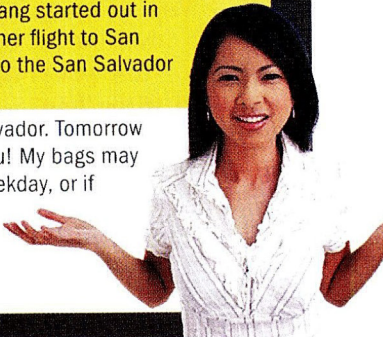
1 WILSON: Unfortunately, yes. I got to the airport late and had to take my bag through security. But I'd forgotten the expensive French perfume I'd packed in that bag. It's not as if I don't know you can't take liquids through security. If I'd been thinking clearly, I would have arrived early enough to check my bag. Can you believe it was confiscated?!

ZELLERS: Next up is James Robillard in Montreal. He arrived in Brazil yesterday with an expired business visa and was put on a return flight back to Montreal. How unfortunate, Mr. Robillard!



2 ROBILLARD: You can say that again! But frankly I'm pretty annoyed that the agent here in Montreal who checked me in didn't notice the expired visa. If she'd been paying better attention—instead of worrying about how much my baggage weighed!—she would have noticed it. She simply couldn't have been looking for the expiration date on the visa. She took a quick glance and saw that my passport was valid, but that was it.

ZELLERS: And last but not least, let's talk to Alice Yang. Ms. Yang started out in Shanghai and flew to Los Angeles, where she connected with her flight to San Salvador. But Ms. Yang's checked luggage wasn't transferred to the San Salvador flight. What bad luck, Ms. Yang!



3 YANG: It sure was. And I've only got one day here in El Salvador. Tomorrow I'm departing for Bolivia, then the next day, Ecuador, then Peru! My bags may never catch up with me. You know, if I were traveling on a weekday, or if I had another day here, it wouldn't be such a problem since I could go shopping, but today is Sunday and most stores are closed. Take it from me. If you have to change planes, don't even think of checking your bag. Better safe than sorry!

B DISCUSSION Whose situation would be the most frustrating for you? Explain.

DIGITAL
INDUCTIVE
ACTIVITY

C GRAMMAR UNREAL CONDITIONAL SENTENCES: CONTINUOUS FORMS

Use continuous verb forms in unreal conditional sentences to express actions in progress.

Present unreal conditional sentences

You can use were (or weren't) + a present participle in the if clause. You can use would be (or wouldn't be) + a present participle in the result clause. **Note:** The verb forms should reflect what you want to express. You don't have to use continuous forms in both clauses.

If I **were walking** in traffic, I **wouldn't be talking** on my cell phone.

[continuous forms in both clauses]

If he **walked** there, he **would be going** through the most dangerous section of town.

[continuous form only in the result clause]

Past unreal conditional sentences

You can use had been (or hadn't been) + a present participle in the if clause. You can use would have been (or wouldn't have been) + a present participle in the result clause. You don't have to use continuous forms in both clauses.

If he'd **been using** his webcam during the conference call, he **would have been wearing** a tie.

[continuous forms in both clauses]

If I **hadn't been checking** my messages, I **wouldn't have known** the flight was delayed.

[continuous form only in the if clause]

Sequence of tenses

The traditional sequence of tenses in all past unreal conditional sentences (past perfect in the if clause and would have + a past participle in the result clause) can change to express time. Compare the following sentences.

past unreal condition

If I'd **gone** to India last year,

If I'd **gone** to India last year,

present or past result

I **wouldn't be flying** there right now.

I **would have seen** the Taj Mahal.

Remember:

Conditional sentences usually have two clauses: an if (or "condition") clause and a result clause. The clauses in conditional sentences can be reversed.

Real (or "factual") conditionals describe the results of real conditions. Unreal conditionals describe the results of unreal conditions.

Be careful! Don't use would in the if clause in any unreal conditional sentence.

If I ~~would be~~ watching TV, I would be watching the news.

NOT If I ~~would be~~ watching TV, ...

GRAMMAR BOOSTER p. 137

The conditional: summary and extension

“I should have made the reservation for the right date.”

D UNDERSTAND THE GRAMMAR Choose the sentence that best explains the meaning of each quotation. Then, with a partner, make a statement with should have to indicate what could have prevented the problem.

- 1 “If the reservation had been made for the right date, I wouldn’t be waiting for a standby seat now.”
 - a The reservation was made for the right date, so I won’t have to wait for a standby seat.
 - b The reservation was made for the wrong date, so I’m waiting for a standby seat now.
 - c The reservation wasn’t made for the right date, so I don’t have to wait for a standby seat.
- 2 “If my sister had been watching her bags, they wouldn’t have gotten stolen.”
 - a My sister wasn’t watching her bags, so they got stolen.
 - b My sister isn’t watching, so they might get stolen.
 - c My sister was watching her bags, so they didn’t get stolen.
- 3 “I wouldn’t have missed the announcement if I hadn’t been streaming a movie.”
 - a I was streaming a movie, and it caused me to miss the announcement.
 - b I wasn’t streaming a movie, so I didn’t miss the announcement.
 - c I wasn’t streaming a movie, but I missed the announcement anyway.

E GRAMMAR PRACTICE Circle the correct verb phrase to complete each statement.

- 1 If you (would be / were) at the hotel now, you (would be / would have been) sleeping.
- 2 If we (had / would have) packed more carefully, we (wouldn’t be / wouldn’t have been) paying these exorbitant overweight baggage fees!
- 3 They could (take / have taken) the three o’clock flight if they (would have been / had been) watching the departure board.
- 4 Karina (would be / would have been) wearing her most comfortable shoes on the tour today if they (wouldn’t have been / weren’t) sitting in her lost luggage right now.
- 5 If they (hadn’t / wouldn’t have) been speeding, they wouldn’t (get / have gotten) that ticket.

F PAIR WORK With a partner, take turns completing the unreal conditional sentences, using continuous verb forms.

- 1 If it were Monday, I *would be walking to work right now*
- 2 I would have been late to class if
- 3 We would be watching the game now if
- 4 If I were at home, I
- 5 There’s no way I would have missed the train if

NOW YOU CAN Describe some causes of travel hassles

A NOTEPADDING Write two travel hassles you or someone you know has faced. Write a statement with should have about how you could have avoided the hassle. Use the chart on page 63 for ideas.

What happened? <i>My brother’s car got towed last May in New York.</i>	How could it have been avoided? <i>He should have been paying attention to the signs.</i>
What happened?	How could it have been avoided?

B DISCUSSION ACTIVATOR Discuss the travel hassles you experienced. Make at least one statement in the unreal conditional about how you could have avoided the hassle. Say as much as you can.

“If I hadn’t been listening to a podcast, I wouldn’t have missed the flight announcement.”

DIGITAL
INDUCTIVE
ACTIVITY

A GRAMMAR UNREAL CONDITIONAL STATEMENTS WITH IF IT WEREN'T FOR ... / IF IT HADN'T BEEN FOR ...

Make a present or past unreal conditional statement with if it weren't for / if it hadn't been for + an object to state an outcome that would occur or would have occurred under other circumstances. It's common to use this structure to express regret or relief.

Regret

"If it weren't for the traffic, we **would be** at the airport by now."

(= Under other circumstances, we would be at the airport by now, but unfortunately the traffic caused us not to be. We regret this.)

"If it hadn't been for my bad grades in science, I **would have studied** medicine."

(= Under other circumstances, I would have studied medicine. Unfortunately, my bad grades in science prevented that. I regret this.)

Relief

"If it weren't for this five-hour nonstop flight, the entire trip **would take** ten hours."

(= Under other circumstances, the trip would take ten hours. Fortunately, this nonstop flight caused the trip to be shortened by five hours. I'm relieved about this.)

"If it hadn't been for your help this morning, we **would have missed** the train."

(= Under other circumstances, we would have missed the train. Fortunately, your help prevented our missing the train. We're relieved about this.)

Remember: You can also express strong regret with if only. If only can be followed by were or the past perfect.

If only there weren't so much traffic, we would be at the airport by now.

If only I had had better grades in science, I would have studied medicine.



DIGITAL
MORE
EXERCISES

B FIND THE GRAMMAR Find and underline a statement using if it weren't for or if it hadn't been for and the unreal conditional in Spotlight on page 63. Is it expressing regret or relief?

C 3:19 UNDERSTAND THE GRAMMAR Listen to the conversations and infer whether the speakers are expressing regret or relief in each conditional statement.

- | | | |
|---------|---------|---------|
| 1 | 3 | 5 |
| 2 | 4 | 6 |

D 3:20 LISTEN TO ACTIVATE GRAMMAR Listen again. Complete the paraphrase of what happened, according to what you hear. Use if it weren't for or if it hadn't been for.

- He might still be waiting for the bus Ben.
- the fact that they saw the other car, they might have had an accident.
- Millie would love to go on the tour her cold.
- They might still be in line the fact that she speaks Spanish.
- They wouldn't be late for the play the flat tire.
- her thoughtlessness, she thinks they wouldn't have divorced.

E GRAMMAR PRACTICE On a separate sheet of paper, rewrite each statement, using if it weren't for or if it hadn't been for.

- Without this cold, I would go to the museum with you tomorrow.
- I would have totally missed our appointment without the hotel wake-up call.
- Without that announcement, we would have gone to the wrong departure gate.
- We would have arrived two hours early without the airline's text message.
- Without the flight attendant's help with this heavy bag, I would have gotten a backache trying to put it in the overhead bin.

F GRAMMAR PRACTICE First complete the statements with true information, using if it weren't for or if it hadn't been for. Then take turns reading your information with a partner.

- 1 I wouldn't speak English this well
- 2 I would [or wouldn't] have traveled outside of my country
- 3 I would [or wouldn't] be a great athlete
- 4 I would [or wouldn't] have gone out last night

NOW YOU CAN Express gratitude for a favor while traveling

A ▶ 3:21 **CONVERSATION SPOTLIGHT**

Read and listen. Notice the **spotlighted** conversation strategies.

A: Excuse me. **I wonder if you could do me a favor.**

B: No problem. **How can I help?**

A: I think I left my phone at the counter. Would you mind keeping my place in line?

B: Not at all. **I'd be happy to.**

A: Thanks. I'll be right back.

...

B: Well, that was fast! **It's a good thing** your phone was still there.

A: And if it hadn't been for you, I would have lost my place in line. Thanks!



B ▶ 3:22 **RHYTHM AND INTONATION**

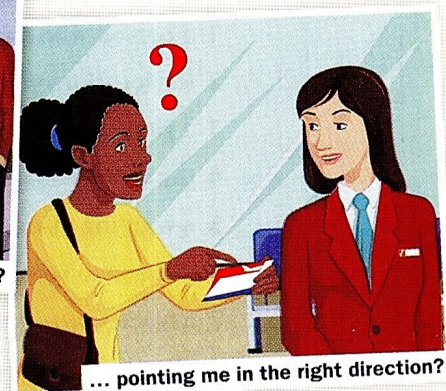
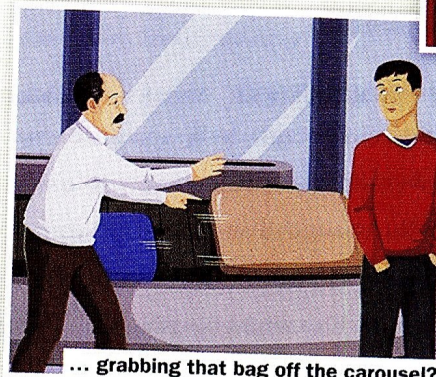
Listen again and repeat. Then practice the conversation with a partner.

C **CONVERSATION ACTIVATOR**

Create a similar conversation, using one of the pictures or another idea. Start like this: *Excuse me. I wonder if you could do me a favor...* Be sure to change roles and then partners.

DIGITAL VIDEO

DIGITAL SPEAKING BOOSTER



DON'T STOP!

- Explain why you need help.
- Explain the possible consequences of not getting help.
- Continue the conversation with small talk.
- Say as much as you can.

RECYCLE THIS LANGUAGE

- No sweat.
- I'm off.
- Wish me luck!
- Don't freak out.
- Anytime.

A READING WARM-UP Do you use public Wi-Fi away from home? Why or why not?

DIGITAL STRATEGIES

B 3:23 **READING** Read about problems with public Wi-Fi. What surprised you the most?

**USING PUBLIC
WI-FI
NETWORKS**

So it's your first trip away from home, and you've got your smartphone, your tablet, or laptop with you, and you plan to keep up with everything and stay in touch while you're away. You're thinking, "No sweat. There are Wi-Fi hotspots everywhere, and it's free. Well, before you lull yourself into a false sense of security, consider the downside of all that free Wi-Fi."

If you connect to a public Wi-Fi network and send information through websites or mobile apps, it might be accessed by someone else who can, for example, use your credit information to make online purchases. OK. That's not the end of the world, you say, because an unusual buying pattern usually trips a "fraud alert" at the credit card company. They'll contact you, and you'll confirm you didn't make the purchase. The card will be canceled, limiting or preventing any damage, so no harm done.

But here's a downside: An imposter could use your e-mail account to impersonate you and scam people in your contact lists. In addition, a hacker could test your username and password

to try to gain access to other websites—including sites that store your financial information.

Worst case scenario? Someone could actually steal your financial identity and pose as you to clean out your bank accounts, removing all your hard-earned money. Repairing a stolen identity can take a long time and cause a lot of hassle. Identity theft is no joke. Prevent it at all costs.

So beware: If you send e-mail, share digital photos and videos, use social networks, or bank online, you're sending personal information over the Internet. How to protect yourself? Think encryption. Encryption scrambles the information you send over the Internet into a code so it's unintelligible and therefore not accessible to others. If you're on a public wireless hotspot, send personal information only to sites that are fully encrypted, and avoid using any mobile apps that require personal or financial information.

And don't just assume a Wi-Fi hotspot is secure either. Most *don't* encrypt the information you send over the Internet and aren't secure. In fact, if a network doesn't require a WPA or WPA2 password, it's probably not secure, and your personal information, private documents, contacts, family photos, and even your log-in credentials (your username and password) for any site you enter could be up for grabs.

HOW TO TELL IF A WEBSITE IS ENCRYPTED

To determine if a website is encrypted, look for "https" at the start of the web address (the "s" is for "secure"). Some websites use encryption only on the sign-in page, but if any part of your session isn't encrypted, your entire account could be vulnerable. Look for "https" on every page you visit, not just when you sign in.

TIPS FOR USING WI-FI SECURELY

- ▶ Log in or send personal information only to websites you know are fully encrypted. If you find yourself on an unencrypted page, log out right away.
- ▶ Don't stay permanently signed in to an account. When you've finished using an account, log out.
- ▶ Do not use the same password on different websites. It could give someone who gains access to one of your accounts access to many of your accounts.
- ▶ For more control over when and how your device uses public Wi-Fi, consider changing your settings so your device doesn't connect automatically.



C UNDERSTAND MEANING FROM CONTEXT Match each definition with a word or phrase from the article.

- | | |
|---|----------------------|
| 1 a person who fraudulently claims to be someone else | a a fraud alert |
| 2 the location on a website where you identify yourself in order to enter | b identity theft |
| 3 a general term for the username and password you use to identify yourself | c impersonate |
| 4 the disadvantage of something | d an imposter |
| 5 a warning that someone else might be using your credit card | e log-in credentials |
| 6 pretend to be someone else | f a sign-in page |
| 7 a place where one can access the Internet, usually for free | g downside |
| 8 the use of someone's financial information in order to steal | h a wireless hotspot |

D PARAPHRASE On a separate sheet of paper, paraphrase each of the following statements from the article.

- 1 “An imposter could use your e-mail account to impersonate you and scam people in your contact lists.”
- 2 “Before you lull yourself into a false sense of security, consider the downside of all that free Wi-Fi.”
- 3 “Encryption scrambles the information you send over the Internet into a code so it’s unintelligible and therefore not accessible to others.”
- 4 “If a network doesn’t require a WPA or WPA2 password, it’s probably not secure, and your personal information, private documents, contacts, family photos, and even your login credentials ... could be up for grabs.”
- 5 “To determine if a website is encrypted, look for “https” at the start of the web address (the ‘s’ is for ‘secure’).”

A person could pretend to be you and trick people in your contact lists.

E FIND SUPPORTING DETAILS With a partner, discuss and answer the questions. Support your answers with information from the article.

- 1 What should you look for when sending information to a website when you’re using a public Wi-Fi network?
- 2 How can you know whether a Wi-Fi network is secure?
- 3 What should you do after concluding your online banking when on a public Wi-Fi network?
- 4 What could happen if a hacker gained access to your contact list?
- 5 What might happen if a credit card company discerns purchases on your card that are not ones you typically make?

DIGITAL
EXTRA
CHALLENGE

NOW YOU CAN Discuss staying safe on the Internet

A FRAME YOUR IDEAS Complete the chart with what you do to stay secure on the Internet—at home or away.

	Always	Sometimes	Never
I use public Wi-Fi hotspots.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I check to see if a website is encrypted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use different passwords on different sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set my mobile device to automatically connect to nearby Wi-Fi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I protect myself against credit card fraud.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I actively prevent my identity from being stolen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B GROUP WORK Compare your answers in a small group. Discuss which practices you were familiar with and which were new to you. Then add at least one other thing you do to keep yourself secure on the Internet.

“ I change all my passwords once a week. I have a system for scrambling them that makes it easy for me to remember them. ”



DIGITAL STRATEGIES

A ▶ 3:24 LISTENING WARM-UP WORD STUDY PAST PARTICIPLES AS NOUN MODIFIERS

The past participles of transitive verbs can function as noun modifiers. They can precede or follow the noun they modify. Read and listen. Then listen again and repeat.

"My tire was **damaged**. I took my **damaged** tire to the garage."

"My purse was **stolen** at a store. I found the **stolen** purse (without my wallet!) at the back of the store."



"My passport was **lost**. Luckily, the police found the **lost** passport."

B WORD STUDY PRACTICE 1 Choose five more past participles of transitive verbs from the chart on page 122. Write a sentence with each one, using the examples in Exercise A as a model.

C WORD STUDY PRACTICE 2 On a separate sheet of paper, rewrite each sentence that contains an underlined object pronoun, using a participial adjective as a noun modifier.

- 1 When Julie took her skirt out of the closet, she saw that it was stained. She took it to the cleaners.
- 2 While we were at the train station, I found a pair of sunglasses that were lost. I gave them to the Lost and Found.
- 3 After walking up the steps to the pyramid, I noticed that the heel of my shoe was broken. The guy in the shoe repair stand fixed it in less than ten minutes.
- 4 We reported that our hotel room had been burglarized. The front desk sent someone to look at it.
- 5 The repair shop sells bargain suitcases that are damaged. It's a good deal because you can pay to have them repaired cheaply.

She took the stained skirt to the cleaners.

PRONUNCIATION BOOSTER

p. 147

- Regular past participle endings
- Reduction in perfect modals



Keep your copy of the luggage check in case your bag is lost or delayed.

DIGITAL STRATEGIES

D ▶ 3:25 LISTEN FOR MAIN IDEAS Listen to Part 1 of a radio report. Write a checkmark next to the statement that best expresses its main idea.

- Put your name on your luggage to avoid loss or delay.
- Know what to do to avoid luggage loss or delay.
- Don't check bags that can be carried onto the plane.

E ▶ 3:26 LISTEN TO CONFIRM CONTENT Listen again. Write a checkmark next to the tips Tina Traveler gave listeners. Write an X next to any tips on the list she didn't give.

- 1 Put your address on your luggage inside and out.
- 2 Request reimbursement for toiletries if your baggage is delayed.
- 3 File a claim with your airline if your bags are lost.
- 4 Provide sales receipts to prove what you paid for the clothes in your lost luggage.
- 5 Don't put your prescription medicines in your checked bag.
- 6 Keep luggage checks for checked baggage in case you have to make a claim.



a claim	luggage checks
a connecting flight	receipts
depreciated	reimburse
an itinerary	toiletries

F ▶ 3:27 **LISTEN TO UNDERSTAND MEANING FROM CONTEXT.** Listen again and complete each statement with one of these words or phrases from Tina Traveler's advice.

- 1 Cosmetics are an example of
- 2 The list of places and dates of your travel is
- 3 A value lower than the price you paid because the item isn't new is its value.
- 4 If you take two flights to get somewhere, the second one is called
- 5 Slips of paper showing the destination of your checked luggage are
- 6 Slips of paper showing what you paid for something you bought are
- 7 A form that records loss, delay, or damage to property is
- 8 If the airline pays you money to compensate you for a damaged bag, they you.

G ▶ 3:28 **LISTEN FOR DETAILS** Listen to Part 2 of Tina Traveler's report. Then answer the questions. Listen again if necessary.

- 1 What is the Unclaimed Baggage Center?
- 2 What's the difference between the Unclaimed Baggage Center and a Lost and Found office?
- 3 How many stores does the Center have?
- 4 Where does the Unclaimed Baggage Center get its merchandise?
- 5 How does it decide what to buy and what not to buy?
- 6 What does the center do before selling merchandise?
- 7 What does it do with merchandise it can't sell?

H **DISCUSSION** Would you shop at the Unclaimed Baggage Center? Explain why or why not.



NOW YOU CAN Talk about lost, stolen, or damaged property

A **NOTEPADDING** Write notes about a time your property was lost, stolen, or damaged when you were traveling. Use words and phrases from Exercise F in your description if possible.

when / where / what?: 2016 / Orlando USA / guitar

brief summary and outcome: The airline made me check my guitar. It wasn't transferred to my connecting flight in Panama. It was found and delivered to our hotel the next day.

when / where / what?:

brief summary and outcome:

DIGITAL SPEAKING BOOSTER

B **DISCUSSION** Discuss the events you wrote about on your notepad. Discuss what happened to your property and what the final outcome was. Respond to your partner.

“ I freaked out when I didn't see the guitar case on the carousel. If it hadn't been for the baggage check, I would have been toast! ”

“ It's a good thing you saved that check! ”

OPTIONAL WRITING Write about the event you discussed. Include as many details as possible. Use the words and phrases from Exercise F and other vocabulary from this unit.

A WRITING SKILL Study the rules.

Choose one of these formats for organizing your supporting paragraphs when you want to compare and contrast places, objects, people, ideas, etc., in an essay. (Be sure to include expressions of comparison and contrast.)

WRITING MODEL

Introductory paragraph

Begin with an introductory paragraph that says what you are going to compare and contrast.

(Introductory paragraph)

Public and private transportation have both advantages and disadvantages, so it is fortunate to have options. To make a choice, you can take into account convenience, cost, destination, and the needs and tastes of the people you are traveling with. Other factors to consider are the length of the trip and (if it is important to you) the environmental impact of the means of transportation you choose.

Supporting paragraphs

Choose Format A or B to present and support your ideas.

(Format A)

Public and private transportation provide clear advantages for most people. They are similar in certain ways: Both are convenient and cut travel time, allowing people to travel farther to work or school. And with the exception of a bicycle, all vehicles used in public and private transportation are capable of providing a level of comfort available with modern technology, such as air-conditioning and heating.

Format A: Discuss the similarities in one paragraph and the differences in another.

On the other hand, public and private transportation are different in more ways than they are similar. Cars and bicycles offer a level of privacy and convenience not available in public transportation. You can make your own schedule, take a detour, and not have to pay fares or deal with people you don't want to be with. However, it is only with public transportation that you can move around, relax, and not have to pay attention to traffic or weather conditions.

OR

Format B: Alternatively, you can focus on one specific aspect of the topic in each paragraph, and discuss the similarities and differences within each paragraph.

(Format B)

Regarding scheduling, private and public transportation are very different. When you travel by car, you can make your own schedule and stop when and where you want. Nevertheless, when you travel by bus or train you know exactly when you'll arrive, making planning easy.

In terms of comfort, private transportation has the clear advantage. Public transportation may be crowded and ...

Concluding paragraph

Summarize your main ideas in a concluding paragraph.

(Concluding paragraph)

Most people choose to use a mix of private and public transportation, depending on circumstances. However, if I could choose only one means of transportation, I'd go with the car. It has its disadvantages, but I like to travel alone or only with my family and to be able to make my own schedule. All in all, I'd say I'm a car person.



B APPLY THE WRITING SKILL On a separate sheet of paper, write an essay comparing and contrasting two means of transportation. Include the paragraph types and formats shown in Exercise A. Use expressions of comparison and contrast.

Expressions to introduce comparisons and contrasts:

Comparisons

Similarly,
Likewise,
By the same token,
In similar fashion,
... as well
... don't either

Contrasts

While / Whereas ...
Unlike ...
Nonetheless,
Nevertheless,
In contrast,
On the other hand,
However,

SELF-CHECK

- Did I use expressions of comparison and contrast?
- Does my essay have an introductory and a concluding paragraph?
- Do the supporting paragraphs follow one of the formats illustrated above?

A ▶ 3:29 Listen to three conversations. On the notepad, summarize what happened in each conversation.

	Conversation Summary
1	
2	
3	

B Choose the correct verb phrase to complete each statement.

- 1 If it weren't for this long security line, I (will / would) get a cup of coffee.
- 2 If it hadn't been for the delay in my first flight, my checked bags (wouldn't miss / wouldn't have missed) the connection.
- 3 We wouldn't have had a flat tire if it (weren't / hadn't been) for all the broken glass on the road.
- 4 Martin would be here if it (weren't / wouldn't be) for this storm.
- 5 If it (weren't / wouldn't be) for my broken leg, I would be skiing right now.

C Replace the words or phrases that are crossed out in each statement with ones that make sense.

- 1 The compartment over your airline seat where you can place your suitcase is the ~~carousel~~.
- 2 Before you can board an airplane, you have to go through a ~~missed connection~~.
- 3 If you park in an illegal space, you might get a flat tire or, even worse, your car might get a ~~breakdown~~.
- 4 A ~~checked~~ bag is one that you take on board with you when you get on a flight.

D Choose the correct idiom or expression.

- 1 If you can't remember something you're sure you should be able to, you can say, "....."
 - a I'm toast.
 - b I'm drawing a blank.
- 2 When you want to indicate you're about to leave, you can say, "....."
 - a I'm off.
 - b I'll cross that bridge when I come to it.
- 3 If you want to reassure someone that a task won't be hard at all, you can say, "....."
 - a No sweat.
 - b It's a good thing.
- 4 When you think something terrible is definitely going to happen, you can say, "....."
 - a I'm off.
 - b I'm toast.
- 5 When you're sure you've concluded something correctly, you can say, "....."
 - a I'm drawing a blank.
 - b It's a safe bet.

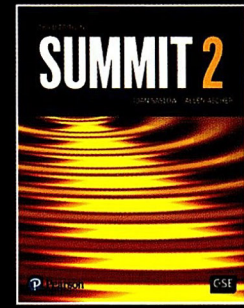
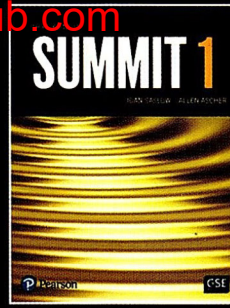


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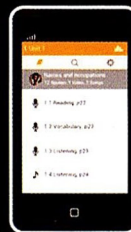
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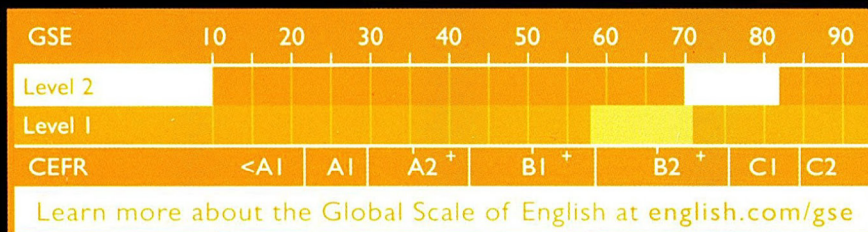
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