

Facts, Theories,  
and Hoaxes

## PREVIEW

**A FRAME YOUR IDEAS** Take the quiz with a partner and discuss your answers.

## COMMUNICATION GOALS

- 1 Speculate about everyday situations
- 2 Present a theory
- 3 Discuss how believable a story is
- 4 Evaluate the trustworthiness of news sources

THE WORLD'S  
EASIEST  
QUIZ... OR IS IT?

Be careful: The answers may seem obvious, but they might not be what you think! Will you "take a wild guess" by closing your eyes and just choosing A, B, C, or D? Or will you use "the process of elimination" by rejecting the answers that can't possibly be true?

**1** How long did the Hundred Years' War in Western Europe last?

- A 100 years      C 50 years  
B 116 years      D 200 years

**2** Where do Panama hats come from?

- A Panama      C Ecuador  
B The Philippines      D Italy

**3** From which animals do we get catgut for violin strings?

- A cats      C sharks  
B sheep      D dogs

**4** The former U.S.S.R. used to celebrate the October Revolution in which month?

- A October      C December  
B November      D June

**5** What is a camel hair paintbrush made of?

- A camel hair      C cat hair  
B squirrel hair      D human hair

**6** The Canary Islands in the Atlantic Ocean are named after which animal?

- A the canary      C the dog  
B the cat      D the camel

**7** What was King George VI of England's first name?

- A George      C Joseph  
B Charles      D Albert

**8** What color is a male purple finch?

- A dark purple      C sky blue  
B pinkish-red      D white

**9** What country do Chinese gooseberries come from?

- A China      C Sweden  
B Japan      D New Zealand

**10** How long did the Thirty Years' War in Central Europe last?

- A 30 years      C 20 years  
B 40 years      D 100 years

## SCORING

**1-2 CORRECT**  
We TOLD you they weren't so easy!

**3-5 CORRECT**  
Not bad! Did you already know a few of the answers?

**6-10 CORRECT**  
Either you're a great guesser, or you're a true scholar!

**ANSWERS** 1. B 116 years (from 1337 to 1453, with interruptions) 2. C Ecuador (And Ecuadorians hate that everyone thinks the hats come from Panama!) 3. B sheep (The word catgut may have come from kitgut—kit meaning violin—and someone confused it with the word for a young cat: kitten.) 4. B November (Russians used to use the Julian calendar.) 5. B squirrel hair (The brush inventor's surname was Camel.) 6. C the dog (In Latin, canarias means dogs.) 7. D Albert (British kings usually took new names when they became king.) 8. B pinkish-red (And the female is brown.) 9. D New Zealand (New Zealanders renamed them kiwi fruit to avoid confusion.) 10. A 30 years, of course! (from 1618 to 1648)

**B DISCUSSION** Did you have a reason for each answer you chose? Did you just take wild guesses, or did you use the process of elimination? Which method do you think works better? Why?



**C** ▶ 5:01 **SPOTLIGHT** Read and listen to a conversation about a mystery. Notice the spotlighted language.

**Boris:** Have you been keeping up with all the news about that missing military jet?

**Tina:** Yeah. Very mysterious, don't you think? The whole thing **doesn't make sense**.

**Boris:** No, it doesn't. I mean, how can a military plane just **vanish without a trace** over the Mediterranean Sea? Where's the evidence of a crash?

**Tina:** I have no idea, but apparently there was bad weather. Most likely the pilot lost control and it crashed into the water.

**Boris:** They claim that's the probable explanation but, in my opinion, they're **barking up the wrong tree**.

**Tina:** What do you mean?

**Boris:** Well, I know I'm **going out on a limb** with this, but the plane might have been taken over by someone and flown to a secret location.

**Tina:** Oh come on! How could anyone take over a military plane? You **don't really buy that**, do you?

**Boris:** Why not? Rumor has it that there were two high-level government scientists aboard. Maybe someone wanted the information they might have had.

**Tina:** I'm sorry, but that seems really **far-fetched to me**. It's just not believable! There's no question the plane crashed. The only question is where.



**D UNDERSTAND IDIOMS AND EXPRESSIONS** With a partner, find these expressions in Spotlight and discuss the meaning of each. Explain what it means when...

- |  |                                 |
|--|---------------------------------|
| 1 something "doesn't make sense"       | 4 someone "goes out on a limb"  |
| 2 something "vanishes without a trace" | 5 someone "doesn't buy" an idea |
| 3 someone "barks up the wrong tree"    | 6 something seems "far-fetched" |

**E DISCUSSION** Discuss the questions with a partner.

- Do you think Boris's theory is far-fetched? Why or why not?
- Do you generally believe what you hear or read in the news? Why or why not?

### SPEAKING

**A PAIR WORK** Read each rumor and discuss how believable you think it is. Explain your reasons, using the expressions from Exercise D.



- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 That vaccines cause physical harm to young children    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 That the British monarchy controls the world's economy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 That aliens from other planets have visited Earth      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 That the 1969 moon landing never actually happened     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**B DISCUSSION** Which did you find more difficult to do: express an opinion on the rumors in Exercise A, or answer the questions in the quiz on page 98? Why?



**GOAL** Speculate about everyday situations**A** ▶ 5:02 **VOCABULARY DEGREES OF CERTAINTY** Read and listen. Then listen again and repeat.**very certain**

Clearly, } she got stuck in traffic.  
 It's obvious (that) }  
 There's no question (that) }

**almost certain**

Most likely } she got stuck in traffic.  
 Probably }  
 I'll bet }  
 I suppose }

**not certain**

Maybe } she got stuck in traffic.  
 It's possible (that) }  
 I wonder if }

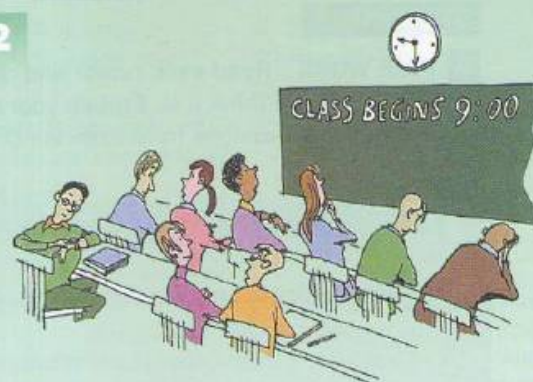
**B** ▶ 5:03 **LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation and circle the phrase that best completes the statement. Then explain your choices.

- 1 She is (very certain / almost certain / not certain) about the reason Jade got grounded.  
 He is (very certain / almost certain / not certain) about the reason Jade got grounded.
- 2 She is (very certain / almost certain / not certain) about the reason Jack is in debt.  
 He is (very certain / almost certain / not certain) about the reason Jack is in debt.
- 3 She is (very certain / almost certain / not certain) why Linda got her kids a puppy.  
 He is (very certain / almost certain / not certain) why Linda got her kids a puppy.

**C** **APPLY THE VOCABULARY** Write three sentences about each situation, each with a different degree of certainty. (a = very certain, b = almost certain, c = not certain) Compare sentences with a partner.

You're trying to take the elevator downstairs to get some lunch.  
 You've been waiting for the elevator for over ten minutes.

- a ... Clearly, the elevator isn't working. ....  
 b .....  
 c .....



It's 9:30, and your teacher hasn't arrived yet  
 for your 9:00 class.

- a .....  
 b .....  
 c .....





You go to your favorite restaurant. The lights are on, but the doors are locked, and there's no one inside.

- a .....  
b .....  
c .....



You expected a package to arrive on Monday. It's Friday, and it still hasn't come.

- a .....  
b .....  
c .....

## NOW YOU CAN Speculate about everyday situations

### A ▶ 5:04 CONVERSATION SPOTLIGHT

Read and listen. Notice the spotlighted conversation strategies.

A: **I wonder** where Stacey is. She said she'd be here by ten.

B: Do you think something happened?

A: No idea. But **I'm sure it's nothing**. I'll bet she got stuck in traffic.

B: **I suppose you're right**. But I'm surprised she hasn't called.

A: I am, too.

B: **There must be a good explanation**. Maybe she left her phone at home.

A: Could be. I forget mine all the time.

▶ 5:06 Ways to say "I don't know."

No idea.  
No clue.  
Beats me.

▶ 5:07 Responding to speculation

Could be.  
Maybe.  
I suppose.

### B ▶ 5:05 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 situations in Exercise C on pages 100–101 (or another situation.) Start like this: *I wonder* ... Be sure to change roles and then partners.

#### DON'T STOP!

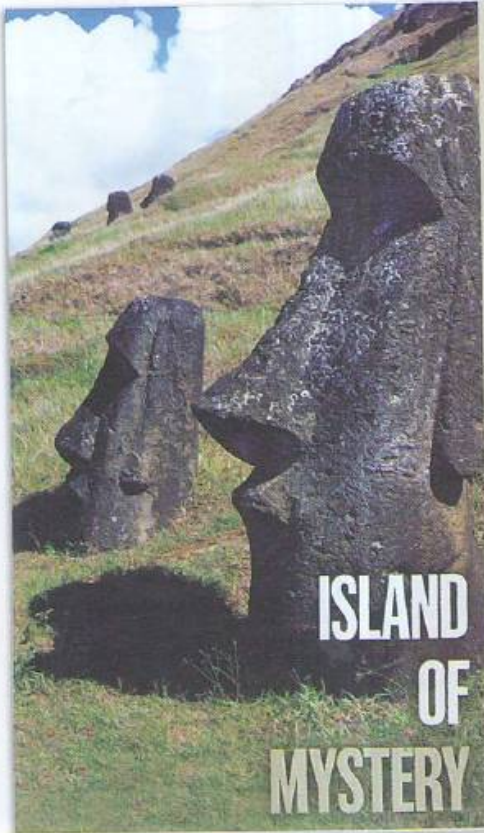
- Continue to speculate, using varying degrees of certainty.
- Say as much as you can.

#### RECYCLE THIS LANGUAGE

- It doesn't make sense.
- I don't buy that.
- That sounds far-fetched.
- There's no question...



**A** ▶ 5:08 **GRAMMAR SPOTLIGHT** Read about Rapa Nui. Notice the spotlighted grammar.



Rapa Nui (or Easter Island) is the most remote inhabited island in the world. Its huge stone figures (called *moai*) are world-famous, but their origin, as well as much of the island's history, is shrouded in mystery.

Experts believe the stone figures **may have been used** to establish religious and political authority and power, but no one knows for sure. Islanders moved a total of 540 figures across the island—some as far as 22 kilometers. Several experts believe the *moai* **could have been “walked”** upright, using ropes to rock the figures back and forth. Others theorize the islanders **must have laid** the figures down flat and **rolled** them over logs. They point out that moving each figure **could not have been accomplished** without the help of 70 or more people and probably took days to achieve.

In the early twentieth century, Norwegian explorer Thor Heyerdahl noticed cultural similarities between the people on Rapa Nui and the Incas in

Peru. He argued that the island **might have been inhabited** by people who came in boats from South America. To prove it was possible, he successfully sailed a raft called the Kon-Tiki on that route. However, experts citing more recent DNA evidence confirmed that the original inhabitants **had to have sailed** from Polynesia, which lies to the west.

The first arrivals most likely found an inviting habitat lush with palm forests. However, today, the native trees are extinct. Some experts believe that, as the population of this small island increased, trees **must have been cut** down to build houses and boats and to make logs for moving the huge *moai*.

These are some of the theories about Rapa Nui, its stone figures, and the people who created them. Perhaps someday we will learn all the answers.



**B** **DRAW CONCLUSIONS** Which theory of how the *moai* were moved seems most believable to you? Explain your reasons.

DIGITAL  
INDUCTIVE  
ACTIVITY

**C** **GRAMMAR** PERFECT MODALS FOR SPECULATING ABOUT THE PAST: ACTIVE AND PASSIVE VOICE

**Active voice**

You can form perfect modals using *may*, *might*, *could*, *must*, or *had to* to speculate with different degrees of certainty about the past. Remember: A perfect modal is formed with a modal + **have** and a past participle.

- very certain: The islanders **had to have come** from Polynesia.  
They **couldn't (or can't) have come** from Peru.
- almost certain: The figures **must have been** very important.  
They **must not have been** easy to move.
- not certain: They **might (or may) have moved** the *moai* by “walking” them.  
However, they also **could have laid** the *moai* flat on logs.

**Passive voice**

Use the passive voice if the performer of the action is unknown or if you want to focus on the receiver of the action. To form the passive voice with perfect modals, use a modal + **have been** and a past participle. In negative statements, place **not** before the auxiliary **have**.

- The stone figures **must have been moved** using ropes and logs.
- The secrets of Rapa Nui **might not have been lost** if their writing system had survived.
- The island **couldn't have been inhabited** originally by people from South America.

**PRONUNCIATION  
BOOSTER**

p. 149

Reduction and linking  
in perfect modals in the  
passive voice

**GRAMMAR BOOSTER** p. 138

Perfect modals: short responses  
(active and passive voice)

DIGITAL  
MORE  
EXERCISES

**D** **UNDERSTAND THE GRAMMAR** Read the Grammar Spotlight again. Circle the perfect modals that are in the active voice. Underline those that are in the passive voice.



**E GRAMMAR PRACTICE** On a separate sheet of paper, rewrite the sentences with perfect modals in the active voice.

- 1 Scientists believe that it's possible some form of life existed on the planet Mars billions of years ago.
- 2 Heyerdahl thought it was possible that they had come on a raft like the Kon-Tiki.
- 3 Some historians think that the Rapa Nui islanders probably didn't move the moai using logs.
- 4 It's possible someone forced the pilot to fly the plane to a different location.
- 5 Experts suggest that originally the Rapa Nui people most likely wrote on banana leaves.
- 6 There's no question that hunting was the cause of the carrier pigeon's extinction as a species.

Scientists believe that some form of life could have existed on the planet Mars billions of years ago.

**F GRAMMAR PRACTICE** Complete the conversations, using perfect modals in the passive voice.

**Harvard Professor Claims Egyptian Pyramids Built by Aliens from Space**

- 1 A: I suppose they ..... by aliens.  
B: Come on! You don't really buy that, do you?

**New Zealand Scientist Argues Dinosaurs Killed by Giant Tsunami**

- 2 A: That sounds far-fetched to me. I think the dinosaurs ..... by something else.  
B: I suppose you're right.

**SHOCKING NEW REVELATION:**  
Artist Vincent van Gogh was actually murdered by brother

- 3 A: Do you think that's possible?  
B: Of course not. He ..... by his brother. Everyone knows he killed himself!

**Woman Attacked by Lion While Shopping in London**

- 4 A: That just doesn't make sense!  
B: Don't be so sure. Someone ..... by a lion if it had escaped from the zoo.

## NOW YOU CAN Present a theory

**A FRAME YOUR IDEAS** Read about each mystery. On a separate sheet of paper, write a theory to explain each one, using perfect modals. Your theories can be believable or far-fetched.

**The Yeti** For centuries, people in Asia's remote Himalayan Mountains have claimed to have seen a shy, hairy, human-like creature. However, no one has ever captured a yeti or taken its photo. These sightings continue to be reported today.



**Stonehenge** Stonehenge was built over 3,000 years ago in England. Experts say the huge stones came from mountains 257 kilometers away. No one knows for sure how the stones were carried or put into place. The purpose of the stones is unknown.



**The Nazca Lines** These huge shapes were carved into the earth in Peru more than 1,500 years ago and can only be seen from an airplane. No one knows how they were designed or made.



DIGITAL VIDEO

**B DISCUSSION ACTIVATOR** Speculate about each mystery, using active or passive perfect modals when possible. Use Degrees of Certainty vocabulary from page 100. Say as much as you can.

“I believe the stones at Stonehenge may have been used for religious purposes. That's what makes the most sense to me.”

**C PRESENTATION** Choose one of the mysteries. Present the theory that you think best explains the mystery and tell the class why you believe it.



**A READING WARM-UP** What kind of information would you need to determine whether or not a news story is true?

DIGITAL STRATEGIES

**B** 5:09 **READING** Read the article. Which details do you think are the most questionable or the least believable?

## THE ROSWELL INCIDENT

On June 25th 1947, pilot Kenneth Arnold was flying a plane in the northwest of the U.S. when he saw something strange: objects that looked like plates, or saucers, flying across the sky like a small flock of birds. His story led to numerous other news stories in which people claimed to have seen similar unidentified flying objects (UFOs)—or “flying saucers.”

Shortly after, on July 8th, a secret military balloon crashed near Roswell, New Mexico, in the southwest. However, the local newspaper reported that a flying saucer had crashed, and the news media from all over demanded more information. Because the balloon was a secret, the military made an official announcement: that the object that had crashed was just an ordinary weather balloon.

No one questioned that story for more than thirty years—until 1978. UFO lecturer Stanton Friedman interviewed a man who claimed to have seen something stranger than a weather balloon in the wreckage of the 1947 crash, and the story of a flying saucer was reborn. Although versions of that story differ, most people who believe there was a military conspiracy to hide the truth agree on these basic details: a flying saucer crashed near Roswell in 1947. And because it didn't want anyone to know the truth, the military kept the incident top secret and continues to do so today.

However, many details have been added to the story over the years. Eleven additional “crash sites” have been identified. While some people claim that alien beings from other planets must have been captured alive and imprisoned by the military in a secret

location, others believe that aliens might have died in the crash and were most likely being kept frozen for research. Roswell conspiracy fans meet at annual conferences to debate the various versions.

The military eventually admitted that it had been a secret military balloon. However, Roswell “experts” claim to have interviewed hundreds of witnesses who say they saw evidence of a flying saucer, proving, therefore, that the conspiracy theory must be true. B.D. Gildenberg, who has examined such claims, believes that the Roswell conspiracy stories are a hoax—“the world's most famous, most exhaustively investigated, and most thoroughly debunked UFO claim.” Other skeptics of the conspiracy, who accept the military's version, point out that all the interviews occurred more than thirty years after the crash and that many of the statements made in the interviews were highly questionable. For example, one witness's name was changed after it became clear that she didn't exist. Furthermore, witnesses often seemed to confuse details with military plane crashes that had occurred in the area at about the same time.

All the same, a CNN / Time poll in the U.S. showed that a majority of the people who responded found the UFO story very believable. Conspiracy critic Kal Korff admits, “Let's not pull any punches here: The Roswell UFO myth has been very good business for UFO groups, publishers, Hollywood, the town of Roswell, [and] the media.”

Attendees at annual “Roswell” conferences debate conflicting theories about alien visitors and UFOs.

**C CONFIRM POINT OF VIEW** Write A, B, or C to classify the people or organizations based on their point of view.

A = a skeptic of the military's version of the Roswell incident

B = a skeptic of the Roswell conspiracy theory

C = not enough information in the article to know for sure

- 1 ..... Kenneth Arnold
- 2 ..... Stanton Friedman
- 3 ..... Roswell “experts”

- 4 ..... Roswell conspiracy fans
- 5 ..... CNN / Time
- 6 ..... B.D. Gildenberg
- 7 ..... Kal Korff



**D INFER INFORMATION** Based on information from the article, infer the answers to these questions.

- 1 What did Stanton Friedman's first witness probably tell him he saw in 1947?
- 2 When B.D. Gildenberg says the Roswell conspiracy is a "hoax," what does he mean?
- 3 When Kal Korff says the Roswell conspiracy is "very good business," what does he mean?
- 4 When the military finally admitted years later that they hadn't told the truth about the weather balloon in 1947, how would you guess Roswell conspiracy fans responded?

**E** **5:10 WORD STUDY ADJECTIVES WITH THE SUFFIX -ABLE** Listen and repeat.

<b>believable</b>	can be accepted as true because it seems possible
<b>debatable</b>	more than one explanation is possible
<b>unprovable</b>	cannot be shown to be true
<b>questionable</b>	likely to be untrue

**F WORD STUDY PRACTICE** Use the adjectives from Exercise E to complete each statement.

- 1 His story is really ..... So many of the details sound far-fetched.
- 2 I think she's telling the truth. Her description of the events sounds very ..... to me.
- 3 Your claims are ..... It isn't difficult to find another explanation for what happened.
- 4 That the military found a flying saucer is ..... There is no evidence to show that they did.

## NOW YOU CAN Discuss how believable a story is

**A NOTEPADDING** With a partner, create a story for each of two imaginary witnesses of the 1947 Roswell event: one supporting the conspiracy theory and one supporting the military's version.

Witness	What did the witness claim to have seen or heard?
a bus driver	He saw a flying saucer on the road. Some injured aliens were lying on the ground nearby. Some soldiers were ...
1	
2	

**B GAME "TO TELL THE TRUTH"** Divide the class into two opposing groups. Group A will argue that there was a Roswell conspiracy. Group B will defend the military's version. Students from each group role-play the witnesses, making their stories as believable as possible. Students in the opposing group ask questions in order to determine if the witness is telling the truth.

How many aliens did you see? ??

What did they look like? ??

**C DISCUSSION** Vote to decide which witnesses told the most believable stories. Explain your reasons.

I thought the first witness's story was questionable because he must have ... ??

### RECYCLE THIS LANGUAGE

- It doesn't make sense.
- I don't buy that.
- You're barking up the wrong tree.
- [You] really went out on a limb.
- That's just far-fetched.
- There's no question...



## GOAL

Evaluate the trustworthiness of news sources

- A LISTENING WARM-UP DISCUSSION** Look at the photo. Speculate about the purpose of the object behind the people.



Falcon Heene (front left) with his parents, Richard and Mayumi, and his brothers.

## ORIGINAL STRATEGIES

- B ▶ 5:11 LISTEN FOR MAIN IDEAS** Listen to Part 1 of this true story and discuss the questions.

- 1 What was the story that was being reported in the news?
- 2 Why did the Heene family contact the authorities?
- 3 What happened to the balloon?
- 4 What surprise did everyone discover afterward?

- C ▶ 5:12 LISTEN TO DRAW CONCLUSIONS** Listen to Part 2 of the story.

Complete the statements. Explain your choices.

- 1 News agencies grew suspicious about the story because .....
  - a Falcon's father answered interviewers' questions
  - b Falcon got sick during the interviews
- 2 Authorities grew suspicious when they learned about Falcon's father's .....
  - a interests
  - b inventions
- 3 A publicity stunt is when someone tries to .....
  - a hide the truth from the authorities
  - b get the attention of the media
- 4 Falcon's parents agreed to pay \$36,000 as .....
  - a a donation
  - b a punishment

- D CRITICAL THINKING** Discuss these questions. Listen to Part 2 again if necessary.

- 1 Do you think the authorities should have been less lenient or more lenient toward Falcon's parents? Why or why not?
- 2 Do you agree that the media probably made errors in judgment in the way they reported the story? Explain your opinion.
- 3 Do you think the media generally do a good job reporting the news? Provide examples of good or bad reporting.



## NOW YOU CAN Evaluate the trustworthiness of news sources

- A FRAME YOUR IDEAS** Complete the survey and calculate your score. Then compare results with a partner. Which one of you is generally more skeptical?

### ARE YOU A *skeptic?*

NOT SKEPTICAL ← → VERY SKEPTICAL  
100% 90% 70% 50% 30% 10% 0%

What percentage of the news you read in the newspaper do you think is true?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What percentage of the news you hear on TV or radio do you think is true?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What percentage of what you see on the Internet do you think is true?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What percentage of what politicians say do you think is true?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What percentage of what advertisers say do you think is true?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What percentage of what your family says do you think is true?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What percentage of what your friends say do you think is true?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### HOW SKEPTICAL ARE YOU?

First add up all the percentage numbers you checked to get your total. Then calculate your average score by dividing your total by 7.

TOTAL

AVERAGE SCORE

- B NOTEPADDING** On the notepad, write news sources you trust and ones you don't. Include sources from newspapers, magazines, TV, radio, and the Internet. Explain your reasons.




DIGITAL  
SPEAKING  
BOOSTER

- C DISCUSSION** Why do you trust some news sources and not others? Do you and your classmates agree on any? How can you determine if the information you read or hear is true or not?

#### RECYCLE THIS LANGUAGE

- |                              |                                      |                                |
|------------------------------|--------------------------------------|--------------------------------|
| • I'm sorry to say ...       | • There's no question ...            | • believable                   |
| • I hate to say it, but ...  | • I don't buy [that story].          | • questionable                 |
| • To tell you the truth, ... | • ... doesn't make sense to me.      | • reliable                     |
| • Unfortunately, ...         | • They're barking up the wrong tree. | • troubling                    |
| • The sad fact is ...        | • They went out on a limb.           | • careful / careless           |
|                              |                                      | • disappointed / disappointing |

- OPTIONAL WRITING** Write about a news source you trust, or one you don't trust. Explain your reasons.



## WRITING Avoiding sentence fragments

### A WRITING SKILL Study the rules.

A sentence fragment is a group of words that does not express a complete thought. Here are two common fragments.

#### A dependent clause

A dependent clause is a group of words that contains both a subject and a verb but begins with a subordinating conjunction, making it an incomplete thought.

FRAGMENT: ~~Because the military hadn't told the truth.~~

FRAGMENT: ~~After his mother admitted to lying.~~

#### A phrase

A phrase is a group of words that is not a complete sentence. Common phrases are prepositional phrases, verb phrases, embedded questions, infinitive phrases, relative clauses, etc.

FRAGMENT: ~~The people who were at the airport.~~

FRAGMENT: ~~At the end of the year.~~

FRAGMENT: ~~Are very reliable.~~

FRAGMENT: ~~Where the balloon landed.~~

FRAGMENT: ~~To solve the mystery.~~

To correct a sentence fragment, do one of the following:

- Attach a dependent clause to an independent clause to complete the thought.  
**People believed the conspiracy theories** because the military hadn't told the truth.  
After his mother admitted to lying, **everyone knew the story was a hoax.**
- Complete the thought by adding missing information to a phrase so it's a complete sentence.  
The people who were at the airport **couldn't board their planes.**  
**They were freed from prison** at the end of the year.  
**Most newspapers** are very reliable.  
**That's** where the balloon landed.  
To solve the mystery, **they interviewed all the witnesses.**

#### Remember:

An independent clause ...

- contains a subject and a verb.
- expresses a complete thought.

A complete sentence ...

- starts with a capital letter.
- ends with a period.
- expresses a complete thought.
- needs at least one independent clause.

#### Subordinating conjunctions that begin a dependent clause

after	since
as soon as	unless
because	until
before	when
even though	whenever
if	while

- B PRACTICE** Underline the sentence fragments in this paragraph. Then, on a separate sheet of paper, rewrite the paragraph correctly.

When John Tyler did not appear at his wedding. His bride and the wedding guests were worried. They called the police for help. The police used helicopters. To search for John's car. An hour later, John called his bride by phone. She was shocked. Because John told her that he had been carjacked. According to his story. The carjackers had locked him in the trunk of his car. Meanwhile, the police had found John's car. In the parking lot of a hotel. Furthermore, John was found in a hotel room. Speaking with his wife on the phone. Apparently, he had been having doubts about getting married and had made up the whole story about the carjacking. John had to repay the town the \$3,000 spent trying to rescue him during his carjacking hoax. He and his bride were married two weeks later.

DIGITAL  
WRITING  
PROCESS

### C APPLY THE WRITING SKILL

On a separate sheet of paper, write a short news article about one of these topics:

- A real or imaginary mysterious event, such as a UFO sighting, a disappearance, or the discovery of a previously unknown place
- A real or imaginary story in which the media succeeded at telling, or failed to tell, the truth

#### SELF-CHECK

- ☐ Do all my sentences express complete thoughts?
- ☐ Did I avoid sentence fragments?
- ☐ Did I avoid run-on sentences?



**A** ▶ 5:13 Listen to the conversations. Then listen to each conversation again and choose the statement that is closer in meaning to what each person said.

- 1 The woman says .....  
 a it's possible Bill overslept  
 b Bill couldn't possibly have overslept
- 2 The woman says .....  
 a it's possible the wallet is Gina's  
 b it's almost certain that the wallet is Gina's
- 3 The man thinks .....  
 a the president may have been involved in the scandal  
 b the president had clearly been involved in the scandal
- 4 The man thinks .....  
 a the story could possibly be a hoax  
 b the story couldn't possibly be true



**B** Rewrite each statement in the passive voice.

- 1 The military must have moved the aliens' bodies to a secret place.  
 .....
- 2 Witnesses might have seen evidence of the event.  
 .....
- 3 Stanton Friedman must have written the first account of the Roswell conspiracy.  
 .....
- 4 They couldn't have moved the stones without lots of help.  
 .....
- 5 Richard Heene had to have asked Falcon to lie to the authorities.  
 .....
- 6 The islanders might not have used the stone figures for religious purposes.  
 .....

**C** On a separate sheet of paper, write your own response to each question, using varying degrees of certainty. Explain your theories.

- 1 Do you think it's possible that there could really be a human-like creature in the Himalayas called a yeti?
- 2 Do you think the conspiracy theory about the Roswell incident could be true?
- 3 Does it make sense to you that the Bermuda Triangle might cause ships and planes to disappear?
- 4 Do you think it's possible that the Nazca Lines were designed by aliens?

*I suppose it's possible, but I really don't believe it because ...*



## Your Free Time

## PREVIEW

## COMMUNICATION GOALS

- 1 Suggest ways to reduce stress
- 2 Describe how you got interested in a hobby
- 3 Discuss how mobile devices affect us
- 4 Compare attitudes about taking risks

**A FRAME YOUR IDEAS** Complete the survey about your free time.

## HOW DO YOU LIKE to spend your time?

RATE THESE ACTIVITIES ON A SCALE OF 0 TO 3.

- 3 = extremely important  
 2 = fairly important  
 1 = somewhat important  
 0 = not important to me at all

- 
- 1 spending time with my family 0 1 2 3
  - 2 hanging out with my friends 0 1 2 3
  - 3 spending time alone relaxing and doing nothing 0 1 2 3
  - 4 immersing myself in my work or studies 0 1 2 3
  - 5 seeking excitement 0 1 2 3
  - 6 engaging in quiet activities at home 0 1 2 3
  - 7 participating in sports 0 1 2 3
  - 8 working out to stay in shape 0 1 2 3
  - 9 rooting for my favorite teams 0 1 2 3
  - 10 attending cultural events 0 1 2 3
  - 11 enjoying my hobbies and other interests 0 1 2 3

**B PAIR WORK** Compare your survey responses. Ask questions about your partner's free time.

DIGITAL  
STRATEGIES

**C** ▶ 5:14 **VOCABULARY WAYS TO DESCRIBE PEOPLE** Listen and repeat. Then use the words and the survey to describe your partner.

- **sociable**: likes being around other people
- **a loner**: prefers being alone or hanging out with close friends or family
- **active**: enjoys doing lots of activities, has lots of interests
- **sedentary**: somewhat inactive physically
- **laid back**: relaxed, easygoing
- other .....

“My partner is really sociable. She likes to spend time with her family and hang out with her friends.”



# ENGLISH FOR TODAY'S WORLD

Understand a variety of accents.

Ava = Arabic

Erin = American English (standard)

**D** ▶ 5:15 **SPOTLIGHT** Read and listen to a conversation between two friends after work. Notice the **spotlighted** language.

**Ava:** [phone rings] Don't you need to take that?

**Erin:** Nah. It's my new boss. It can wait till tomorrow.

**Ava:** Really? What if it's urgent?

**Erin:** She needs to know I'm not always **on call**. And besides, my workday ended over two hours ago ... I have a life!

**Ava:** Well, you're a lot more laid back than I am. I've got **a lot on my plate** at work these days. I'd worry my boss might think I was **slacking off**.

**Erin:** But he knows that's not true! You work really hard.

**Ava:** I do. But I feel like I need to take my work home with me.

Or I'll never be able to **keep up**.

**Erin:** Well, my previous boss was always calling me on the weekend.

Finally, I had to put a stop to it. I just decided I wouldn't take any more calls after hours. You just have to **draw the line** somewhere, right?

**Ava:** I suppose so. But if I did that, I'd be **a nervous wreck** that I might lose my job.

**Erin:** Me, I can't live like that. When I'm at work, I **give it my all**.

But my free time is mine ... [phone rings] Is that yours?

**Ava:** I guess so ... Oh no ... I forgot I was supposed to call my boss at 7:00. Excuse me for a minute ...

**Erin:** Come on! Don't tell me you're going to take that!

**Ava:** Stop that! Shhh!



**E UNDERSTAND IDIOMS AND EXPRESSIONS** Find these expressions in Spotlight.

Match each with its correct meaning.

..... 1 be on call

..... 2 have a lot on one's plate

..... 3 slack off

..... 4 keep up

..... 5 draw the line

..... 6 be a nervous wreck

..... 7 give something one's all

a not work as hard as one should

b finish everything that needs to get done

c make it clear that something is unacceptable

d be anxious or worried about something

e make oneself available for someone to contact any time

f do something with maximum effort

g have lots of things that need to get done

**F DISCUSSION** Whose philosophy about taking work calls after hours makes the most sense to you — Ava's or Erin's? Explain your reasons.

**SPEAKING PAIR WORK** Complete the chart. Then tell your partner about the people. Use the Vocabulary from page 110.

“Unfortunately, Chris is a little sedentary because he's always immersed in his studies.”

Someone I know who ...	Name	Relationship to you
is always immersed in his or her work or studies		
has a lot on his or her plate right now		
is good at drawing the line between work and private time		
maintains a very active life		
slacks off a little too often		
gives everything his or her all		



**GOAL** Suggest ways to reduce stress

DIGITAL STRATEGIES

**A** ▶ 5:16 **VOCABULARY WAYS TO REDUCE STRESS** Read and listen to the suggestions for reducing the stress of work. Then listen again and repeat.

1

**TAKE A BREATHER.**

Stop what you're doing from time to time. Take a rest or get some exercise.

2

**SET ASIDE SOME DOWN TIME.**

Schedule time that's just for you so you can focus on relaxing.

3

**SLOW DOWN.**

Don't do everything so fast. Take time to think about what you're doing and do it right.

REDUCING THE **STRESS** OF WORK

4

**SET LIMITS.**

Learn to draw the line and say no to others' demands on your private time.

5

**LEARN TO LAUGH THINGS OFF.**

Stop taking things so seriously. Remember to see the humor in everything.

6

**TAKE UP A HOBBY.**

Start doing something you'd enjoy in your free time, such as making, collecting, fixing, or taking care of things.

**B** ▶ 5:17 **LISTEN TO ACTIVATE VOCABULARY** Read the suggestions. Then listen to six people's complaints. Write the number of a speaker in the box next to the suggestion you'd give him or her.

- ☐ "If I were you, I'd take a breather every few hours."
- ☐ "You should set aside some down time each week."
- ☐ "Slow down a bit so you can do the job right."
- ☐ "If I were you, I'd try to set some limits."
- ☐ "Why don't you try to laugh things off at work?"
- ☐ "I think you should take up a hobby."

**GRAMMAR BOOSTER** p. 139

Be supposed to: expansion

DIGITAL INDUCTIVE ACTIVITY

**C GRAMMAR EXPRESSING AN EXPECTATION WITH BE SUPPOSED TO**

Use **be supposed to** + a base form to express expectation. Use a present form of **be** for a present or future expectation. Use a past form of **be** for an expectation in the past.

We're **supposed to arrive** on time today. (Someone expects it.)

Marcy **is supposed to bring** snacks tomorrow. (Someone will expect it.)

You **were supposed to come** yesterday. (Someone expected it.)

**Negative statements**

They **aren't supposed to know** about the party.

She **wasn't supposed to stay** past 5:00.

**Yes / no questions**

**Is** Paul **supposed to give** his presentation tomorrow?

**Was** the school **supposed to pay** you a refund?

**Information questions**

When **were** we **supposed to buy** the tickets?

Who's **supposed to call** us today?

**Note:** The negative form of **be supposed to** can also express a prohibition. We're not supposed to text during class.

**Be careful!**

Don't use auxiliary verbs or modals with **be supposed to**. Don't say: Marcy ~~will be~~ supposed to bring the snacks.

Don't confuse **be supposed to** with the verb **suppose**.

I suppose I should call her. (= I assume I should.)

What do you suppose is wrong? (= What do you guess is wrong?)

EXERCISES

**D UNDERSTAND THE GRAMMAR** Speculate about who might have an expectation.

- 1 Jeff is supposed to call home before he leaves the office.
- 2 Our teacher is supposed to tell us our final grades today.
- 3 Customers are supposed to leave a 15% tip after their meal.

“His wife might expect it.”



**E ERROR CORRECTION** On a separate sheet of paper, rewrite these sentences correctly.

- 1 You don't suppose to smoke cigarettes inside the office.
- 2 Wasn't everyone suppose to turn off their phones during the talk?
- 3 Lena and Gil didn't supposed to finish their report before the meeting yesterday.
- 4 When will he be supposed to let his boss know he's taking time off?
- 5 What we suppose to do for tomorrow's class?

**F GRAMMAR PRACTICE** Rewrite each instruction to express an expectation, using **be supposed to**. Make any other necessary changes.

- 1 "Please bring your homework with you tomorrow."  
(we / bring) .....
- 2 "Please tell Sara to call her mother after class."  
(Sara / call) .....
- 3 "Please inform Walter that he needs to pay his bill by Friday."  
(Walter / pay) .....
- 4 "Don't tell anyone about Tom's surprise birthday party on Sunday."  
(I / tell) .....
- 5 "Don't tip people for their service when you're traveling in Japan."  
(you / tip) .....
- 6 "All of our store clerks should be friendly, helpful, and courteous."  
(Our store clerks / be) .....

**PRONUNCIATION  
BOOSTER**

p. 150

Vowel sounds /eɪ/, /e/, /æ/, and /ʌ/

## NOW YOU CAN Suggest ways to reduce stress

**A** ▶ 5:18 **CONVERSATION SPOTLIGHT** Read and listen.  
Notice the **spotlighted** conversation strategies.

A: **Uh-oh**. I really messed up.

B: Why? What did you do?

A: **I just realized** we were supposed to turn in our reports this morning. It completely slipped my mind.

B: **Well, frankly**, I'm not surprised.

A: What do you mean?

B: **It's just that** you've been working so hard lately. **Let's face it** ... you need a break.

A: You're probably right. I've got way too much on my plate.

B: **You know what?** It's time to slow down a little.

**B** ▶ 5:19 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.

DIGITAL  
VIDEO  
DIGITAL  
SPEAKING  
BOOSTER

**C CONVERSATION ACTIVATOR** Create a similar conversation in which one of you is stressed out about forgetting to do something. Start like this: *Uh-oh. I really messed up...* Be sure to change roles and then partners.

### DON'T STOP!

- Suggest and discuss other ways to reduce stress.
- Say as much as you can.

### RECYCLE THIS LANGUAGE

- be on call
- be a nervous wreck
- can't keep up
- give it one's all
- draw the line

### Some ideas

You were supposed to ...

- get someone a birthday gift.
- pick someone up at the airport.
- finish your homework.
- be at a meeting at work or school.
- prepare a presentation for an event.



**A** 5:20 **GRAMMAR SPOTLIGHT** Read about how these people got interested in their hobbies. Notice the **spotlighted** grammar.

### ASSEMBLING MODELS

When I was a kid, I was crazy about airplanes. My dad did a lot of traveling for his job, so he **would bring** me back model kits from different airlines. I'd **assemble** them and paint them, and it was fun. My dad **was always showing** off my work to his friends, so I decided to get serious and make it a real hobby. Now I build my own models with engines that can really fly.



### QUILTING

When I was young, my mom **was always collecting** old pieces of colorful cloth. At some point, she **would sew** them together into shapes, and then she **would combine** the shapes together to make a huge bed cover. I used to think it was embarrassing to have my friends come over and see all those pieces of cloth lying around. But today I'm really proud of the quilts my mom made.

### PRACTICING A MARTIAL ART

When I was about eight, my friends were all learning martial arts. They'd **walk** past my house in their uniforms on their way to karate class, and I really wanted to join them. So I told my mom, and she agreed to let me. I've been practicing now for more than ten years. It's helped me to feel really confident physically.



**B PAIR WORK** With a partner, discuss which hobby in Exercise A is the most appealing to you. Explain your reasons.

**GRAMMAR BOOSTER** p. 139

- Would: review
- Placement of adverbs of manner

DIGITAL  
INDUCTIVE  
ACTIVITY

**C GRAMMAR DESCRIBING PAST REPEATED OR HABITUAL ACTIONS**

You can use **would** + a base form to describe past repeated or habitual actions.

When I was a kid, my mom **would sew** pieces of cloth together to make quilts.  
Every weekend, I **would walk** around the neighborhood and take photos.

You can also use the past continuous with the frequency adverb **always** to describe a past habitual action.

Our grandfather **was always fixing** things in his garage.  
We **were always taking care of** other people's pets.

Remember: You can also use **used to** + a base form to describe past habitual actions that are no longer true.

My mom **used to make** quilts. [But she doesn't anymore.]  
I **used to love** assembling model cars. [But I don't have the time now.]

#### Be careful!

With non-action verbs that don't describe repeated actions, use **used to**, not **would**.

We **used to be** interested in martial arts.

NOT We **would be** interested in martial arts.

She **used to dislike** sewing.

NOT She **would dislike** sewing.



**D NOTICE THE GRAMMAR** Find an example of the past continuous with always in Spotlight on page 111. Restate the sentence, using used to.

**E GRAMMAR PRACTICE** Write an X next to the statements that cannot be rewritten using would for past repeated or habitual actions. Explain your decision for each item.

- ☐ 1 Nick used to like everything about going to school.
- ☐ 2 My brother used to collect soda cans when we were kids.
- ☐ 3 We used to visit antique stores to look for beautiful old things.
- ☐ 4 The prices of the model cars I liked the best used to be astronomical.
- ☐ 5 My family used to live next door to a karate school.
- ☐ 6 When Jan first started her new job, she used to immerse herself in her work.
- ☐ 7 When I was a teenager, I used to seek excitement by taking risks.

“In item 1, like is a non-action verb. You can't use would for repeated actions with non-action verbs.”

**F GRAMMAR PRACTICE** On a separate sheet of paper, rewrite each statement from Exercise E that can be rewritten with would.

*My brother would collect soda cans when we were kids.*

**G GRAMMAR PRACTICE** With a partner, take turns restating each statement from Exercise F, using the past continuous with always.

“My brother was always collecting soda cans when we were kids.”

## NOW YOU CAN Describe how you got interested in a hobby

**A NOTEPADDING** Using the Grammar Spotlight as a guide, write statements about one of your hobbies. Use would or the past continuous for past repeated or habitual actions when possible.

**B DISCUSSION ACTIVATOR** Using your notepad, discuss your hobby with a partner. Find out about your partner's hobby. Say as much as you can.

**C PRESENTATION** With your partner, tell your class about how you each got interested in your hobbies.

**OPTIONAL WRITING** Write about how your partner got interested in his or her hobby.

What is your hobby?

How did you first get interested in it?

How did your interest change over time?



- A READING WARM-UP** Do you think technology increases or reduces stress in your life? Provide examples.

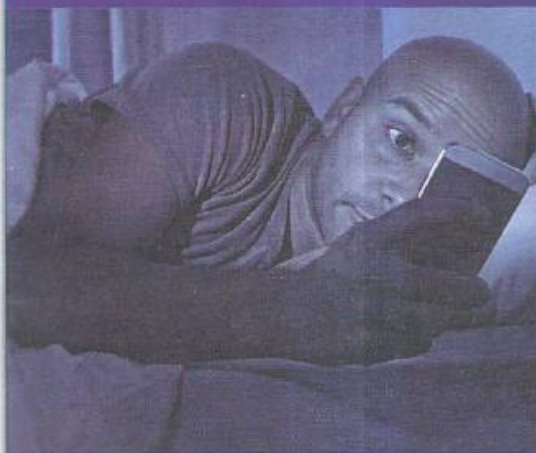
**READING STRATEGIES**

- B** 5:21 **READING** Read the article. How would you summarize the author's main points about technology today?

## ALWAYS CONNECTED?

The Consequences of Never Switching Off

Alison Murphy



Advances in technology come with the promise of increased efficiency, making us more productive and providing more time to relax and enjoy our leisure time. However, some experts claim that the opposite is true—that we're actually working more and have less time to relax. And, as a result, we are becoming more stressed out.

Next time you're in a public place, look around. Odds are you'll see a large percentage of people on their phones or tablets texting, chatting, checking messages, or surfing the net. We're more connected to our mobile devices than ever before, which provides us 24/7 contact with our work, social media, and the Internet. The devices even follow us into our bedrooms, where we use technology as a means to unwind at the end of a long day.

According to a recent poll, a majority of respondents said they use their devices right before going to bed. Most also reported that using their devices keeps them up at night and that they don't get enough sleep. Zack Panatera, a student at Stanford University, complained, "I'll take a quick look at something interesting, and the next thing I know, I've spent a few hours online." According to psychiatrist Kyla Greenham, "The light from our devices throws off our normal sleep cycle and actually reduces production of the sleep hormone melatonin." She advises, "Switch off any kind of technology at least an hour before going to bed." Lack of sleep may not seem so important, but it can have a huge effect on one's performance the next day, making it harder to pay attention or remember things.

At work, technology is in fact a contributing factor in a growing trend toward longer hours and less

time off. When we leave the office, we continue to stay connected. We are inviting our work world into our private lives in ways that never would have been imaginable in the past. We're constantly "on call," and our time is never entirely our own. We just don't know how to "switch off" our work when we get home.

In our leisure time, technology appears to be reducing the face-to-face human interaction that we've traditionally enjoyed. For example, the trend has been away from the shared experiences of going out to the movies or shopping at the mall, toward the more private acts of watching movies at home or shopping online. Common leisure activities of the past, such as participating in clubs, took place in the community and provided extended time to communicate with others and develop relationships. In contrast, today's online posts and tweets with family, friends, and colleagues are shorter, more superficial, and less satisfying. Recent research has in fact suggested that face-to-face family time is decreasing in homes with Internet connections.

No one wishes to turn back the clock on what technology can do. However, switching off our devices from time to time may be one of the most important decisions we can make to ensure that we are living full, satisfying lives.

- C UNDERSTAND MEANING FROM CONTEXT** With a partner, find these words and phrases in the article. Match each one with its correct meaning.

- ..... 1 switch off
- ..... 2 24/7
- ..... 3 a means to unwind
- ..... 4 keeps [someone] up at night
- ..... 5 lack of
- ..... 6 throws off
- ..... 7 face-to-face

- a a way to relax
- b all day and night
- c insufficient amount or quantity
- d prevents from sleeping
- e by talking to someone directly, in person
- f turn off
- g makes something not work right



**D IDENTIFY SUPPORTING DETAILS** Answer the questions, according to the article. Find examples or information in the article to support your answers.

- 1 What is wrong with always being "on call" for an employer?
- 2 What are the consequences of checking one's devices before going to sleep?
- 3 Why is it a problem to rely on technology for social interaction?

**E INFER POINT OF VIEW** Answer the following questions. Explain your reasons.

- 1 What kinds of leisure activities do you think the author would recommend?
- 2 Do you think the author's opinion of electronic devices is more positive or negative? Explain.

## NOW YOU CAN Discuss how mobile devices affect us

**A FRAME YOUR IDEAS** Complete the survey. Then compare answers with a partner. Describe your habits and explain why you do what you do.

4 = Frequently  
3 = Somewhat frequently  
2 = Once in a while  
1 = Rarely  
0 = Never

### HOW CONNECTED ARE YOU?

	0	1	2	3	4	not sure
I text to connect with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make calls to other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stop whatever I'm doing to respond to calls or texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I check my messages as soon as I wake up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I check my messages as soon as I get home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I check my messages before going to sleep.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wake up during the night and check my messages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I switch off my devices during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I switch off my devices at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### BASED ON YOUR SURVEY RESPONSES, WHICH STATEMENT BELOW BEST DESCRIBES YOU?

- ☐ I'm almost always connected, and I think that's great.
- ☐ I'm almost always connected, but I wish I weren't.
- ☐ I think it's important to be connected, but I know when to switch off my devices.
- ☐ I'm hardly ever connected, but I wish I were more often.
- ☐ I'm hardly ever connected, and I'm glad.

**B DISCUSSION** Discuss the following questions in small groups. Then share your ideas with the class.

- 1 In your opinion, do technological advances save us time or waste more of our time? How?
- 2 What are your recommendations for the best ways to use our devices at work or school? In public places? At home?
- 3 Do you think technology adds to or interferes with your leisure time? Explain how.

“Texting keeps me in touch with more of my friends and makes it easier to get together. I don't think it interferes with my leisure time at all.”



**GOAL** Compare attitudes about taking risks

- A LISTENING WARM-UP DISCUSSION** Which of the following risks would you find the easiest to take? Which would you find the most difficult? Explain your reasons.



Jumping out of an airplane



Changing your career after the age of 40



Driving way over the speed limit



Climbing a live volcano

CRITICAL STRATEGIES

- B** ▶ 5:22 **LISTEN FOR MAIN IDEAS** Listen to the interview with a psychologist. Then listen again and write a description for each of the two personality types the psychologist describes.

What is a "big T" personality?	What is a "small t" personality?



Do people who ride roller coasters have a "big T" or "small t" personality?

- C** ▶ 5:23 **LISTEN FOR SUPPORTING DETAILS** Read each summary of some of Franklin's main points. Listen again, and complete each explanation by providing details from the interview.

	Explanation
1 Franklin notes that one cannot simply classify people's personalities as either 100% "big T" or "small t."	
2 She clarifies that having a "big T" personality isn't always a positive trait.	
3 She argues that even if you are willing to ride on a roller coaster, you don't necessarily have a "big T" personality.	

- D** ▶ 5:24 **LISTEN TO UNDERSTAND MEANING FROM CONTEXT** Listen to each of the following comments from the interview and complete the statements.

- If you are "faint of heart" and "wouldn't dare" to do certain things, you have more of a (big T / small t) personality.
- A person who "takes chances" and chooses to "live on the edge" has more of a (big T / small t) personality.
- If you feel an "adrenaline rush" when you go "right up to the edge," you have more of a (big T / small t) personality.



- E RELATE TO PERSONAL EXPERIENCE** Where do you fit on the risk-taking continuum? Do you have more of a "big T" or "small t" personality? Explain your reasons.



**NOTES**  
STRATEGIES

- F** ▶ 5:25 **WORD STUDY ADVERBS OF MANNER**  
Most adverbs of manner are formed by adding -ly to an adjective. Listen and repeat.

Adjective		Adverb
confident	→	confidently
mysterious	→	mysteriously
quick	→	quickly
quiet	→	quietly
safe	→	safely

Exceptions: If an adjective ends in ...

- -y, change to -ily. (noisy → noisily)
- -l, add -ly. (careful → carefully)
- -ble, change to -bly. (comfortable → comfortably)

**Usage note**

Use an adverb of manner to modify a verb or adjective.

Risk-taking affects you **physically**.

[modifies the verb: describes how it affects you]

I'm afraid of activities that are **physically** dangerous.

[modifies the adjective: describes how they are dangerous]

Some adverbs such as luckily, fortunately, unfortunately, and sadly express the speaker's attitude. They are generally used at the beginning or end of a sentence.

**Luckily**, no one was hurt. I was really frightened, **unfortunately**.

- G WORD STUDY PRACTICE** Complete each statement, using an adverb of manner.

- (dangerous) Many people who seek excitement like to live .....
- (fortunate) My niece climbed a live volcano. Nothing terrible happened, .....
- (easy) I don't like taking risks when I drive. Someone could ..... get hurt.
- (nervous) He ..... checked his parachute before he jumped out of the plane.
- (sad) ....., he was badly injured when he jumped off the cliff.
- (extreme) The hike through the desert is ..... challenging.
- (beautiful) The stories about her adventures are ..... written.
- (accidental) She ..... walked into a high-crime neighborhood.
- (mysterious) Our teacher was ..... absent over the last week.

**NOW YOU CAN** Compare attitudes about taking risks

- A NOTEPADDING** Interview a partner about the riskiest thing he or she has ever done. Take notes on your notepad. Use adverbs of manner if you can.

**CRITICAL**  
SPEAKING  
BOOSTER

- B DISCUSSION** In small groups, compare your partners' experiences. Then decide who is the biggest risk-taker.

- OPTIONAL WRITING** Write a paragraph about why you think a person becomes a risk-taker or a risk-avoider.

	Description of what happened:
Name	
Time and place	
Where?	



## WRITING Presenting and supporting opinions clearly

### A WRITING SKILL Study the rules.

When you write to critique or comment on another person's ideas, it is important to present and support your own opinions clearly. Use connecting words and phrases to present your ideas logically, and support your ideas with reasons.

#### Present your ideas logically

**First of all**, I agree with Alison Murphy's main point.

**In addition**, she makes a good point about modern technology.

**Furthermore**, she's right about its effect on sleep.

~~Furthermore~~ and a light blue

**Finally**, I believe we need to decide what we want technology to do for us.

#### Support your ideas with reasons

~~Since they are able to work from home, people have more free time.~~

**Because of** the Internet, people are working more efficiently.

Actually, new technology increases leisure time. **That is why** I think the author is wrong.

**Due to** new technological advances, people are more connected than ever.

#### Citing the writer's words

Use direct speech to quote short statements.

For example:

Murphy says, "It may be one of the most important decisions we can make."

#### For longer statements

use indirect speech to paraphrase what Murphy says.

For example:

Murphy argues that technology is interfering with our sleep.

### B PRACTICE Write statements using the connecting words.

1 Smart phones are so convenient. It seems like everyone needs to have one. (since)

2 Online shopping is the reason fewer people shop at the mall these days. (because of)

3 Murphy's arguments are very strong. I agree with her opinions. (that is why)

4 The light from their devices is the reason people aren't getting enough sleep. (due to)

### C PRACTICE On a separate sheet of paper, rewrite this paragraph by adding connecting words and phrases. Use a comma where necessary.

1 ..... I completely agree with Murphy when she suggests we switch off our devices more often. It's just common sense. 2 ..... I agree with her argument that our devices are keeping us up at night. 3 ..... I always check my messages before going to bed, I know exactly what she means. 4 ..... she makes a good point when she says that people are interacting face-to-face less and less. My family is trying to change that by setting aside family time. 5 ..... I think she's right when she says, "Switching off our devices may be one of the most important decisions we can make." 6 ..... I've decided to switch off my phone every evening at 7:00 P.M.

DIGITAL  
WRITING  
PROCESS

### D APPLY THE WRITING SKILL Write a critique of the article "Always Connected?" on page 116. Begin by stating your opinion. To comment on the article's point of view, and to support yours, use quotes or paraphrase what the writer says. Write at least two paragraphs. Idea: first, underline sentences in the article you want to comment on.

#### SELF-CHECK

- ☐ Did I use connecting words and phrases to present and support my opinions?
- ☐ Did I use quotation marks when citing the writer's own words?
- ☐ Did I paraphrase the writer's words when I didn't use direct speech?



**A** ▶ 5:26 Listen to the conversations. Complete each statement with the correct idiom or expression.

- 1 He has decided to .....  
a slack off      b draw the line      c be on call
- 2 She's .....  
a slacking off      b got a lot on her plate      c giving it her all
- 3 He's managing to .....  
a keep up      b be on call      c slack off
- 4 Her boss might think she was .....  
a keeping up      b giving it her all      c slacking off

**B** Use the prompts to write questions using be supposed to.

- 1 (we / read / the article before class tomorrow)  
.....
- 2 (why / I / contact / the authorities tomorrow morning)  
.....
- 3 (what / they / bring / to the party later tonight)  
.....
- 4 (what time / we / call / the office next Friday)  
.....
- 5 (how long / Daniel / stay at the library this afternoon)  
.....
- 6 (where / Lisa / go / tomorrow)  
.....

**C** Respond to each statement in your own words using expressions from Preview or Lesson 1.

1 “Uh-oh. I really messed up.”

You: .....

2 “I’m so sorry I forgot to call you! It completely slipped my mind.”

You: .....

3 “Let’s face it. You’re working too hard.”

You: .....

**D** Write an adverb form for each adjective.

- |                     |                    |
|---------------------|--------------------|
| 1 angry .....       | 6 preferable ..... |
| 2 busy .....        | 7 respectful ..... |
| 3 responsible ..... | 8 honest .....     |
| 4 appropriate ..... | 9 polite .....     |
| 5 happy .....       |                    |

