

CAMBRIDGE

SECOND EDITION

# TOUCHSTONE

STUDENT'S BOOK

4

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## Working in groups

We're ready now, aren't we?

Are we ready? Let's get started.

Haven't I interviewed you already?

I've already interviewed you, haven't I?

Where are we?

We're on number \_\_\_\_\_.

We haven't quite finished yet.

Neither have we.

We still need more time – just a few more minutes.

So do we.

One interesting thing we found out was that \_\_\_\_\_.

\_\_\_\_\_ told us that \_\_\_\_\_.

## Checking with the teacher

Would it be all right if I missed our class tomorrow? I have to \_\_\_\_\_.

I'm sorry I missed the last class. What do I need to do to catch up?

When are we supposed to hand in our homework?

Excuse me. My homework needs to be checked.

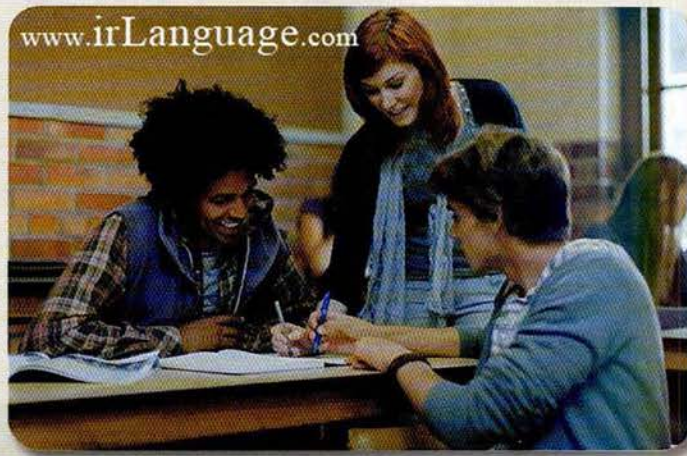
I'm sorry. I haven't finished my homework. I was going to do it last night, but \_\_\_\_\_.

Will we be reviewing this before the next test?

"\_\_\_\_\_ " means " \_\_\_\_\_," doesn't it? It's a regular verb, isn't it?

I'm not sure I understand what we're supposed to do. Could you explain the activity again, please?

Could I please be excused? I'll be right back.



# Socializing



In this unit, you learn how to . . .

## Lesson A

- Say what should happen with *be supposed to*
- Talk about weekend plans using *was / were going to*

## Lesson B

- Talk about going out and formal events using *get* expressions

## Lesson C

- Check your understanding with “statement questions”
- Use *so* to start or close topics, pause, or check understanding

## Lesson D

- Read an article about introverts and extroverts
- Write an article about your social style



## Before you begin . . .

- Who do you usually socialize with?
- Do you usually go out in small groups, large groups, or with just one person?
- Where are some good places to go out with friends in your town or city?

**Marco**  
Are you going to Brad and Gayle's party?

**Anna**  
Well, I wasn't going to go, but maybe I will. I'm supposed to be studying for an exam. Are you going?

**Ellen**  
What kind of party is it?

**Phil**  
I think it's supposed to be a barbecue.

**Anna**  
Yeah. The party's at their house, right? Do you know where they live?

**Phil**  
That'll be fun. Have you heard the weather forecast?

**Anna**  
Not exactly. Brad was going to call and give me the address, but he didn't. Maybe Ellen knows.

**Phil**  
Yeah. I heard it's supposed to be a really nice evening.

**Anwar**  
Are we supposed to bring anything?

**Patty**  
Jen and Martin are late. They were supposed to pick me up at 7:00.

**Sue**  
I don't think so. I was going to make some potato salad, but I didn't have time.

**Junko**  
Gosh, it's 7:30 already. Maybe they forgot. Do you want me to come and get you? I can take you home, too.

**Sue**  
Well, I bought them a box of chocolates. Do you think that'll be OK?

**Junko**  
That'd be great. But I'm supposed to be at work early tomorrow, so I can't stay late.

**Sue**  
I don't know. Isn't Brad on a diet? He's not supposed to eat stuff like that. But Gayle will like them.

**Junko**  
That's OK. I think the party's supposed to end at 11:00, but we can leave a bit earlier.

## 1 Getting started

**A** What do you do to get ready for a party? Tell the class.

**B** 2.01 Listen. Brad and Gayle are having a party tonight, and their friends are getting ready. What do you find out about the party?

**Figure it out** **C** How might Brad and Gayle's friends say the things below? Replace the underlined words with an expression each person has already used above.

- Phil They say it's going to be really warm.
- Sue Brad shouldn't eat chocolate.
- Patty I have to get up early tomorrow.
- Anna I should be working on a paper.
- Patty Jen and Martin agreed to be here by 7:00.
- Sue I intended to make a dessert, but I didn't.

## 2 Grammar *be supposed to; was / were going to* 2.02

Extra practice p. 143

<b>Be supposed to</b> can mean "They say . . ."	It's <b>supposed to</b> be a barbecue. It's <b>supposed to</b> rain later.
It can also mean "have to" or "should."	I'm <b>supposed to</b> work tomorrow. He's <b>not supposed to</b> eat chocolate.
It can contrast what should happen with what does or will happen.	I'm <b>supposed to</b> be studying for an exam (but I'm not). I'm <b>not supposed to</b> stay out late (but maybe I will).
<b>Was / Were supposed to</b> can mean what was expected didn't or won't happen.	They <b>were supposed to</b> come at 7:00 (but they didn't). I <b>wasn't supposed to</b> go by myself (but I'll have to).
<b>Was / Were going to</b> has a similar meaning and can also mean "intended to."	He <b>was going to</b> give us directions (but he didn't). I <b>wasn't going to</b> go to the party (but I guess I will).

### In conversation

Over 60% of uses of *be supposed to* are in the present tense. About 10% are negative.

Complete the conversations with the correct form of *be supposed to* or *was / were going to* and the verb. Sometimes more than one answer is possible. Then practice in pairs.

- A It \_\_\_\_\_ (rain) tonight. Do you want to go see a movie?  
B Yeah. I want to see that new Stephen King movie.  
It \_\_\_\_\_ (be) good. I \_\_\_\_\_ (see) it last weekend, but I ended up going to a party instead.
- A Do you have plans for the weekend? I heard the weather \_\_\_\_\_ (not / be) very good.  
B Yeah. I \_\_\_\_\_ (go) to a family reunion, but I'm not really looking forward to it.  
A Why not? Reunions \_\_\_\_\_ (be) fun.  
B Well, I \_\_\_\_\_ (make) 80 cupcakes. I \_\_\_\_\_ (buy) them, but my husband said that's cheating!
- A What did you do last night? Did you go out?  
B No. I \_\_\_\_\_ (cook) dinner for a friend. I mean, I \_\_\_\_\_ (not / make) anything special, but then he called, and it turned out he \_\_\_\_\_ (go) to soccer practice or something, so he didn't come. So I had a TV dinner! How about you?  
A Actually, I \_\_\_\_\_ (go) to a movie, but then I decided to stay home.

### Common errors

Be sure to use the correct form of *be supposed to*.

*I'm supposed to work tomorrow.*  
(NOT ~~suppose to~~ work tomorrow.)

## 3 Talk about it Weekend fun

**Group work** Discuss the questions about this weekend.


- ▶ What's the weather supposed to be like?
- ▶ Are there any events that are supposed to be fun?
- ▶ Are you supposed to go anywhere or see anyone in particular?
- ▶ Are you supposed to do anything that you're not looking forward to?
- ▶ Is there anything you were going to do last weekend that you're going to do this weekend instead?

**A** *What's the weather supposed to be like this weekend?*

**B** *I heard it's supposed to be nice.*



## 1 Building vocabulary and grammar

**A**  2.03 Listen. Where are Luis and Rosa going? Do they want to go? Practice the conversation.

**Luis** Rosa, it's 6:00. We're supposed to be there by 7:00. Weren't you supposed to **get off** work early today?

**Rosa** Well, my boss called a meeting, and I couldn't **get out of** it. I had to go. Anyway, I don't **get it** – why is your cousin getting married on a Friday and not a Saturday, like everyone else?

**Luis** I don't know. All I know is that my mother will never **get over** it if we walk in late. So we have to **get going**.

**Rosa** OK. Uh, do you think I can **get away with** wearing pants?

**Luis** No way! It's supposed to be a formal wedding. Look, I got your silk dress ready for you.

**Rosa** Oh, I'll never **get used to** dressing up for these fancy weddings. Can we try to **get home** early?

**Luis** Rosa, I **get the feeling** that you don't really want to go.

**Rosa** Well, I just hope I can **get through** the reception.

**Luis** Oh, come on. Let's just go and enjoy it. It's a chance for you to **get to know** my family better. By the way, did you **get around to** buying a gift?

**Rosa** Weren't *you* supposed to do that?



Word sort

**B** Find a *get* expression from the conversation above to complete each sentence below. Are the sentences true for you? Compare with a partner.

<i>get around to</i>	1. I was so busy last week that I didn't <u>get around to</u> doing my homework.
	2. Sometimes I _____ that people are annoyed with me for being late.
	3. It's hard for me to finish long novels. I just can't _____ them.
	4. Why don't some people dress up for weddings? I don't _____.
	5. I'll never _____ wearing formal clothes. They don't feel right.
	6. I wish I could _____ wearing jeans to work. They're so comfortable.

**C** Find six more *get* expressions in the conversation above. Write a sentence with each expression. Compare your sentences with a partner.

*get off* - My sister gets off work early all the time.



Figure it out

**D** Circle the correct choice to complete the questions. Use the conversation to help you.

- Will Luis's mother **get over it** / **get it over** if they're late?
- Rosa had to attend a meeting at work. Why couldn't she **get out of it** / **get it out of**?
- Can Rosa get away with **wear** / **wearing** pants?

## 2 Grammar Inseparable phrasal verbs 2.04

Extra practice p. 143

With these verbs, the object always comes after the particle or preposition.

### Verb + particle + object

Weren't you supposed to **get off work** early?  
 She'll never **get over feeling embarrassed**.  
 I'm sure she'll **get over it**.  
 I hope I can **get through the reception**.  
 I know you can **get through it**.

### Verb + particle + preposition + object

Can I **get away with wearing pants**?  
 No, you can't **get away with it**.  
 Couldn't you **get out of the meeting**?  
 No, I couldn't **get out of it**.  
 Did you **get around to buying a gift**?  
 No, I never **got around to it**.

About you

Complete the questions. Put the words in order, and use the correct form of the verbs. Then ask and answer the questions with a partner.

- If you weren't ready for a test, would you try to get out of it (of / out / it / get)?
- Do you find it hard to \_\_\_\_\_ (the day / through / get) without texting your friends?
- Do you know anyone who tries to \_\_\_\_\_ (of / get / go / out) to parties because they are shy? Is it possible to \_\_\_\_\_ (get / feel / over) shy?
- Have you ever told a "white lie" to \_\_\_\_\_ (of / get / an invitation / out)? Did you \_\_\_\_\_ (get / it / away / with)?
- How do you feel about buying gifts? Does it take you a long time to \_\_\_\_\_ (to / get / choose / around) something?
- Do you often argue with your friends? How long does it take you to \_\_\_\_\_ (over / get / an argument)?
- Does it take you a long time to \_\_\_\_\_ (start / to / get / around) your homework assignments because you're on social networking sites?

## 3 Speaking and listening Going out

About you

**A Pair work** Discuss the sentences below. Which choice is most like you?

- |   |   |
|---|---|
| <p>1. I'm one of those people who ...</p> <ol style="list-style-type: none"> <li>gets ready at the last minute.</li> <li>spends ages getting ready.</li> </ol>          | <p>3. When I go out, I always ...</p> <ol style="list-style-type: none"> <li>make an effort to dress up.</li> <li>try to get away with wearing jeans.</li> </ol>                            |
| <p>2. If I'm late for something, I usually ...</p> <ol style="list-style-type: none"> <li>hurry to try to be on time.</li> <li>take my time and arrive late.</li> </ol> | <p>4. If a friend cancels plans we made, ...</p> <ol style="list-style-type: none"> <li>I stay home and feel disappointed.</li> <li>I get over it and do something else instead.</li> </ol> |

**B** 2.05 Listen to Paula and Roberto talk about their plans for tonight. What happens?

**C** 2.05 Listen again. How would Roberto complete the sentences above? Circle his choices.

About you

**D Pair work** What other habits do you have when you get ready or go out?

*"I always say yes to invitations and then regret it and try to get out of them."*

Sounds right p. 137

## 1 Reading

- A** What kinds of behaviors are typical of extroverts and introverts? Make two lists. Scan the article for more ideas.
- B** Read the article. What does Susan Cain think our society can learn from introverts? Why?

### Reading tip

Writers often use these words and expressions to say what people think or say: *argue, believe, contend, explain, according to (someone).*



“Solitude matters. And for some people, it is the air they breathe.” Susan Cain, author of *Quiet: The Power of Introverts in a World That Can't Stop Talking*, firmly believes this to be true. She also believes that introverts struggle in our society because of the deep bias against them. She says that “our most important institutions, our schools and our workplaces, they are designed mostly for extroverts, and for extroverts’ need for lots of stimulation.”

According to Cain, introverts are sensitive to overstimulation and tend to enjoy quiet, contemplative environments. They think before they speak and are usually good listeners. In contrast, extroverts tend to be socially confident and quick on their feet.

Unfortunately for introverts, modern professional and academic settings are not planned with them in mind. People are expected to behave like extroverts – chatty, confident, and charismatic. Cain emphasizes that this proves difficult for those who identify as introverts – nearly half of all

Americans – and they regularly face discrimination when they fail to act like their more outgoing counterparts.

In the competitive world we live in, Cain explains, there is pressure to stand out in a crowd. There is an expectation that being dominant will lead to success. As a result of this “Extrovert Ideal,” workplaces and classrooms nowadays are often uncomfortable for introverts, who are frequently left feeling overlooked or disrespected. Collaborative brainstorming sessions are the norm. Talkers are considered smarter. Workers with strong “people skills” are praised, and “open plan” offices are common. While the assumptions that extroverts have better ideas or make better leaders are simply not true, introverts’ valuable contributions are nevertheless likely to go unnoticed.

Furthermore, Cain contends that workplace innovation and productivity suffer when extroverts are valued more than introverts. In fact, research indicates that brainstorming in groups results in lower quality ideas, whereas there is a strong link between solitude and creativity. In general, open office plans reduce concentration, lower productivity, and make it difficult to retain good employees. “Our most important institutions are designed for extroverts. We have a waste of talent,” says Cain.

Ultimately, Cain believes our society can learn a great deal from introverts. “It’s a very powerful thing to be quiet and collect your thoughts.”

- C** Can you find words or expressions in the article that mean these things? Underline them.

- |                      |                            |                   |
|----------------------|----------------------------|-------------------|
| 1. too much activity | 4. charming and attractive | 7. bossy or pushy |
| 2. thoughtful        | 5. prejudice               | 8. says or argues |
| 3. on the other hand | 6. look or be different    | 9. keep (staff)   |



**D** Read the article again. Complete the sentences below with the correct information. Choose *a* or *b*.

- Companies encourage their workers to be *b*.  
a. introverts  
b. extroverts
- Cain believes extroverts are \_\_\_\_\_.  
a. not valued enough  
b. valued too highly
- Self-assured people are more likely to be \_\_\_\_\_.  
a. introverts  
b. extroverts
- The “Extrovert Ideal” means that introverts \_\_\_\_\_.  
a. get fired  
b. feel ignored
- In open office plans, employees are more likely to \_\_\_\_\_.  
a. leave the company  
b. work harder
- Cain believes that extrovert behavior leads to \_\_\_\_\_ performance in the workplace.  
a. better  
b. worse



**2 Listening and writing** Extrovert or introvert?

**About you** **A Pair work** Take the magazine quiz. Then discuss your answers with a partner. Are you the same?

WHAT'S YOUR SOCIAL STYLE?		ANSWERS	
		Me	Jessica
EXTROVERT	1 <input type="checkbox"/> a. go out and socialize?		
	2 <input type="checkbox"/> a. have lots of friends?		
	3 <input type="checkbox"/> a. go out in a big group?		
	4 <input type="checkbox"/> a. be the center of attention?		
	5 <input type="checkbox"/> a. tell jokes and stories?		
	6 <input type="checkbox"/> a. engage in chitchat?		
	7 <input type="checkbox"/> a. do tasks with others?		
	8 <input type="checkbox"/> a. think of yourself as a "social animal"?		
INTROVERT	1 <input type="checkbox"/> b. see friends at home?	1	a b a b
	2 <input type="checkbox"/> b. have just a few close friends?	2	a b a b
	3 <input type="checkbox"/> b. go out with one or two friends?	3	a b a b
	4 <input type="checkbox"/> b. keep a low profile?	4	a b a b
	5 <input type="checkbox"/> b. listen as other people tell jokes?	5	a b a b
	6 <input type="checkbox"/> b. have more serious conversations?	6	a b a b
	7 <input type="checkbox"/> b. figure things out alone?	7	a b a b
	8 <input type="checkbox"/> b. think of yourself as an individual?	8	a b a b

**B** **2.10** Listen to Jessica talk about her social life. How would she answer the quiz?  
Circle her answers.

**C** Read the extract below and the Help note. Circle the examples of *as*. What do they mean?

**Life as an extrovert**

As an extrovert, I love to socialize. I can't even imagine myself as an introvert. My friends say I am a real party person, and I think parties are a great way to make new friends. I enjoy going out to new places as I love to meet new people. I hardly ever invite my friends to my home as I share an apartment with someone who is an introvert. I get excited as the weekend gets closer. I enjoy . . .

**Help note**

**Uses of *as***

*as* = being  
*as* = because  
*as* = while  
 during the time when

**About you** **D** Write a short article about your social style. Are you an introvert, an extrovert, or a little of both? Use *as* in your article.

**E** Read your classmates' articles. How many introverts are in your class?  
How many extroverts?



### Learning tip *Expressions in context*

When you learn a new expression, write an example sentence that uses it in context. Think of something you might want to say, and add ideas that set the scene or help you remember its meaning.

### In conversation

#### Get into it!

These are the top 10 particles and prepositions after *get*:

- |         |          |
|---------|----------|
| 1. out  | 6. up    |
| 2. into | 7. on    |
| 3. in   | 8. away  |
| 4. to   | 9. off   |
| 5. back | 10. down |

### 1 Complete the sentences using a *get* expression from the box.

get away with it	get it	get out of it	get to know
get going	get off	get over it	get used to

- I'm late. I'd better \_\_\_\_\_.
- I love meeting new people. I think it's a lot of fun to \_\_\_\_\_ people.
- Weekends seem so short. I wish I could \_\_\_\_\_ work early every Friday.
- You're not supposed to go into clubs under the age of 18, but I know some kids manage to \_\_\_\_\_.
- I'll never \_\_\_\_\_ wearing a suit to work.
- I don't understand why some people stay home all the time. I just don't \_\_\_\_\_.
- I was going to go to my class reunion. But I've decided to try and \_\_\_\_\_.
- When I failed the exam, I thought I would never \_\_\_\_\_, but actually, I'm enjoying taking this class again.

### 2 Word builder Find out the meaning of the *get* expressions in the sentences below. Then write another sentence before each one that provides a context for the expression.

- \_\_\_\_\_ She **gets on my nerves**.
- \_\_\_\_\_ I just need to **get away from it all** so I can relax.
- \_\_\_\_\_ Maybe there's a way to **get around** that problem.
- \_\_\_\_\_ I don't want to **get behind** on my payments.



### On your own

Get a flip pad. Make different sections for common verbs like *get*, *go*, *do*, and *have*. Write as many expressions as you can for each verb.



### Can Do! Now I can . . .

I can . . .       I need to review how to . . .

- |   |  |
|---|--|
| <input type="checkbox"/> talk about going out and socializing.                        | <input type="checkbox"/> use <i>so</i> in different ways.                  |
| <input type="checkbox"/> talk about things I am <i>supposed to</i> do.                | <input type="checkbox"/> understand people discussing their evening plans. |
| <input type="checkbox"/> talk about things I think will happen or plans that changed. | <input type="checkbox"/> understand someone talk about her social style.   |
| <input type="checkbox"/> check my understanding with "statement questions."           | <input type="checkbox"/> read an article about introverts and extroverts.  |
|   | <input type="checkbox"/> write an article about my social style.           |

# Law and order


**Can Do!**

In this unit, you learn how to . . .

## Lesson A

- Talk about the legal age for activities using the passive of modal verbs

## Lesson B

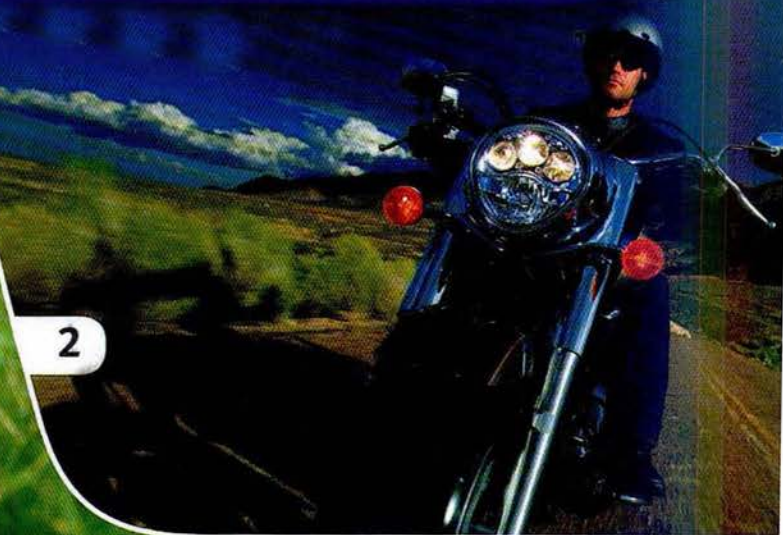
- Talk about crime and punishment using the *get* passive

## Lesson C

- Organize your views with *First of all*, etc.
- Show someone has a valid argument with expressions like *That's a good point*.

## Lesson D

- Read an article about privacy issues with smartphones
- Write a comment responding to a web article



## Before you begin . . .

Do you have laws about these things in your country? What are they?

- Getting rid of trash and recycling
- At what age you can ride a motorcycle and what you have to wear
- Wearing seat belts and using a cell phone in a car

## The Age of MAJORITY

In many countries, the law permits you to engage in new activities at the age of 18. We asked people what they think about 18 as the "age of majority."

**When you turn 18, you can go see an "R-rated" movie – a movie that's restricted to adults. What do you think about that?**

"What do I think? Well, I think the law ought to be changed – 18 is too young. Actually, I think R-rated movies should be banned altogether. They're far too violent."  
– Bill Hughes



**You can get your own credit card at the age of 18. Is this too young?**

"I don't think so. I mean, young people have to be given their freedom at some point. You know, they ought to be encouraged to manage their own finances and things. They can always learn from their mistakes."  
– Jared Blake



**Do you think you should be allowed to vote at 18?**

"I guess. I mean, you can do everything else at 18. Why not vote? It's too bad more young people don't vote, though. I think everyone should be made to vote."  
– Aiko Nakano



**Do you think you should be able to get married before you're 18?**

"No way. In fact, you shouldn't be allowed to get married until you're at least 21 or even older. Then there might be fewer divorces.

Actually, I think a law should be passed that says if you want to get married, you have to take marriage classes first!"  
– Maya Diaz



**The legal age for most things is 18, but in many places you can drive at 16. Is that a good idea, do you think?**

"I must say I've always thought 16 is too young. Too many teenagers get involved in traffic accidents, and something really must be done about it. The legal age for driving could easily be changed to 18 or 21 or something like that."  
– Pat Johnson



### 1 Getting started

**A** At what age can you do the following things in your country?

drive a car	get a part-time job	see a violent movie
get a credit card	get married	vote in an election

**B** 2.11 Listen to the interviews above. What five things do the people talk about? Do they think 18 is the right age to start doing these things?

**Figure it out** **C** How do the people above say these things? Find the sentences in the article, and underline them. Do you agree with these views? Discuss with a partner.

1. They should ban R-rated movies.
2. They shouldn't allow you to get married until you're 21.
3. You have to give young people their freedom at some point.
4. They could easily change the legal age for driving to 18.
5. They ought to encourage young people to manage their own finances.

## 2 Grammar The passive of modal verbs 2.12

Extra practice p. 144

The passive of modal verbs for the present is modal verb + **be** + past participle.

R-rated movies **should be banned**.

You **shouldn't be allowed** to marry at 18.

They **have to be given** their freedom.

The legal age **could easily be changed**.

Something **must be done** about it.

The law **ought to be changed**.

**A** Rewrite these comments about different laws. Start with the words given.

- They should ban plastic shopping bags.  
*Plastic shopping bags should be banned.*
- They ought to stop employers from reading employees' personal email. *Employers . . .*
- They have to do something about all the litter on the buses and in subways. *Something . . .*
- They shouldn't allow people to eat food on public transportation. *People . . .*
- They ought to fine people for making noise after midnight. *People . . .*
- They really must do something about speeding on freeways. *Something . . .*
- They shouldn't make movies with violent scenes. *Movies with . . .*
- They could encourage people to stop smoking if there were more anti-smoking laws. *People . . .*
- They have to do something about people who download music illegally. *Something . . .*
- They shouldn't allow children to quit school until they are 18. *Children . . .*

### In conversation

**Must** means "have to" in 10% of its uses. In this meaning, it is often used in expressions like *I must admit* and *I must say*.

90% of the uses of **must** are for speculation:

*Things must be hard for couples who marry young.*

About you

**B** **Pair work** Discuss the sentences above. Which do you agree with?

*A Well, I agree that plastic bags should be banned – especially in supermarkets.*

*B Yeah. They could easily be replaced with paper bags or something like that.*

## 3 Speaking naturally Saying conversational expressions

*I mean, you can do everything else at 18. Why not vote? You know what I mean?*

*You know, they ought to be encouraged to manage their own finances and things.*

*The legal age for driving could easily be changed to 18 or 21 or something like that.*

**A** 2.13 Listen and repeat the sentences above. Notice how the expressions in bold are said more quickly, even when the speaker is speaking slowly.

About you

**B** **Group work** Discuss the questions in the interviews on page 44. Use the conversational expressions above. Then decide on . . .

- three laws that should be passed.
- three things that people should be encouraged to do.
- three things people ought to be allowed to do.

*"You know, something should be done about movie ratings. They ought to be made stricter. You know what I mean?"*

## 1 Building vocabulary and grammar

**A** 2.14 Read the questions and answers on the website below. What questions are the people answering? Number the questions 1 to 8. Then listen and check.

**Ask** What punishment best fits the crime?

**QUESTIONS:**

<input type="checkbox"/> <b>8</b> Q: What's the right <b>penalty</b> for <b>jaywalking</b> ?	<input type="checkbox"/> Q: Should they <b>arrest</b> drivers who get caught <b>speeding</b> ?	<input type="checkbox"/> Q: What should happen to someone who is <b>convicted of burglary</b> ?
<input type="checkbox"/> Q: How should <b>vandals</b> be <b>punished</b> ?	<input type="checkbox"/> Q: What punishment should you get for <b>robbing</b> someone?	<input type="checkbox"/> Q: Should all <b>murderers</b> be sentenced to <b>life in prison</b> ?
<input type="checkbox"/> Q: What kind of <b>sentence</b> should you get for <b>kidnapping</b> ?	<input type="checkbox"/> Q: What should happen if you get caught <b>shoplifting</b> from a store?	

**BEST ANSWERS:**

**1** I think **shoplifters** should be **fined** at first, but if they **get caught stealing** again and again, they should **go to jail**.

**2** That depends. If you **commit armed robbery**, you know, use **a gun** or **a knife**, you should be sent to prison.

**3** Well, **vandalism** can be serious, so they should pay for any damage. And **vandals** should be made to clean up any **graffiti** they paint.

**4** You don't usually **get arrested** for speeding unless you cause an accident, and that seems fair. But if you get stopped a lot, you should **lose your license**.

**5** I don't know. Some people **get sentenced** to only 10 or 15 years for **murder**. **Killing** another person is the worst crime, but it's a complex issue.

**6** **Kidnappers** should go to prison for a long time. I mean, **taking someone captive** is a very serious offense.

**7** **Breaking into** someone's home is serious. But first-time **burglars** should just be **put on probation**.

**8** A **fine**, maybe? I know it's **against the law** to just cross the street anywhere, but it's a relatively minor **offense**. And the law doesn't **get enforced** much.

**Word sort** **B** Make word webs like these. Add other words you know, and compare with a partner. Then discuss the crimes and say what punishments are appropriate.



**Figure it out** **C** Circle the correct words to complete the sentences. Use the article to help you. Are the sentences true in your country? Discuss with a partner.

- Murderers usually get **sentenced** / **sentencing** to life in prison.
- Burglars who get **catch** / **caught** are never sent to prison.
- If you are caught **shoplift** / **shoplifting**, you usually get **arrest** / **arrested**.

## 2 Grammar *get* passive vs. *be* passive 2.15

Extra practice p. 144

The passive is usually formed with *be*, but sometimes you can use *get*.

People who speed **don't** usually **get arrested**.  
Some murderers **get sentenced** to only 10 years.

After *should*, the *be* passive is more common.

People who speed should **be arrested** if they cause an accident.  
Some murderers should **be sentenced** to life in prison.

**Notice:** Use *catch* (+ person) + verb + *-ing*.  
What happens if they **catch** you **shoplifting**?  
What happens if you get **caught shoplifting**?

### In conversation

People use the *get* passive much more frequently in speaking than in writing.

**A** Complete the comments about law enforcement. Use the *get* passive or *be* passive with the verb given, and use the correct form of the verb after *catch*.

1. People who hack into computers should be punished (punish) more severely. I mean, cyber crime is really serious.
2. Careless drivers hardly ever \_\_\_\_\_ (stop) by the police. The laws against speeding and other driving offenses should \_\_\_\_\_ (enforce) more strictly.
3. Lots of executives \_\_\_\_\_ (catch / steal) from their companies, and they often \_\_\_\_\_ (send) to prison for a long time. White-collar crime is a big problem.
4. When vandals \_\_\_\_\_ (arrest), they shouldn't \_\_\_\_\_ (punish) so severely. I mean, they should just \_\_\_\_\_ (sentence) to a month of community service.
5. More people \_\_\_\_\_ (catch / shoplift) these days because of all the cameras they have in stores. But most shoppers are honest, and they really shouldn't \_\_\_\_\_ (record).
6. A big problem is that most criminals never \_\_\_\_\_ (catch), and the ones that \_\_\_\_\_ (arrest) often \_\_\_\_\_ (not convict).

**About you** **B** Pair work Discuss the opinions above. Do you agree?

## 3 Listening We got robbed!

**A** 2.16 Listen to Jenny talk about a burglary. Answer the questions.

1. When did the burglary happen?
2. Who discovered it and how?
3. What was stolen?
4. Did the burglars get caught?

**B** 2.16 Listen again. How does Jenny feel about the burglary?  
Check (✓) the sentences that are true.

- She never expected it to happen.
- She thinks it was inconvenient.
- She was scared.
- She thinks it was funny.
- She was upset.
- She felt disappointed with the burglars' punishment.

**C** Pair work Discuss the burglars' punishment in Jenny's case and the questions in Exercise 1A on page 46. What punishments are appropriate?

*"Well, in Jenny's case, I don't think the punishment was severe enough. I mean, if burglars get caught, then they should be sentenced to at least two years in prison."*

### Common errors

Remember to include *get* in *get* passives.

*Shoplifters often get fined.*

(NOT ~~*Shoplifters often fined.*~~)



## 1 Reading

- A** What kind of privacy issues do people worry about? Make a list. Do you worry about them, too?
- B** Read the article. What types of information does it mention? Which of the ideas you discussed above does it include?

### Reading tip

Articles sometimes describe the background to a problem and then list a set of problems and possible solutions.

http://www.smartphoneprivacy...

### Is your smartphone too smart for your own good?

Gone are the days when a cell phone just made calls. We use our smartphones to text, take and post photos online, access email and social networks, get directions, check prices in stores, find nearby restaurants, and even find nearby friends. However, the risks smartphones pose can be underestimated. The truth is that smartphones are a bit too smart when it comes to gathering and sharing our personal information, such as location, contacts, messages, photos, and even financial data. Obviously, laws can be passed to protect us against invasions of privacy, but lawmakers simply haven't kept up with changes in technology. Why should anyone be concerned?

First of all, smartphone service providers typically save information about who you call, what messages you send, where you are, and much more. They often share this information with third parties, such as marketers who want to know your location, friends, and personal tastes. Ask your provider how to "opt out" of this part of your contract. Also, if you don't want your phone to keep track of your location, turn off this feature.

Second, your smartphone apps may be quietly collecting your private data. Perhaps this shouldn't be allowed, but it is. So before you download a new app, read the privacy statement. If it collects information that it doesn't really need, you probably shouldn't download it.

Third, think twice before you use the Wi-Fi in a coffeehouse as there's always a chance that someone will use illegal "malware" to spy on your private data, such as your bank account details. To avoid getting hacked, don't use public Wi-Fi to access sensitive personal information.

Finally, think about what would happen if your phone got stolen. Unless you have good password protection, your personal and financial data could be accessed immediately. Choose a password that can't easily be guessed. Also, don't let your smartphone remember your other passwords. Have every website request your password each time you access it. In addition, you can use programs that allow you to erase all the data from your phone if it's lost or stolen. Ask your service provider for information.

Laws may need to be passed to ensure smartphone privacy, but in the meantime, it's up to you to "outsmart" your smartphone.



### C Find expressions in the article to complete these sentences.

- You usually need to type in a password in order to access your email.
- The risks of smartphones are often \_\_\_\_\_. People think they're safer than they actually are.
- It's worrisome that apps collect private information without your permission. You should be \_\_\_\_\_.
- The company that you pay for your phone service is called your \_\_\_\_\_.
- Sometimes you can \_\_\_\_\_ of certain parts of your phone contract — you can choose not to accept them.
- Many apps know where you are as you move from place to place — they \_\_\_\_\_ of your location.
- Criminals sometimes use \_\_\_\_\_, or malicious software, to access your financial data.
- If you use Wi-Fi in a coffeehouse, your computer could get \_\_\_\_\_ by a criminal.
- You need to \_\_\_\_\_ your smartphone — and be smarter than your phone is.



**D Read the article again and answer these questions.**

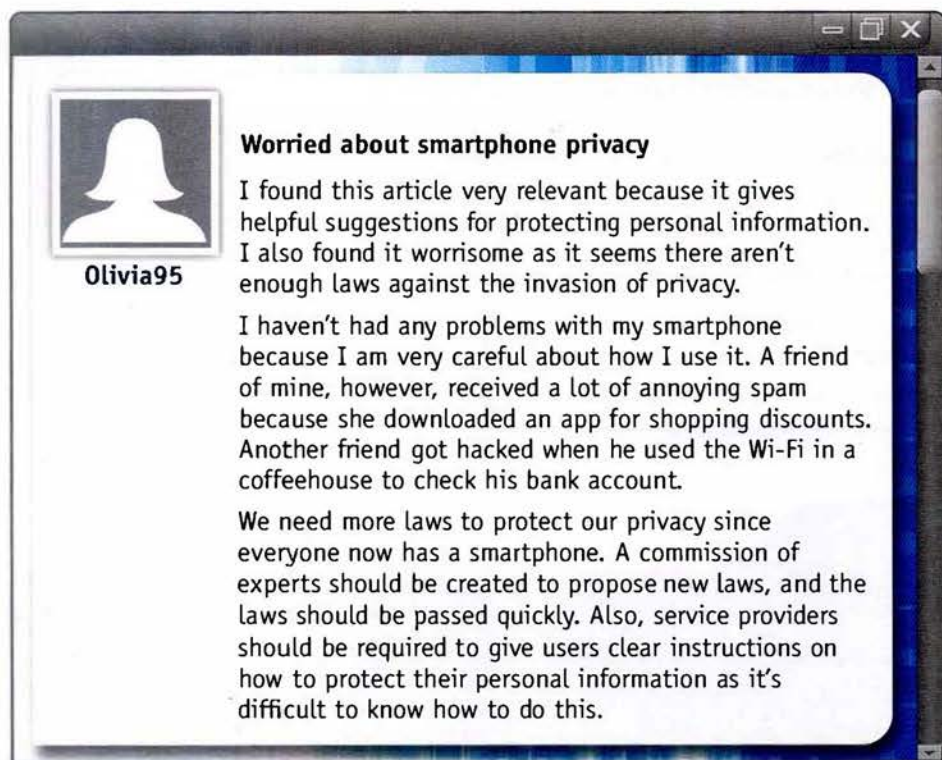
1. Why are there so few laws against the invasion of privacy through smartphones?
2. What should you do in order to keep your location private?
3. Why do you think third parties want to know your location and personal tastes?
4. What should you do before you download a new app?
5. What two pieces of advice does the article give about passwords?
6. What else do you know about protecting your privacy?

**2 Speaking and writing** Posting a comment on a web article

**About you** **A Pair work** Answer the questions about the article on page 50. Take notes on your answers. Then discuss the questions with a partner.

1. What did you think of the article? Did you find the information relevant and helpful?
2. Are you concerned about all the personal information that is collected by smartphones?
3. Have you ever had a problem because personal information was shared by a service provider or app?
4. Do you know anyone who has gotten hacked by a criminal with malware?
5. What should be done about the invasion of privacy through smartphones?

**B Read the comment below and the Help note. Underline the clauses that give reasons.**



**Olivia95**

**Worried about smartphone privacy**

I found this article very relevant because it gives helpful suggestions for protecting personal information. I also found it worrisome as it seems there aren't enough laws against the invasion of privacy.

I haven't had any problems with my smartphone because I am very careful about how I use it. A friend of mine, however, received a lot of annoying spam because she downloaded an app for shopping discounts. Another friend got hacked when he used the Wi-Fi in a coffeehouse to check his bank account.

We need more laws to protect our privacy since everyone now has a smartphone. A commission of experts should be created to propose new laws, and the laws should be passed quickly. Also, service providers should be required to give users clear instructions on how to protect their personal information as it's difficult to know how to do this.

**Help note**

**Giving reasons**

You can use **because**, **since**, and **as** to give reasons.

You can use **because** in all cases.

*I found this article very relevant **because** it gives . . .*

Use **since** only to give reasons the reader already knows or can guess.

*We need more laws to protect our privacy **since** everyone now has a smartphone.*

**As** is more formal.

*I also found it worrisome **as** it seems there aren't enough laws . . .*

**C Use the notes you took in Exercise A to write a comment on the article on page 50. Give reasons for your comments.**

**D Group work** Read your classmates' comments. Which do you agree with? Are there any ideas that you don't agree with? Discuss.



### Learning tip *Word charts*

One way to write down new words is to use word charts. You can group related ideas together, which will help you learn and remember them.

#### In conversation

##### Get paid, not fired!

The top six *get* passive verbs are:

- |                      |                       |
|----------------------|-----------------------|
| 1. get <i>paid</i>   | 4. get <i>killed</i>  |
| 2. get <i>caught</i> | 5. get <i>elected</i> |
| 3. get <i>hurt</i>   | 6. get <i>fired</i>   |

1 Complete the word chart about crime using the words and expressions in the box.

burglar    murderer    steals from stores    paints on public buildings  
murder    shoplifting    vandalism    breaks into a building to steal

Crime	Criminal	Activity
<i>burglary</i>		
	<i>vandal</i>	
		<i>kills or murders people</i>
	<i>shoplifter</i>	

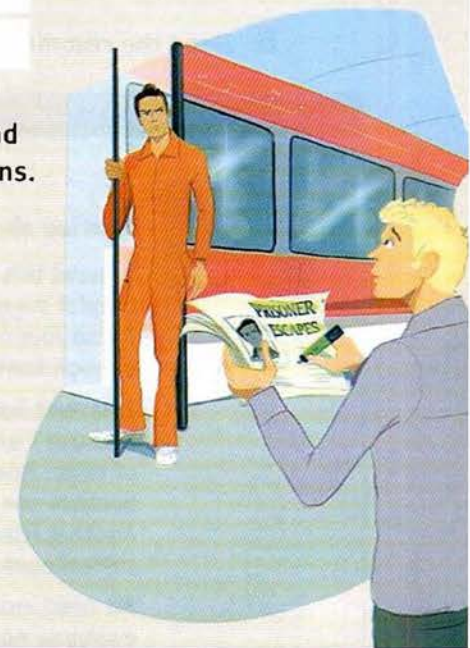
2 **Word builder** Find out the meaning of the words below. Then make and complete a chart like the one above, adding more words and definitions.

arson    blackmail    hijacking    joyriding    mugging



#### On your own

Look through an English-language newspaper, and highlight all the words that are connected with crime and law. How many of them do you already know?



### Can Do! Now I can ...

I can ...       I need to review how to ...

- |   |  |
|---|--|
| <input type="checkbox"/> talk about what the legal age should be for different activities.  | <input type="checkbox"/> use expressions like <i>That's a good point</i> to show someone has a valid argument. |
| <input type="checkbox"/> discuss rules and regulations.                                     | <input type="checkbox"/> understand a conversation about a crime.  |
| <input type="checkbox"/> talk about crimes and what punishments should apply.               | <input type="checkbox"/> understand a class debate about changing the law.                                     |
| <input type="checkbox"/> use expressions like <i>Basically, ...</i> to organize what I say. | <input type="checkbox"/> read an article about privacy issues with smartphones.                                |
|   | <input type="checkbox"/> write a comment responding to a web article.  |

# Strange events


**Can Do!**

In this unit, you learn how to . . .

**Lesson A**

- Talk about coincidences using the past perfect

**Lesson B**

- Talk about superstitions
- Show things in common in responses with *So* and *Neither*

**Lesson C**

- Repeat ideas to make your meaning clear
- Use *just* to make what you say stronger or softer

**Lesson D**

- Read an article about identical twins
- Write about a family story

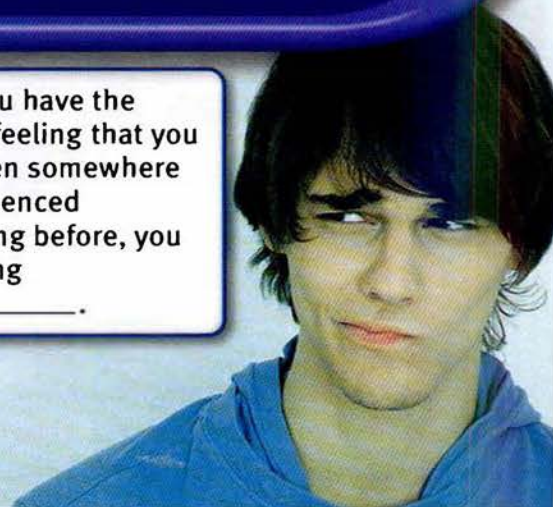
1



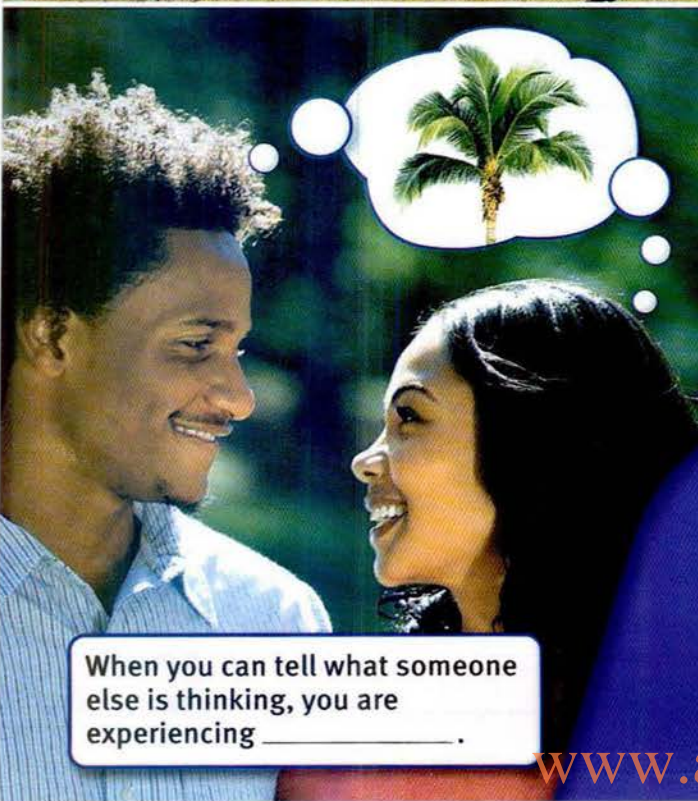
When you see an unexplained object in the sky, you might be seeing \_\_\_\_\_.

When you have the strange feeling that you have been somewhere or experienced something before, you are having \_\_\_\_\_.

2

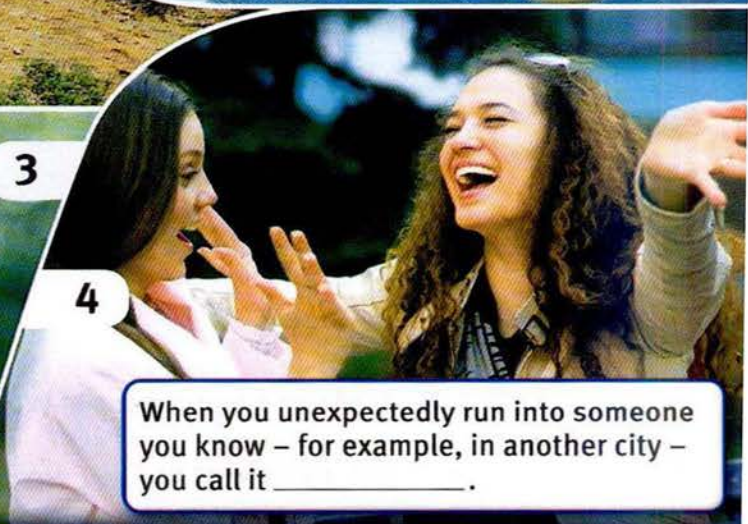


3



When you can tell what someone else is thinking, you are experiencing \_\_\_\_\_.

4



When you unexpectedly run into someone you know – for example, in another city – you call it \_\_\_\_\_.

## Before you begin . . .

Complete the sentences with the words below.

- telepathy
- a coincidence
- déjà vu
- a UFO (unidentified flying object)

Have you ever had experiences like these?

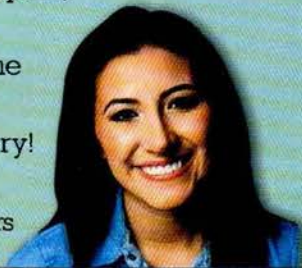
Do you know anyone else who has?

## Have you ever experienced an AMAZING COINCIDENCE?



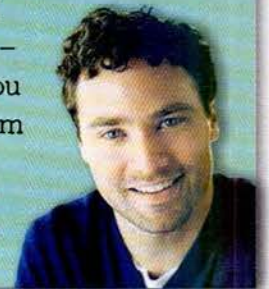
"Oh, yeah, I think life is full of coincidences. I remember one time – I had just met my husband-to-be, and we hadn't known each other long. Well, he was showing me photos of an old friend that he hadn't seen or spoken to in years, a college friend who'd moved to Spain, Gerry. Anyway, there we were, looking at these photos, when the phone rang, and – you'll never believe it – it was his friend Gerry! He just called out of the blue!"

—Emma Rivers



"Actually, yeah. One thing that sticks in my mind is . . . years ago, I was out in the Australian outback, driving through the desert. One night, I had set up camp and was cooking, and this van appeared out of nowhere with two guys in it. It was nice to have company because I hadn't spoken to anyone in days – I'd gone on this trip by myself, you see. Well, it turned out one of them had graduated from the same college I did. Small world, huh?"

—Glen Hutt



### 1 Getting started

**A** What kinds of coincidences happen to people? Make a list.

*You meet a stranger, and you realize you both know the same person.*

**B** 2.20 Listen. What coincidences did Emma and Glen experience? Were they on your list?

Figure it out

**C** Complete the answers. Use the anecdotes above to help you.

- |   |   |
|---|---|
| 1. What did Emma find out about Gerry?  | He _____ to Spain years ago.                |
| 2. Were Emma's husband and Gerry close? | Yes, but they _____ to each other in years. |
| 3. Why was Glen alone?                  | Because he _____ on the trip by himself.    |
| 4. Why was Glen happy to have company?  | Because he _____ to anyone in days.         |

## 2 Grammar The past perfect 2.21

Extra practice p. 145

Use the past perfect to talk about things that happened before an event in the past.

I **had set up** camp and was cooking, and this van appeared out of nowhere.

I **had just met** my husband-to-be, and he was showing me photos . . . when the phone rang.

The past perfect is often used to give explanations or reasons why things happened.

It was nice to have company because I **hadn't spoken** to anyone in days.

Gerry was a college friend that he **hadn't seen** in years. He'd **moved** to Spain.

Questions and short answers in the past perfect

Had you **gone** by yourself?  
Yes, I **had**.

Had they **been** in touch?  
No, they **hadn't**.

Where **had** he **moved** to?  
To Spain.

**A** Complete the stories with either the simple past or past perfect. Sometimes both are possible. Then practice with a partner.

- A Have you ever been talking about someone and then they got in touch with you?

B Yeah. In fact, last week I was talking about a friend who I \_\_\_\_\_ (not speak) to in a long time. I think he \_\_\_\_\_ (change) his cell phone and he \_\_\_\_\_ (not give) me the number. Anyway, he \_\_\_\_\_ (text) me out of the blue because he \_\_\_\_\_ (run into) my brother at a restaurant, and they were talking about me. So he \_\_\_\_\_ (decide) to get in touch. It \_\_\_\_\_ (be) great to hear from him.
- A Have you ever been thinking about someone and then you've run into them?

B Not really, but I experienced another coincidence recently. I \_\_\_\_\_ (go) to the post office because we \_\_\_\_\_ (get) someone else's mail. It \_\_\_\_\_ (happen) before, three or four times. So anyway, I was waiting in line, and I \_\_\_\_\_ (start) talking to this guy who \_\_\_\_\_ (come) in right after me. He was there because he \_\_\_\_\_ (not / receive) some of his mail. So I \_\_\_\_\_ (ask), "You don't know a Mr. Ling, do you?" And he said, "Yeah, that's me." I couldn't believe it! I \_\_\_\_\_ (have) his mail!
- A Have you ever met anyone with the same birthday as you?

B Actually, on my last birthday, my friend \_\_\_\_\_ (decide) to take me to this restaurant that she \_\_\_\_\_ (go) to with some friends. I \_\_\_\_\_ (hear) about it, but \_\_\_\_\_ (not / have) a chance to go there. Anyway, we \_\_\_\_\_ (show) up at the restaurant, and my co-worker was there, celebrating her birthday, too.

About you

**B** Pair work Ask and answer the questions above. Tell your own stories.

## 3 Listening It's a small world!

**A** 2.22 Listen to Elena tell a friend about a coincidence. Answer the questions.

- Why had Elena joined an online chess forum?
- What does she think about her online chess partner?
- How had Elena and Derek met?
- What did Elena discover about Derek? How did she find out?
- What does Elena say about coincidences?



**B** Pair work Take turns retelling Elena's story. How many details can you remember?

## 1 Building vocabulary

A Read the superstitions. How many do you know? Do you have similar ones in your country?

### SUPERSTITIONS FROM AROUND THE WORLD

**TAIWAN** If you see a crow in the morning, you will have a bad day.



**JAPAN** It's lucky to find a tea leaf floating upright in a cup of green tea.

**THAILAND** Dream of a snake holding you tightly, and you will soon meet your soul mate.



**BRAZIL** If you leave your purse on the floor, your money will disappear.

**VENEZUELA** If someone sweeps over an unmarried woman's feet with a broom, she'll never get married.



**SOUTH KOREA** If you give a friend a pair of shoes, he or she will leave you.

**ARGENTINA** Pick up any coins you find, and you'll soon come into money.



**PERU** If you put clothes on inside out, you will get a nice surprise.

**MEXICO** If a bride wears pearls, she will cry all her married life.



**TURKEY** Your wish will come true if you stand between two people with the same name.

Word sort

B Complete the chart with the superstitions above. Add ideas. Then compare with a partner.

It's good luck to ...	It's bad luck to ...
<i>find a green tea leaf floating upright.</i>	<i>leave your purse on the floor.</i>

## 2 Speaking and listening Lucky or not?

Vocabulary notebook p. 62

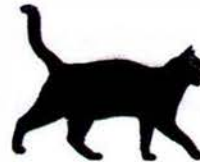
A Do you know any superstitions about the things below? Tell the class.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

B 2.23 Listen to four people talk about superstitions. Number the pictures above 1 to 4. Is each superstition lucky (L) or unlucky (U)? Write L or U.

C 2.23 Listen again. Write down each superstition. Then compare with a partner.

### 3 Building language

**A** 2.24 Listen. Is Angie superstitious? How about Terry? Practice the conversation.

Angie Gosh, this looks good. I'm so hungry.  
 Terry So am I. Could you pass the salt?  
 Angie Sure. . . Whoops! You know, it's supposed to be unlucky to spill salt.  
 Terry It is? I didn't know that.  
 Angie No, neither did I, until I read it on the Internet.  
 Terry Actually, I don't believe in all that superstitious stuff.  
 Angie Oh, I do. Now I always throw a pinch of salt over my shoulder if I spill it. And I never put shoes on the table.  
 Terry Well, neither do I. But that's because they're dirty.  
 Angie And I always walk around a ladder – never under it.  
 Terry Oh, so do I. But that's so nothing falls on my head!



**Figure it out** **B** Find responses with *so* and *neither*. What do they mean? What do you notice about them?

### 4 Grammar Responses with *So* and *Neither* 2.25

Extra practice p. 145

**Present of be**

I'm hungry.  
**So am I.** (I am too.)  
 I'm not superstitious.  
**Neither am I.** (I'm not either.)

**Simple present**

I walk around ladders.  
**So do I.** (I do too.)  
 I don't believe in superstitions.  
**Neither do I.** (I don't either.)

**Simple past**

I knew that.  
**So did I.** (I did too.)  
 I didn't know that.  
**Neither did I.** (I didn't either.)

**In conversation**

Responses in the present tense are the most common.

- So / Neither do I.*
- So / Neither am I.*
- So / Neither did I.*
- So / Neither have I.*
- So / Neither was I.*

**A** Respond to each of these statements with *So* or *Neither*. Then practice with a partner.

1. I'm not at all superstitious. *Neither am I.*
2. I always pick up coins when I see them on the sidewalk.
3. I don't know many superstitions.
4. I didn't know the superstition about putting shoes on a table.
5. I'm usually a very lucky person.
6. I've never found a four-leaf clover.
7. I've always avoided walking under ladders.
8. I was superstitious when I was a kid.

**About you** **B** **Pair work** Take turns making the sentences true for you and giving true responses.

*A* Actually, I'm a little superstitious.

*B* So am I. But I think it's habit. OR Really? I'm not superstitious at all.

**About you** **C** **Group work** Do you believe in any superstitions? Tell the group. Are there any that you all have in common?

*"I always make a wish when there's a full moon."*      *"So do I, if I remember."*

## 1 Reading

**A** What do you know about twins? Make a class list.

*"They can be identical." "They're often very close."*

**B** Read the article. Why did it take so long for these identical twins to meet?

### Reading tip

The title of a news article is often a summary of the story.


http://www.twinstories... Q

## SEPARATED at birth, then happily REUNITED

Like many identical twins, Mary Holmes and Elaine Logan are extremely close. They talk on the phone several times a week, and they spend holidays and vacations together. They're so close, in fact, that it's amazing to think that they didn't even meet until they were 30 years old.

Mary and Elaine were born in England after World War II. Their mother, who was renting a small room in a house, was unable to look after the girls. Another renter in the house, a soldier named Patrick Logan, adored the little girls, and with his wife, decided to adopt one of them – Elaine. The second twin, Mary, was adopted by another family from the Logans' hometown, the Blacks, on the condition that the two girls would never meet.

Nevertheless, the twins became aware of each other early on. When Mary Black was five, she saw a poster of some local school children. One of the children looked exactly like her. Mary thought it was a photo of herself. In fact, it was her twin sister, but her mother offered no explanation. Then, some years later during a doctor's visit, a little girl in the waiting room insisted on calling her "Elaine." Mary's parents decided it was time to tell Mary that she was adopted and that she had a twin sister in the same town. However, Mary's mother was still determined that Mary would never meet her twin.



Elaine Logan and Mary Holmes the year they met for the first time

Around the same time, Elaine Logan's mother pointed out a girl across the street one day. She explained that it was Elaine's sister, but that Elaine couldn't talk to her because the girl's mother wouldn't allow it. Elaine already knew she was adopted, but she was dumbfounded to find out she had a sister!

Mary decided not to contact her sister until she was 21 years old to avoid hurting her mother. However, at age 21, Mary got married and moved to Singapore. She still hadn't contacted her sister. Coincidentally, just three months later, Mary got word from a friend that her sister had tried to find her. Elaine had gone to the office where Mary had worked, but after learning that Mary was now in Singapore, she had left discouraged, and didn't even ask for Mary's address.

Several years later, after moving back to the UK, Mary figured out a way to contact Elaine. The two sisters spoke on the phone soon after and hit it off immediately. When they finally met, it was as if they had known each other all their lives.

By now, well over 30 years have passed, and it seems unimaginable that Mary and Elaine spent their first 30 years in totally separate worlds.

**C** Read the article again and answer these questions.

1. What condition did the Blacks set before they would adopt Mary?
2. How did Mary learn about Elaine? How did Elaine learn about Mary?
3. What happened the first time Elaine tried to contact Mary?
4. How did the twins feel when they first met in person?
5. In your opinion, why are identical twins often so close to each other?



**D** Find the expressions below in the article. Can you guess what they mean from the context? Match them with the meanings given.

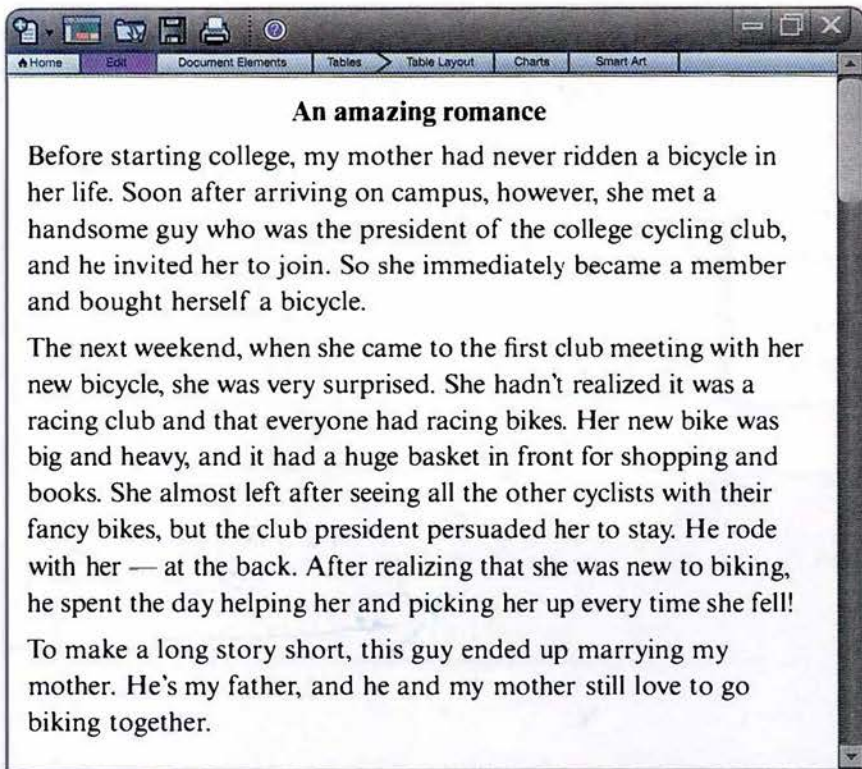
- |                          |   |
|--------------------------|---|
| 1. look after _____      | a. shocked and surprised                            |
| 2. become aware of _____ | b. receive news                                     |
| 3. insist on _____       | c. learn that something or someone exists           |
| 4. dumbfounded _____     | d. become friends quickly                           |
| 5. get word _____        | e. take care of                                     |
| 6. hit it off _____      | f. continue to do something, though others disagree |

## 2 Speaking and writing Amazing family stories

**About you** **A Pair work** Discuss the questions below. Do you have any family stories to tell? Write notes about a family story you have.

1. What's your family's background or history? Does your family have an interesting story?
2. How did your parents meet? How about your grandparents? What stories do they tell?
3. Does anyone in your family have an interesting profession? How did he or she get into it?
4. Are there any "colorful" characters in your family? Do you have any anecdotes about them?
5. Are you close to one particular member of your family? How did you become close?

**B** Read the article below and the Help note. Underline the four examples of prepositional time clauses.



**An amazing romance**

Before starting college, my mother had never ridden a bicycle in her life. Soon after arriving on campus, however, she met a handsome guy who was the president of the college cycling club, and he invited her to join. So she immediately became a member and bought herself a bicycle.

The next weekend, when she came to the first club meeting with her new bicycle, she was very surprised. She hadn't realized it was a racing club and that everyone had racing bikes. Her new bike was big and heavy, and it had a huge basket in front for shopping and books. She almost left after seeing all the other cyclists with their fancy bikes, but the club president persuaded her to stay. He rode with her — at the back. After realizing that she was new to biking, he spent the day helping her and picking her up every time she fell!

To make a long story short, this guy ended up marrying my mother. He's my father, and he and my mother still love to go biking together.

### Help note

#### Prepositional time clauses

**Before starting** college, she had never ridden a bicycle. = "Before she started college, she had never ridden a bicycle."

**Soon after arriving** on campus, she met a guy. = "Soon after she arrived on campus, she met a guy."

She almost left **after seeing** all the other cyclists. = "She almost left after she saw the other cyclists."

**About you** **C** Use your notes, and write a story about your family. Use at least three time clauses. Then read your classmates' stories. Which story interests you most? Tell the class.



## Learning tip *Grouping vocabulary*

A good way to learn sayings, like proverbs or superstitions, is to group them according to topics, using word webs.

### In conversation

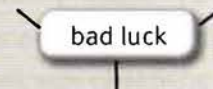
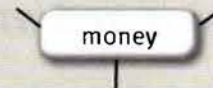
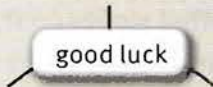
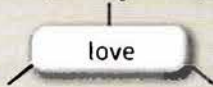
#### Good luck!

More than 50% of the uses of the word **luck** are when people talk about or wish others **Good luck!**

Less than 5% of its uses are to talk about **dumb, bad, poor, tough, or rotten luck.**

1 For each topic below, find and write superstitions from this unit.

*Dream of a snake, and you'll find your soul mate.*



2 **Word builder** Can you complete these superstitions? If you don't know them, you can look them up in quotation marks (" ") on the Internet. Then add them to the word webs above.

Bringing a new broom into a new house ...  
Cut your nails on Friday, ...  
Finding a ladybug ...

If you open an umbrella indoors, ...  
Leave a house by the same door ...  
Putting clothes on with your left arm first ...



### On your own

Ask five people if they are superstitious about anything. Translate their superstitions into English.



ENGLISH TEST  
9 a.m.

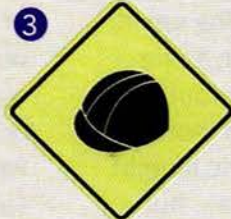
### Can Do! Now I can ...

I can ...       I need to review how to ...

- |  |   |
|--|---|
| <input type="checkbox"/> talk about coincidences and superstitions.  | <input type="checkbox"/> use <i>just</i> to make what I say softer or stronger. |
| <input type="checkbox"/> talk about the order of events in the past. | <input type="checkbox"/> understand someone talking about a coincidence.        |
| <input type="checkbox"/> give reasons for why things happened.       | <input type="checkbox"/> understand conversations about superstitions.          |
| <input type="checkbox"/> show things I have in common.               | <input type="checkbox"/> read an article about identical twins.                 |
| <input type="checkbox"/> repeat ideas in other words to be clear.    | <input type="checkbox"/> write about a family story.                            |

### 1 What are you supposed to do?

What do these signs mean? Write an affirmative and a negative sentence for each sign using *be supposed to*. Compare with a partner. Where might you see these signs?



A This one means you're not supposed to use your cell phone. You're supposed to turn it off.

B Yeah. You're supposed to turn cell phones off in hospitals, I think. And on planes.

### 2 You can say that again!

A Can you complete the second sentence so that it repeats the main idea of the first sentence? Add *just* to make the meaning stronger or softer. Compare with a partner.

- I really enjoy going to parties. I just love going to parties.
- I sometimes get a bit nervous when I meet new people. I \_\_\_\_\_.
- I don't go out every night because it's too expensive. It \_\_\_\_\_.
- I'm never on time when I have to meet friends. I \_\_\_\_\_.

B Make the sentences true for you. Tell a partner your sentences. Use statement questions to check that you understand your partner's sentences.

A I really don't enjoy going to parties. I just hate being with a lot of people.

B Really? So you prefer to stay home?

### 3 Crime doesn't pay.

A How many ways can you complete the sentences below? Make true sentences.

	Crime		Punishment		Criminals		Punishment
People who are convicted of	<u>shoplifting</u>	usually get	<u>fined.</u>	I think	<u>shoplifters</u>	should be	<u>fined.</u>
	_____		_____		_____		_____
	_____		_____		_____		_____
	_____		_____		_____		_____

B Pair work Organize and explain your views. Say when your partner makes a good point.

A People who are convicted of shoplifting usually get fined. I think shoplifters should be fined. First, because it's not a really serious crime, and second, . . .

B That's a good point. But I think sometimes shoplifters should be sent to jail for repeat offenses or when they steal something really expensive.

## 4 A weird week

**A** Read the story and answer the questions below. Use the past perfect in your answers.

Last week, Eric had some bad luck and some good luck. Monday was a bad day. First, he saw a crow on his car when he left for work. After work, he went shopping with his classmate. She spent all her money on an expensive sweater, so he had to buy them both dinner. In the restaurant, Eric yelled at her for spending so much money, and she got very angry. On Tuesday, Eric bought her a gift to apologize – some sneakers – but she was still mad, and on Wednesday, she broke up with him.

On Thursday, Eric had a strange dream about a snake winding itself tightly around his leg. He didn't sleep well and overslept on Friday morning. He got dressed in a hurry and accidentally put his sweater on inside out. Later, while he was waiting in line at the bank, a woman behind him said, "Excuse me. Your sweater is inside out." He turned around and realized she was his old college friend, Sarah. He hadn't seen her since their graduation six years ago. What a nice surprise! Eric remembered his dream and suddenly thought, "This is the woman I'm going to marry."

1. Why did Eric pay for his classmate dinner?
2. Why did Eric want to apologize?
3. Why did he oversleep on Friday morning?
4. Why was his sweater inside out?
5. Why was it a surprise to see Sarah?
6. Why did Eric have that last thought?

*"Eric had to pay for his classmate dinner because she had spent all her money on a sweater."*

**B Pair work** Look at the superstitions on page 56. How might a superstitious person explain the events in the story? How many superstitions can you use? Discuss your ideas.

*"Maybe Eric had a bad day on Monday because he'd seen a crow in the morning."*

## 5 Get this!

Fill in the blanks with the correct forms of the *get* expressions in the box. Then practice the conversation.

get around to    get over    get through    ✓get it    get the feeling    get used to

**Ann** My sister and her friend just broke up. She's so upset.

**Bill** I don't get it. They were the perfect couple.

**Ann** I \_\_\_\_\_ that she was expecting it. She'll \_\_\_\_\_ it soon.

**Bill** Did they ever get engaged? Or didn't they \_\_\_\_\_ it?

**Ann** They did, but she'll soon \_\_\_\_\_ being single again.

**Bill** It's a tough time, but she'll \_\_\_\_\_ it.



## 6 Things in common?

Complete the sentences and compare with a partner. Say if you are the same or different. If you are the same, use *So* or *Neither*.

I believe in . . .    I don't believe in . . .    I was going to . . .  
Once I tried . . .    I'm not a fan of . . .    I'm not supposed to . . .

*"I believe in UFOs."*

*"So do I. I think I saw one once."*

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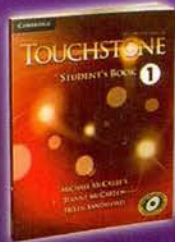
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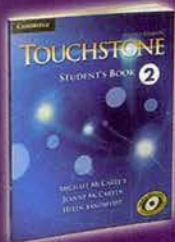
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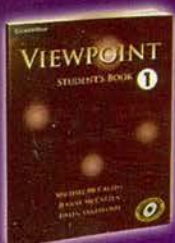
High Beginning



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High Intermediate



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## Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was/were	been	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
bleed	bled	bled	pay	paid	paid
blow	blew	blown	prove	proved	proven/proved
break	broke	broken	put	put	put
bring	brought	brought	quit	quit	quit
build	built	built	read	read	read
burn	burned/burnt	burned/burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	sew	sewed	sewn/sewed
dream	dreamed/dreamt	dreamed/dreamt	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown/showed
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
find	found	found	sit	sat	sat
fight	fought	fought	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	speed	sped	sped
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	spill	spilled/spilt	spilled/spilt
get	got	gotten	spring	sprang	sprung
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
hang	hung	hung	strike	struck	struck
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
lead	led	led	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
let	let	let	wind	wound	wound
lie	lay	lain	write	wrote	written