

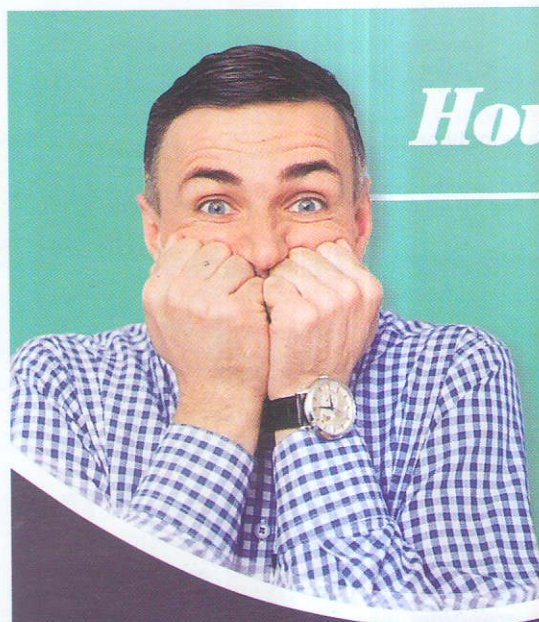
Fears, Hardships, and Heroism

PREVIEW

A FRAME YOUR IDEAS Take the self-test. Total your responses.

COMMUNICATION GOALS

- 1 Express frustration, empathy, and encouragement
- 2 Describe how fear affects you physically
- 3 Discuss overcoming handicaps and hardships
- 4 Examine the nature of heroism



How chicken are you?

Rate the situations below, according to how scary they are to you, from 1 to 3, with 1 being not scary at all, 2 being somewhat scary, and 3 being very scary.

YOUR CHICKEN SCORE

TOTAL YOUR SCORE

16-26



You're cool and collected. Nothing freaks you out.

27-37



You're just cautious.

38-48



You're a total chicken! You're probably afraid of your own shadow.

getting stuck in an elevator

seeing a bee on your arm

driving in bad weather

eating in an unclean restaurant

riding a horse

smelling smoke in a building

being a passenger in a speeding car

taking a roller-coaster ride

walking outside during a bad storm

standing near the edge of a cliff

going to the dentist

walking down a dark street at night

experiencing turbulence during a flight

getting an injection from a doctor or nurse

seeing a snake in your garden

being in a place undergoing an epidemic

B PAIR WORK Compare self-tests with a partner. Are you both afraid of the same things? Which of you is more chicken?

C GROUP WORK How chicken is your class? Calculate the average score for each situation in your class. Which situation is the most frightening to everyone?

D ▶ 2:02 **SPOTLIGHT** Read and listen to two friends discuss a problem. Notice the **spotlighted** language.

Luiz: Hey, Michel. Anything wrong? You look like you've lost your best friend.

Michel: No. Nothing like that. I'm just **in hot water** with Emilie.

Luiz: Emilie? But the two of you were so lovey-dovey when I saw you at the restaurant on Sunday. What's up?

Michel: Well, Sunday was her birthday, and we'd been planning to get engaged on her birthday, but I guess I **got cold feet**. I just don't think I'm ready to make that kind of commitment yet. In any case, she's really upset. She feels like I **pulled the rug out from under her**.

Luiz: Well, I can imagine that must have been really disappointing for her.

Don't you feel like you're in love anymore? Or is there someone else?

Michel: No. Definitely not. I love her **with all my heart**, but no matter how much I tell myself she's the only one for me, I **just can't take the plunge**. I don't know what's wrong with me. Maybe it's some kind of psychological problem.

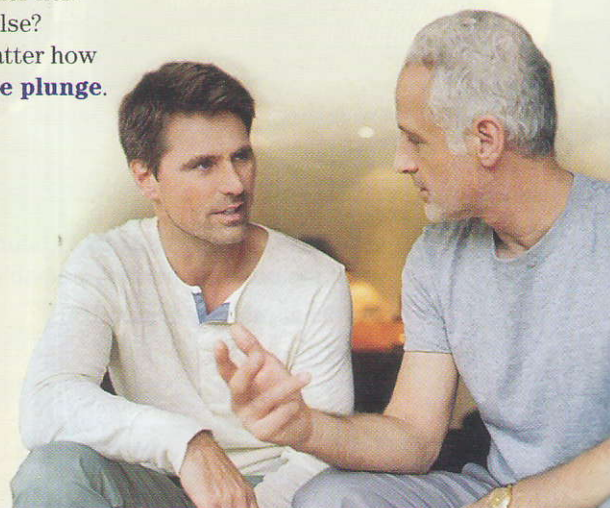
Luiz: I wouldn't **jump to that conclusion**. Marriage is **a big deal**, Michel. And it's forever. Most people find that scary.

Michel: I think that's what **freaks me out** about it. Every time I think of proposing, I panic. I feel so guilty that I don't even want to see her right now.

Luiz: Well, **it's not the end of the world**. Sounds like you just **have a minor case of the jitters**.

Michel: You think so?

Luiz: **Mark my words**. She'll wait for you. **Just chill** for a while until you're ready, OK?



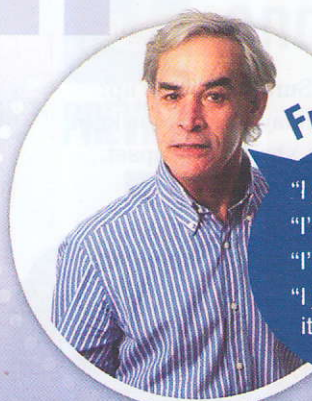
E UNDERSTAND IDIOMS AND EXPRESSIONS Choose the best way to complete each statement.

- If you're "in hot water," you're
a in trouble b excited
- When you "get cold feet," you
a decide to do something as you had planned
b decide not to do something as you had planned
- If Emilie feels like Michel "pulled the rug out from under her," she feels that
a he didn't do what he had promised
b he was disappointed with her
- If you do something "with all your heart," you do it
a unwillingly b with 100% commitment
- When Michel said "I just can't take the plunge," he meant he
a couldn't go through with proposing
b didn't want to marry her
- When Luiz says "I wouldn't jump to that conclusion," he's suggesting that Michel's reasoning is probably
a right b not right
- Something that's "a big deal" is
a full of advantages b of great importance
- If something "freaks you out," it
a scares you b excites you
- If something "isn't the end of the world," it's
a not a big deal b not good
- When Luiz says "Sounds like you just have a minor case of the jitters," he means
a Michel is just nervous
b Michel should take his doubt seriously
- When you say "Mark my words," you want someone to
a remember your prediction later
b wait for you later
- When Luiz tells Michel to "just chill," he's suggesting that Michel
a do something right away
b wait

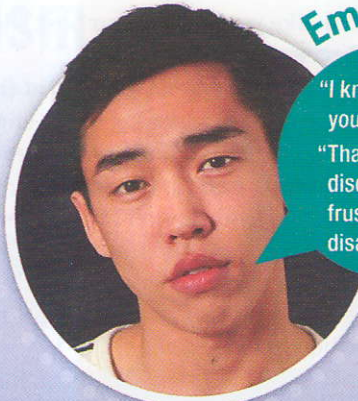
SPEAKING SUMMARIZE AND PERSONALIZE First, summarize Michel's problem and say what you would do in his situation. Speculate about what will happen next. Then, discuss what scares you more: fears of physical harm such as the ones in the self-test, or emotional fears such as the ones Michel is experiencing. Explain your reasons, using examples from your life.

GOAL Express frustration, empathy, and encouragementDIGITAL
STRATEGIES**A** ▶ 2:03 **VOCABULARY** EXPRESSING FRUSTRATION, EMPATHY, AND ENCOURAGEMENT

Read and listen. Then listen again and repeat.

**Frustration**

"I give up!"
"I'm fed up!"
"I've had it!"
"I just can't take it any more!"

**Empathy**

"I know what you mean."
"That must be discouraging / frustrating / disappointing."

**Encouragement**

"Don't let it get you down."
"Don't give up!"
"Hang in there!"

B ▶ 2:04 **LISTEN TO PREDICT** Listen to the conversations. Then choose what the other person will probably say next.

- | | |
|-------------------------------|----------------------------------|
| 1 a That must be frustrating. | b I just can't take it anymore. |
| 2 a I give up! | b I know what you mean. |
| 3 a I've had it! | b Well, don't give up. |
| 4 a I'm really fed up! | b Don't let it get you down. |
| 5 a Hang in there. | b I just can't take it any more! |

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Embedded questions: review and common errors

DIGITAL
INDUCTIVE
ACTIVITY**C** **GRAMMAR** CLAUSES WITH NO MATTER

Use no matter + a noun clause beginning with a question word to express frustration (that no amount of anything, for example *effort*, can make something change). Use a comma before or after clauses with no matter.

No matter how careful I am, I always forget something!

No matter what they said, he didn't believe them.

No matter what time we check in, we always have to wait for a room.

No one answers, **no matter when we call**.

They can't understand her, **no matter how slowly she speaks**.

Be careful!

Use normal, not inverted, word order in the noun clause and don't use an auxiliary verb.

No matter **who you ask**, no one can give you directions.

NOT No matter who do you ask, ...

DIGITAL
MORE
EXERCISES**D** **GRAMMAR PRACTICE** Mark correct sentences with a checkmark. Mark incorrect sentences with an X. Correct the incorrect sentences.

- ☒ 1 No matter how much do I encourage my sister, she won't take a plane anywhere.
... *No matter how much I encourage my sister, she won't take a plane anywhere.* ...
- ☐ 2 Eric couldn't find his folder, no matter how hard did he look.
.....
- ☐ 3 No matter how late Phil stays up, he still gets up for his exercise class.
.....
- ☐ 4 They were unable to find a gas station, no matter how many people did they ask.
.....
- ☐ 5 No matter how many cups of coffee I drink, I sleep like a baby.
.....
- ☐ 6 No matter when do I go to bed, I always get up tired.
.....

E PAIR WORK Complete the conversations with your own ideas, using the Vocabulary from page 28. Then read your conversations with a partner.

- 1 A: ! No matter how little I eat,
B:
- 2 A: ! No matter what I tell my supervisor at work,
B:
- 3 A: ! I can't find my keys,
B:
- 4 A: ! Mary is always late,
B:

**PRONUNCIATION
BOOSTER**

p. 145

Vowel reduction to /ə/

NOW YOU CAN Express frustration, empathy, and encouragement

A ▶ 2:05 CONVERSATION SPOTLIGHT Read and listen. Notice the **spotlighted** conversation strategies.

- A: Hey, Nina. You look upset. **Is something wrong?**
B: Actually, I've been having a bit of trouble at work.
A: I'm sorry to hear that. **What's going on?**
B: **Well, basically**, no matter how well I do something, my boss never gives me credit.
A: That must be frustrating.
B: It is. I'm feeling really fed up.
A: I totally understand. **Hang in there**, though, OK?
B: Thanks for the encouragement! I appreciate it.
A: **Anytime.**



B ▶ 2:06 RHYTHM AND INTONATION Listen again and repeat. Then practice the conversation with a partner.

C NOTEPADDING Write statements on the notepad describing problems. Use no matter.

D CONVERSATION ACTIVATOR Create a conversation similar to the one in Exercise A. Start like this: *You look upset. Is something wrong?* Use one of the problems from your notepad. Be sure to change roles and then partners.

with a relationship: with my boyfriend. No matter how many times I ask him, he won't be friendly to my friends.

at home:

at work:

at school:

with money:

with a relationship:

with my health:

DON'T STOP!

- Ask for more details about the problem.
- Offer specific advice.
- Say as much as you can.

RECYCLE THIS LANGUAGE

- No way!
- Don't freak out.
- Just chill.
- It's not the end of the world.
- Wish me luck!
- Mark my words.

DIGITAL
VIDEO

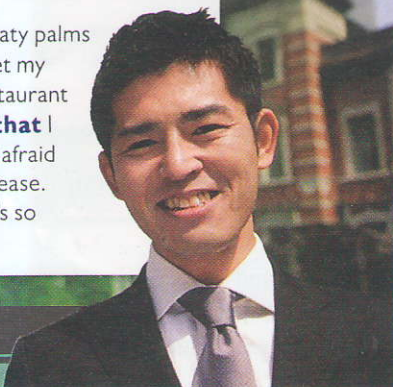
DIGITAL
SPEAKING
BOOSTER

A ▶ 2:07 **GRAMMAR SPOTLIGHT** Read how fear affects people physically. Notice the **spotlighted grammar**.

Q: What happens to you when you get really scared? **What situations** usually cause this reaction?

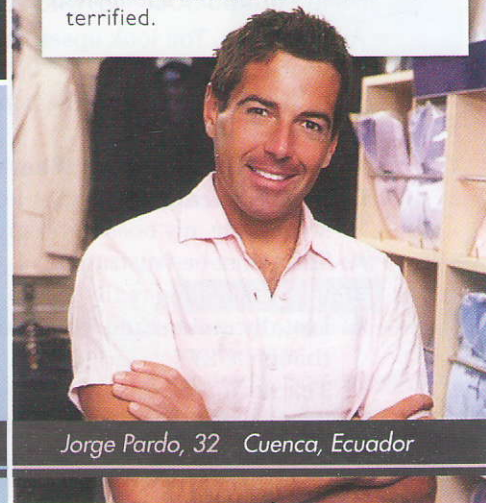
The worst thing for me is that I get sweaty palms and my hands shake. The first time I met my fiancée's parents, we were at a nice restaurant and my hands were shaking **so badly that** I avoided even picking up my glass. I was afraid they would think I had some kind of disease. I wish I could control this, but I can't. It's so embarrassing!

Kenji Yaegashi, 28 Nagoya, Japan



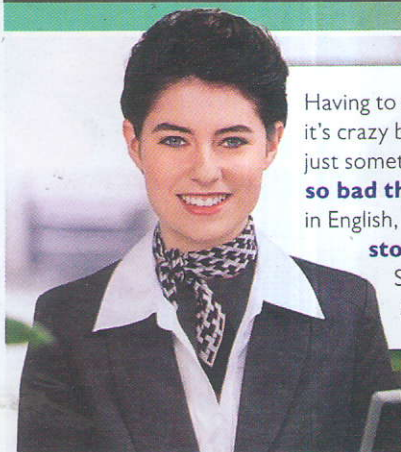
I get **such terrible palpitations that** it feels like my heart's going to jump right out of my chest. And when things are really bad, I can actually lose my voice. Fortunately, this only happens when I'm really panicked, like the time I was on a flight and the landing gear got stuck. I tried to pretend I was cool and collected, but the truth is I was terrified.

Jorge Pardo, 32 Cuenca, Ecuador



Having to speak English on the phone! I know it's crazy because I speak pretty well. But there's just something about it that makes me panic. It's **so bad that** when I know I have to make a call in English, I get **such awful butterflies in my stomach that** I think I'm going to get sick. Silly, I know, but true. But actually, once I start talking the butterflies go away.

Isil Farat, 24 Izmir, Turkey



B RELATE TO PERSONAL EXPERIENCE Which situation described in the Grammar Spotlight do you identify with most? Explain, providing examples from your own life.

DIGITAL
INDUCTIVE
ACTIVITY

C GRAMMAR USING SO ... (THAT) OR SUCH ... (THAT) TO EXPLAIN RESULTS

Use **so** to intensify an adjective or an adverb to explain the result of an extreme situation. **That** is optional. Don't use a comma.

extreme situation	result
It was so stormy	(that) I was afraid to get on the plane.
She left so quickly	(that) she forgot her umbrella.

If the adjective is followed directly by a noun, use **such**, not **so**.

I was wearing **such uncomfortable shoes (that)** I could hardly walk.
I made **such salty soup (that)** no one could eat it.
She had **such a bad accident (that)** she never drove again.

If the noun is preceded by **many**, **much**, **few**, or **little**, use **so**.

There will be **so many people** there **(that)** we won't be able to find each other.
There was **so much lightning (that)** all the passengers on the plane were terrified.
We ate **so few meals** out last month **(that)** we saved a lot of money.
There's **so little ice** on the road **(that)** I think it's safe to drive.

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Count and non-count nouns:

- Non-count nouns made countable
- Nouns used in countable and uncountable sense

Be careful!

Always use **a** or **an** with a singular count noun following **such**.

She had **such a bad accident** that she never drove again.
NOT She had ~~so bad accident~~ that she never drove again.

Remember: Use **many** and **few** with count nouns. Use **much** and **little** with non-count nouns.

He had **so many tickets** that he lost his driver's license.
NOT He had ~~so much tickets~~ that he lost his driver's license.

D GRAMMAR PRACTICE On a separate sheet of paper, combine the statements, using so ... (that) or such ... (that).

- 1 The fire was terrible. The building was totally destroyed.
- 2 There are usually many accidents. We don't travel on holiday weekends.
- 3 The games end late. We prefer to watch them on TV.
- 4 The insects are awful after dark. Most people prefer to stay inside in the evening.
- 5 Traffic in this region has become a bad problem. Lots of people are taking public transportation.
- 6 It was a stormy day. We postponed our picnic.

The fire was so terrible that the building was totally destroyed.

E GRAMMAR PRACTICE Complete each statement with much, little, many, or few.

- 1 They cancelled so flights that we won't be able to get there tonight.
- 2 There's always so trouble when the weather is bad that we don't travel in winter.
- 3 So people ate at that restaurant that they had to close it.
- 4 There were so seats left on the train that my friends and I couldn't sit together.
- 5 There was so time to get to the shelter that we just stayed in our basement.

F 2:08 **VOCABULARY PHYSICAL EFFECTS OF FEAR** Read and listen. Then listen again and repeat.



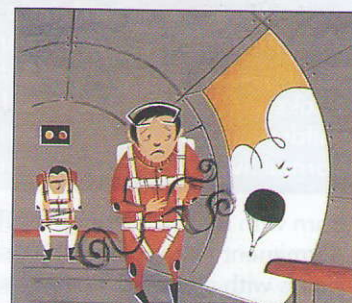
My hands shake.



I get palpitations.



I get sweaty palms.



I get butterflies in my stomach.

G ACTIVATE THE VOCABULARY Find and underline the Vocabulary and other physical effects of fear in the Grammar Spotlight. Paraphrase the situation that caused the physical effect for each of the three people, using the Vocabulary in your description.

“Jorge Pardo was so scared that he got palpitations and he lost his voice.”

NOW YOU CAN Describe how fear affects you physically

A NOTEPADDING Choose a time when you were so scared that it affected you physically. Write notes about it on the notepad. Use the grammar and Vocabulary from page 30.

B DISCUSSION ACTIVATOR Discuss the situations on your notepads. Tell each other your stories, asking for more information and details. Idea: Tell the class about what happened to your partner. Say as much as you can.

RECYCLE THIS LANGUAGE

- No matter ...
- Did you freak out?
- It wasn't the end of the world.

What I was afraid of:

How it affected me physically:

Write one statement with so or such ... (that).

What finally happened?

OPTIONAL WRITING Write your partner's story. Use sequencing expressions (first, next, after that, etc.) to clarify the order of events in his or her story.

- A READING WARM-UP** What are some physical handicaps people face?
What are some other hardships that might limit people's ability to succeed?

**DIGITAL
STRATEGIES**

- B** ▶ 2:09 **READING** Read about Marlee Matlin. If you had to choose one adjective to describe her, what would it be?

THE COURAGE TO BE WHO SHE IS

Marlee Matlin, the only deaf performer ever to win the Oscar for Best Actress in a Leading Role, is also known worldwide as a stage and TV actor, an author, and as a spokesperson for people with hearing disabilities. Through her work and her books she has devoted her life to encouraging children and adults with hearing loss to live normal lives with normal expectations.

Born with normal hearing, Marlee suffered permanent hearing loss at 18 months from an illness with a high fever. As she approached school age, her parents were advised to send her to a specialized boarding school far from home. However, her parents felt that Marlee would be deprived of the parental contact and love essential to normal development if she didn't live at home. So instead, they put her in a public mainstream school that had both hearing and deaf students, which built her confidence to participate in activities with hearing students. At school, Marlee learned sign language, though she was encouraged to use her voice, too.

Throughout her childhood, Marlee's parents did everything they could to give her the same life she would have had if she had had normal hearing. Her family even helped Marlee develop a sense of humor about herself so she wouldn't be ashamed of her handicap. When others wondered about the strange way she pronounced some words (because she had learned to say them without ever having heard them), her brother would say she had an accent because she was from a foreign country, which made both of them laugh.

At seven, her parents enrolled her in a summer camp with both hearing and deaf children, and there she learned to use her hands to "sign" the lyrics of songs as the other children sang. Her campmates loved this, and their applause gave Marlee her first taste of the joy of performing.

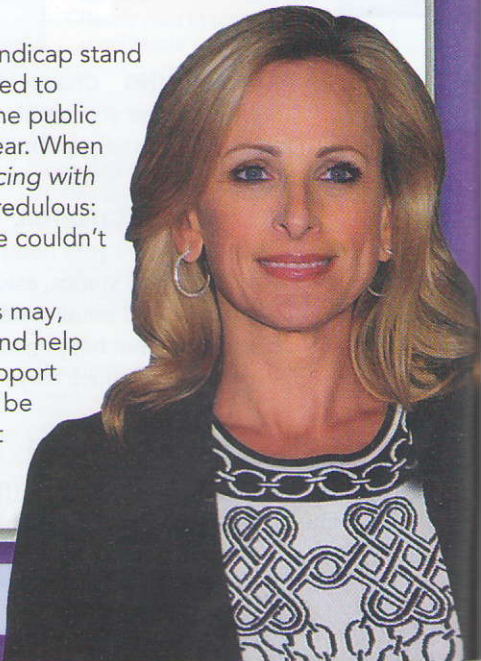
To encourage her, when Marlee returned home from camp, her mother enrolled her in an afterschool children's theater program (now called the International Center on Deafness and the Arts, or ICODA), where children prepared some performances in sign language and others in spoken English.

Matlin continued performing when she was in college. At one performance, the popular TV actor Henry Winkler was in the audience. Matlin approached him and said she wanted to be a famous actor like him. Winkler, who suffers from dyslexia (a reading disorder that causes difficulty in reading despite normal intelligence), empathized with Matlin and encouraged her, telling her she could be anything she wanted and not to let anything stand in her way. Winkler became a longtime mentor and friend to Matlin, helping her as she pursued her acting career.

Matlin's life hasn't been without controversy or criticism. When presenting an Oscar, she spoke the nominees' names instead of signing them, causing some deaf people to complain she was suggesting they should speak instead of signing. To comfort Matlin, African-American actor Whoopi Goldberg told her that once she had worn blue contact lenses just for fun and was criticized for trying to "appear white." Goldberg told Matlin not to worry about what others say and just be herself.

Matlin has never let her handicap stand in her way and has continued to surpass the expectations the public has of people who can't hear. When she competed in TV's *Dancing with the Stars*, people were incredulous: How could she dance if she couldn't hear the music?

The key to Matlin's success may, in part, lie in the support and help others have given her—support that has enabled Matlin to be who she is, no matter what others may believe or say.



Marlee Matlin has never let her handicap stand in her way.

C UNDERSTAND MEANING FROM CONTEXT Match the words and phrases from the article with these definitions. Then, with a partner, write sentences using the terms.

- 1 a person who represents and speaks for a group of people
- 2 a system of communication using hand gestures
- 3 a physical or mental disability or a condition that can limit a person's ability to function normally
- 4 an advisor from whom someone receives support and encouragement
- 5 strong differences of opinion, especially between groups of people

mentor
spokesperson
handicap
conflicts
sign language

D SUMMARIZE In the chart, summarize how these people and institutions contributed to Matlin's development and success. Then compare summaries with your classmates.

	Ways in which they helped Matlin
Her parents	
Her school	
Her brother	
Her summer camp	
Henry Winkler	
Whoopi Goldberg	

E DISCUSSION Discuss the following questions.

- 1 How do you think a person can learn to speak without ever hearing others speak?
- 2 In your opinion, what are some general factors that contribute to the success of people who have handicaps or other problems that could limit their success in life?

DIGITAL
EXTRA
CHALLENGE

NOW YOU CAN Discuss overcoming handicaps and hardships

A FRAME YOUR IDEAS Choose a historical figure, a fictional character, or someone you know who overcame or has overcome a handicap or other hardship. Write discussion notes.

Name:

Summary of handicap or hardship:

Factors that helped him or her overcome it:

Achievements:

IDEAS: Some types of hardships

- a physical or mental handicap
- racial, ethnic, or sexual discrimination
- a natural disaster
- political instability or war
- poverty, lack of education or family support

DIGITAL
SPEAKING
BOOSTER

B DISCUSSION Compare information. What similarities do the people share? Explain.

She has overcome her handicap by playing tennis in a wheelchair.

DIGITAL
STRATEGIES

- A ▶ 2:10 LISTENING WARM-UP WORD STUDY USING PARTS OF SPEECH** Study the forms of these words related to bravery and heroism, according to the part of speech. (Check meaning of any unfamiliar words in a dictionary.) Read and listen. Then listen again and repeat.

adjective	adverb	noun
brave	bravely	bravery
confident	confidently	confidence
courageous	courageously	courage
fearless	fearlessly	fearlessness
heroic	heroically	heroism
willing	willingly	willingness

DIGITAL
STRATEGIES

- B ▶ 2:11 LISTEN TO ACTIVATE PARTS OF SPEECH** Listen to a TV news magazine story. Use a word from the Word Study chart in the correct part of speech to complete each statement. Some items have more than one possible answer.

- Seol's decision to go back to the plane wreckage was extremely
- Although aware that the airplane could explode at any moment, Seol returned to the plane again and again to rescue wounded passengers.
- Seol's to risk his life to save others was extraordinary.
- The story suggests that anyone, even an apparently ordinary person, is capable of acts.
- Most people don't have the to act in the way Seol Ik Soo did.



Rescue personnel look for victims in the wreckage of an airliner.

- C ▶ 2:12 LISTEN FOR DETAILS** Listen to the story again. Complete each statement.

- Seol carried passengers out of the plane.
 - three
 - more than three
- During the rescue, Seol felt as if the passengers were very
 - heavy
 - light
- Seol used a to make bandages.
 - belt
 - shirt
- he took passengers out of the plane, he realized that there was blood on his face.
 - Before
 - After
- Before the crash, thought of Seol as a hero.
 - no one had ever
 - everyone had always

- D** ▶ 2:13 **LISTEN TO RETELL A STORY** Listen to the story again. Retell the story in writing, including the important details and using at least three of the words from the Word Study chart. Exchange stories with a partner and suggest details your partner may have left out.

NOW YOU CAN Examine the nature of heroism

- A** **NOTEBOOKING** Frame your ideas. With a partner, discuss and write your own description of the behavior that makes someone a hero. Use words from the Word Study chart and other phrases.

A hero is someone who ...

RECYCLE THIS LANGUAGE

- hangs in there
- doesn't give up
- doesn't freak out
- No matter what happens

- B** **DISCUSSION** Read the three profiles. Which person's behavior comes closest to the description you wrote in Exercise A. Explain and discuss with a partner.

DAILY NEWS

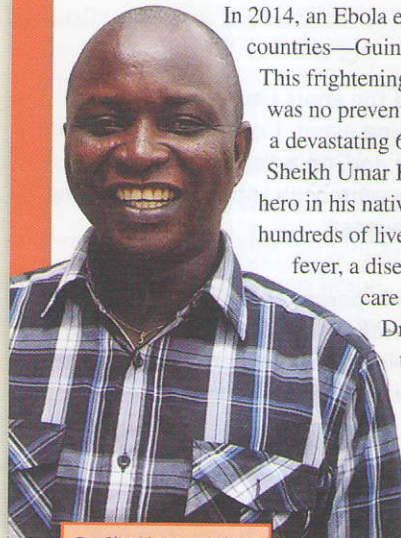
ROSA PARKS

In 1955, Rosa Parks got on a city bus in Montgomery, a city in the southern U.S., and sat down in a seat near the front. In those days, buses in Montgomery were racially segregated, and the front 10 seats were permanently reserved for white passengers. The driver told her to move to the back, but Parks refused. The driver then called the police, and she was arrested and taken to jail. Rosa Parks's act of defiance took great courage because of the brutality and injustice African Americans faced at that time in the South of the U.S. Her arrest became a rallying point, and the African-American community organized a bus boycott that lasted 381 days, during which no African American rode a city bus in Montgomery. Parks's action had a powerful economic impact on the bus company, which was forced to change its policy. Ultimately through the efforts of the community, racial segregation of public buses was made illegal.



Rosa Parks on the Montgomery bus.

Dr. Sheikh Umar Khan



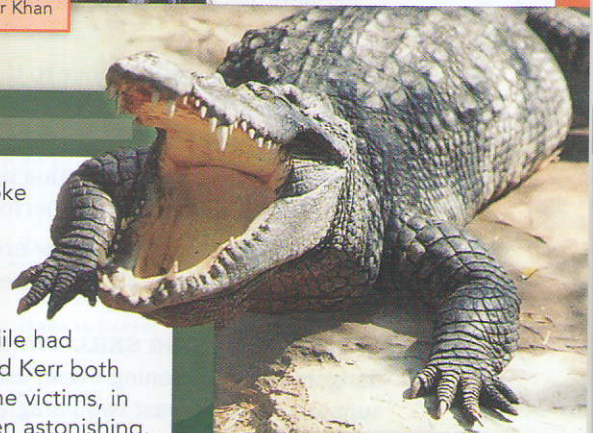
Dr. Sheikh Umar Khan

In 2014, an Ebola epidemic raged in three African countries—Guinea, Liberia, and Sierra Leone. This frightening viral disease, for which there was no prevention or treatment, typically killed a devastating 60% to 90% of those infected. Dr. Sheikh Umar Khan, already hailed as a medical hero in his native Sierra Leone for having saved hundreds of lives during 10 years of battling Lassa fever, a disease similar to Ebola, rushed in to care for more than 100 Ebola patients.

Dr. Khan knew better than anyone else that the people at greatest risk were health care workers. In spite of taking precautions, Dr. Khan and three of the nurses who worked with him died of the virus within three days of each other.

Alicia Sorohan

On October 11, while camping in Queensland, Australia, Alicia Sorohan awoke to the sound of someone screaming. Rushing out of her tent, she came across her friend Mike Kerr in the mouth of a 4.2-meter saltwater crocodile. The 60-year-old grandmother immediately jumped on the back of the giant crocodile, which dropped Kerr and attacked her, biting her in the face and arm. When shot and killed by another member of the group, the crocodile had Sorohan's arm in its mouth and was dragging her into the water. Sorohan and Kerr both survived the incident though both had serious injuries. Family members of the victims, in shock after the horrible attack, said that Sorohan's speedy response had been astonishing. "She deserves an award of some kind," said Wayne Clancy, her son-in-law.



a giant saltwater crocodile

- C** **DEBATE** From pages 34 and 35, choose the person you consider to be the most heroic. Meet with two or three other classmates, each of whom has chosen someone different. Have a debate about which of the persons is the most heroic. Decide among yourselves or among the other students in the class who won the debate.

A WRITING SKILL Study the rules.

Reducing adverbial clauses to adverbial phrases

Adverbial clauses can be reduced to adverbial phrases when the subject of the independent clause and the adverbial clause are the same. Reduced adverbial phrases are more common in writing than in speaking.

Adverbial clauses	→	Reduced to adverbial phrases
When I fell off my bike, I hurt my back.	→	Falling off my bike, I hurt my back.
When we were eating, we got a call.	→	When eating (or Eating), we got a call.
We saw a bear while we were hiking.	→	We saw a bear while hiking.
Before I left, I sent my parents a letter.	→	Before leaving, I sent my parents a letter.
After I had shared my news, I felt better.	→	After having shared my news, I felt better.

Be careful!

When the subjects of the adverbial clause and the independent clause are different, the clause can't be reduced.

Before **she** saw the crocodile, **it** attacked.

DON'T SAY Before seeing the crocodile, it attacked.

Punctuation

Use a comma after a clause or phrase when it comes first.

Before I left, I sent my parents a letter. / I sent my parents a letter **before I left.**

B PRACTICE Read the short news report to the right of a frightening event. Underline the reduced adverbial phrases and, on a separate sheet of paper, rewrite the sentences with them, changing the phrases to clauses.

C PRACTICE On a separate sheet of paper, rewrite each of the following sentences, reducing adverbial clauses to adverbial phrases when possible. If the sentence can't be reduced, explain why not.

- 1 When she was waking up, Alicia Sorohan heard a scream.
- 2 While Dr. Khan was trying to save his patients, several nurses on his staff came down with Ebola.
- 3 When she refused to move to the back seats on the bus, Rosa Parks was arrested.
- 4 Before she went to the drama program, Marlee Matlin hadn't ever performed in a play.
- 5 Seol realized that he was covered in blood after he had exited the plane several times.

WRITING MODEL

May 5—While camping yesterday, the Evans family was surprised by some frightening neighbors: a bear cub and its mother. Twin 5-year-olds Paul and Marcy were delighted because the young animal reminded them of the cute creatures in their picture books and on TV. Their father, on the other hand, wasn't as charmed because he knew that approaching a bear cub was dangerous since an adult bear is usually nearby.

Luckily for the family, Mr. Evans was already awake and getting breakfast ready when he heard the bear. As he posted later on Facebook: "While getting the milk out of our camping bag, I heard a rustling noise behind me. I turned around and saw a bear cub trying to open the garbage can. I knew I had to think fast."

Hearing his kids coming out of the tent, Mr. Evans quickly pushed them back inside to prevent them from approaching the bear to play with it. At that moment, a large adult female, probably the cub's mother, came by and led the cub away. The Evanses' camping day continued peacefully after that.

D APPLY THE WRITING SKILL Write a short report about a dangerous or frightening event, using the Writing Model for support. Write at least two paragraphs and tell the story in the order that the events occurred. The event can be real or fictional. Use at least three adverbial clauses and phrases to clarify time relationships.

SELF-CHECK

- ☐ Did I write two or more paragraphs?
- ☐ Does my report tell the story in the order that the events occurred?
- ☐ Did I use at least three adverbial clauses or reduced adverbial phrases to clarify time relationships?

A ▶ 2:14 Listen to each person. Then listen again to summarize each person's reason for being frustrated. Write statements with no matter.



Felix Tan

.....

.....

.....



Robert Reston

.....

.....

.....



Eva García

.....

.....

.....

B Complete each statement with no matter and who, whom, when, what time, what, where, or how.

- 1 I always get up at seven in the morning, I go to bed.
- 2 My daughter won't go to bed early, many times I tell her to.
- 3 the weather is like, we're going!
- 4 few calories you eat, it's hard to lose weight.
- 5 No one knew which gate the train was leaving from, we asked.
- 6 you leave from, the trip still takes two hours.

C Complete each statement with the correct word.

- 1 The thunder was (so / **such**) loud that we couldn't sleep.
- 2 The kids ate (so much / **such many**) candy that they got sick.
- 3 There was (so / **such**) bad turbulence that the passengers couldn't leave their seats.
- 4 The store has (so many / so much) brands of painkillers that I don't know which to buy.
- 5 Lyn is having (so / **such a**) good time at the party that she doesn't want to go home.
- 6 He learned Italian (so / **such**) quickly that he took the exam after only two months.

D Replace each underlined word with a word that has a similar meaning and the correct part of speech.

- 1 Many people don't think they are courageous until they are faced with an emergency.
a fearlessly b brave c heroism
- 2 Few people are fearless enough to fight an adult bear.
a courageous b confidence c willing
- 3 Bravery, especially in dangerous situations, is a rare quality.
a Courageous b Heroism c Heroically

E On a separate sheet of paper, create a two-line conversation for each pair of expressions. Use no matter and your own ideas.

- 1 I'm fed up. / Hang in there.
- 2 I just can't take it anymore. / Don't let it get you down.
- 3 I've had it. / That must be discouraging.
- 4 I give up. / Don't let it get you down.
- 5 I'm fed up. / I know what you mean.

A: I'm fed up. No matter how much exercise

I do, I still look like a weakling!

B: Hang in there. It takes time to see results.



Getting Along with Others

PREVIEW

COMMUNICATION GOALS

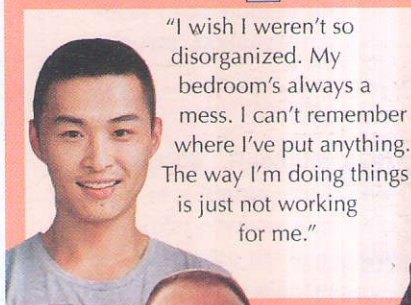
- 1 Discuss how to overcome shortcomings
- 2 Acknowledge inconsiderate behavior
- 3 Explain how you handle anger
- 4 Explore the qualities of friendship

A FRAME YOUR IDEAS Read about some common shortcomings. Rate each person according to the scale:

A = Sounds just like me!
B = Sounds a bit like me.
C = Doesn't sound like me at all!

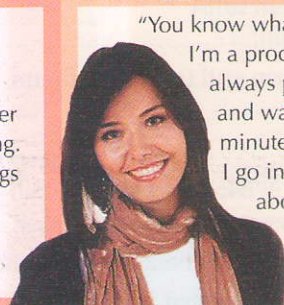
What's your biggest **shortcoming**?

Martin ☐



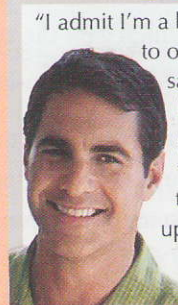
"I wish I weren't so disorganized. My bedroom's always a mess. I can't remember where I've put anything. The way I'm doing things is just not working for me."

Lena ☐



"You know what my problem is? I'm a procrastinator! I'm always putting things off and waiting till the last minute to do things. Then I go into a panic worrying about whether or not I'll be able to finish on time."

Ricardo ☐



"I admit I'm a bit oversensitive. I tend to overreact to things people say to me—I think I'm being criticized when people are just trying to help. It really doesn't take much to get me upset about stuff."

Paul ☐



"I'm sure I'm too hot-tempered. I get angry way too easily. It doesn't take much to set me off. But I've been trying to change that."

Sophie ☐

"I know I'm too negative. I'm always focusing on the bad rather than the good. And I'm way too critical of others. My husband, though, is just the opposite!"



Jean ☐

"My husband says I'm too controlling—and he's probably right. I complain when he doesn't do things my way. I'm sure it drives him crazy!"



Trevor ☐

"My biggest shortcoming is that I'm a perfectionist. No matter what I do, I'm not satisfied. I just don't think it's good enough. My attitude really gets in my way."



B ▶ 2:15 **VOCABULARY SHORTCOMINGS** Listen and repeat.

C PAIR WORK Tell your partner how you are—or aren't—like the people in Exercise A. What are your biggest shortcomings?

“One of my biggest shortcomings is that I'm a perfectionist. I'd like to invite friends for dinner at my house, but I never do—because I don't think I cook well enough.”

be disorganized
 be a procrastinator
 be oversensitive
 be hot-tempered

be negative
 be controlling
 be a perfectionist

D DISCUSSION Discuss these questions.

- 1 Do any of the people above sound like someone you know? In what ways?
- 2 Can you think of any other common shortcomings people have? What are they?

Understand a variety of accents.
Mike = American English (standard)
Jaya = Hindi

E ▶ 2:16 **SPOTLIGHT** Read and listen to a conversation between two colleagues. Notice the **spotlighted** language.

Mike: Wait till you hear this ... Sam **lost his cool** again at the status meeting!

Jaya: Oh, please. He's always angry about something. So what **set him off** this time?

Mike: You know how Rob always waits till the last minute to do the sales report? Well, Sam **made a big issue out of** it. When Rob tried to defend himself, Sam **told him off**—in front of *everyone*.

Jaya: That's awful! You know, even if Rob starts things late, he always finishes on time. I don't see what the big deal is.

Mike: But you know Sam. If there's anything he hates, it's procrastination. I'm sure he wanted to make an example out of Rob.

Jaya: Well, it sounds like he went overboard. He could have just **brought it up** privately with Rob after the meeting.

Mike: Good point. But, all things considered, Rob **took it pretty well**. He knows Sam's just hot-tempered.

Jaya: If only he'd just stop and think first before having one of his outbursts! Instead, everyone always has to **walk on eggshells** wondering who's going to be next.

Mike: I agree. Between you and me, I think Sam's been under a lot of pressure lately from *his* boss. But that's no excuse to **take it out on** someone else.

Jaya: That's right. It must have been hard for everyone at the meeting to just **pick up the pieces** afterwards and go on as if nothing had happened. I'll bet it was really awkward.

Mike: Totally. But it's Sam who should feel awkward. What bothers me the most is that he has no clue how he affects other people.



F UNDERSTAND IDIOMS AND EXPRESSIONS Find these expressions in Spotlight. Complete each statement.

- If you "lose your cool," you
a get angry b are worried
- If something "sets you off," it
a makes you angry b relaxes you
- If someone "makes a big issue out of" something, he or she it.
a enjoys talking about
b calls too much attention to
- If you "tell someone off," you are expressing your to that person about his or her behavior.
a anger b appreciation
- If something bothers you and you "bring it up" with someone, you want to
a discuss it b avoid discussing it
- If someone gets angry at you and you "take it well," you are by it.
a not very affected b very affected
- If you "walk on eggshells," you make someone angry.
a try to b are careful not to
- If you feel stressed and "take it out on" a friend, you might need to apologize to that person for
a being stressed b acting angry
- If you try to "pick up the pieces" after an argument, you try to
a re-establish a friendly atmosphere
b understand someone's point of view

G THINK AND EXPLAIN With a partner, discuss the questions and explain your answers.

- Why does Jaya think the other people at the meeting must have felt uncomfortable?
- Why do you think Rob wasn't upset about the situation?

SPEAKING GROUP WORK Which of the shortcomings from page 38 do you think cause the greatest problems for people? Discuss the consequences.

“In my opinion, being hot-tempered causes the most problems. Once you've gone overboard, it's hard to pick up the pieces.”

A ▶ 2:17 **GRAMMAR SPOTLIGHT** Read about the workshops. Notice the **spotlighted** grammar.

SELF-HELP

FOR THE SELF-CRITICAL

Practical workshops to help you reach your goals!

1 GET ORGANIZED NOW

Tired of being so disorganized? Is it hard to find things even if **you've filed them away properly**? Have papers been piling up on your desk **whether or not you've had time to go through them**? Take the bull by the horns and discover how getting organized can help you increase your productivity today.

STOP TRYING TO CONTROL OTHERS

2 Do you drive people crazy by constantly supervising what they are doing? Does this sound like you: "**Only if things are done my way** will things get done right!" Let's face it—something's got to change. **Otherwise**, no one's ever going to want to work with you! Letting go of control is easier than you think.

3 END NEGATIVE THINKING NOW

Is your negative attitude interfering with your goals in life? Achieving your goals will be possible **only if you make a decision to change your outlook today**. This workshop will move you from the negative to the positive on a journey that will change your life.

4 SAY GOOD-BYE TO PROCRASTINATION

Have you been putting off till tomorrow what you could have done today? **Unless you're the type who says "I'll never change,"** you too can learn to stop procrastinating today. Learn easy strategies for using your time more efficiently than ever.

B PAIR WORK Do you think people can really overcome their shortcomings? Why or why not? Which of the workshops would you personally find the most useful? Explain.

DIGITAL
INDUCTIVE
ACTIVITY

C GRAMMAR ADVERB CLAUSES OF CONDITION

Use **even if** or **whether or not** in an adverb clause to express the fact that no matter what the condition, there is no way to affect or change an event or situation.

Even if I have plenty of time to finish a project, I still wait till the last minute to begin.

(= No matter what, I wait till the last minute.)

She would have been late for the meeting **even if she had set her alarm**.

(= No matter what, she would have been late.)

Whether or not anyone says anything to her about it, Kyla's desk is always a disorganized mess.

(= No matter what, her desk is always a mess.)

We would have been uncomfortable at the meeting **whether or not he had lost his cool**.

(= No matter what, we would have been uncomfortable.)

Use **only if** to express the fact that a certain condition is necessary in order for something to happen or to be true. If the adverb clause comes first, invert the subject and verb (or auxiliary) in the independent clause and do not use a comma.

Nina will be happy at her job **only if she learns to say no to her boss**. OR

Only if Nina learns to say no to her boss **will she** be happy at her job.

Use **unless** to express the consequence of an action or lack of action. (Note: **unless** = **if ... not**)

Unless he writes himself a note, he'll forget to pay his bills.

(= If he doesn't write himself a note, he will forget to pay his bills.)

We told him we wouldn't come to the meeting **unless he apologized for his outburst**.

(= We told him we wouldn't come to the meeting if he didn't apologize.)

Note: You can also use the transition word **Otherwise** at the beginning of a sentence to express the consequences of an action or a lack of action.

He needs to write himself a note. **Otherwise**, he'll forget to pay his bills.

I always set my alarm for 7:00 A.M. on weekdays. **Otherwise**, I'm late for school.

Remember: The unreal conditional with **if only** expresses a wish for a particular condition (or a strong regret).

If only I were more organized, I'd get a lot more done.

(= I wish I were OR I regret that I'm not)

GRAMMAR BOOSTER p. 133
More conjunctions and transitions

D UNDERSTAND THE GRAMMAR Choose the statement with the same meaning.

- 1 I find it difficult to remember my appointments unless I put a reminder on my smart phone.
 - a If I don't put a reminder on my smart phone, I find it difficult to remember my appointments.
 - b If I don't put a reminder on my smart phone, I don't find it difficult to remember my appointments.
- 2 Even if she tries not to be controlling, her friends still think she is.
 - a Her friends find her to be controlling, no matter what she does.
 - b Her friends find her to be controlling unless she tries not to be.
- 3 Only if he takes a workshop about procrastination will Martin stop putting things off.
 - a Unless Martin takes a workshop, he won't stop putting things off.
 - b Whether or not Martin takes a workshop, he won't stop putting things off.
- 4 Whether or not you apologize, some people always have a hard time picking up the pieces after you tell them off.
 - a It's always difficult to pick up the pieces after being told off, even if you receive an apology.
 - b It's never difficult to pick up the pieces after being told off if you receive an apology.
- 5 You should try not to overreact when your manager criticizes your work. Otherwise, you might lose your job.
 - a Unless you try to stop overreacting to your manager's criticisms, you might lose your job.
 - b No matter how you react to your manager's criticisms, you might lose your job.

E GRAMMAR PRACTICE Circle the correct way to complete each statement.

- 1 (Whether or not / Unless) Bob is oversensitive, his friends still like him.
- 2 (Only if / Unless) Sal overreacts again at the meeting, I won't mention his negative attitude.
- 3 Katia loses her cool with her kids (only if / if only) she's had a bad day at work.
- 4 Carl's colleagues enjoy working with him (even if / unless) he's a bit hot-tempered.
- 5 (If only / Unless) she really goes overboard, I don't care that much if my wife tells me off.
- 6 (Only if / Even if) she puts something off to the last minute does Stacey worry about what her boss will think.

**PRONUNCIATION
BOOSTER**

p. 145

Shifting emphatic stress

NOW YOU CAN Discuss how to overcome shortcomings

- A NOTEPADDING** Look at page 38 again and choose three of the people's shortcomings. On your notepad, suggest how to overcome each shortcoming.

What is the shortcoming?	Your suggestions for how to overcome it
1. Ricardo is oversensitive.	try not to overreact remember that most people just want to be helpful
What is the shortcoming?	Your suggestions for how to overcome it
1.	
2.	
3.	

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- B DISCUSSION ACTIVATOR** Discuss the shortcomings on your notepads and other ways you think someone could overcome them. Use adverb clauses of condition. Say as much as you can.

“Whether or not you have a good reason to be angry, you should try not to take it out on someone else.”

DIGITAL
INDUCTIVE
ACTIVITY**A GRAMMAR CLEFT SENTENCES: REVIEW AND EXPANSION****Cleft sentences with What**

Remember: A cleft sentence emphasizes an action or a result. You can form a cleft sentence using a noun clause with What as the subject + a form of be. Be sure the form of be agrees with its complement.

What bothers me is getting interrupted when I'm speaking.

What surprised me were the many "thank you" e-mails I received.

Cleft sentences with What often have a subject complement that is a noun clause. If so, always use a singular form of be.

What bothered me the most was **(that) you didn't even apologize.**

What was surprising was **(that) she had completely cleaned up her desk.**

What I mean is **(that) I wish I hadn't lost my cool.**

What I'm trying to say is **(that) I'm really sorry.**

GRAMMAR BOOSTER p. 134

Cleft sentences: more on meaning and use

Cleft sentences with It

A cleft sentence with the impersonal It emphasizes a noun or noun phrase. Use a noun clause with who or that.

Valerie decided to have a talk with her boss.



It was Valerie who decided to have a talk with her boss.

Jack's outbursts make people uncomfortable.



It's Jack's outbursts that make people uncomfortable.

DIGITAL
MORE
EXERCISES**B NOTICE THE GRAMMAR** Look at Spotlight on page 39.

Find and underline two types of cleft sentences in the last paragraph.

C ▶ 2:18 LISTEN TO ACTIVATE GRAMMAR Listen to the conversations.

Then listen again and complete each statement.

- It was her that he wanted to bring up.
a missing the meeting b not finishing the project
- What bothered him was that Simon
a lost his cool b refused to apologize
- It was his that made her decide to talk with him.
a apologizing for his mistake b interrupting her meeting
- What's surprising to him is that the two women
a are such good friends b had such a bad argument
- It was his that upset her.
a constant criticism b refusing to listen to her

D GRAMMAR PRACTICE Combine each pair of sentences by writing a cleft sentence with What and a noun clause subject complement.

Example: People tell me I'm too controlling. That has always surprised me.

What has always surprised me is that people tell me I'm too controlling.

- My boss always criticizes me. That makes me kind of angry.
.....

- Most people tell lies to protect the ones they love. That fascinates me.
.....

- Gary actually has a hard time saying no to people. That's surprising.
.....

4 My manager and I get along really well. That's nice.

5 It's been great working with you. That's what I've always wanted to tell you.

6 I wish you would try to control your anger. That's what I mean.

E GRAMMAR PRACTICE Write cleft sentences with It, emphasizing the underlined noun phrase.

Example: The way she talks to people is so offensive.

It's the way she talks to people that's so offensive.

1 Nancy's negative attitude prevents her from accepting any suggestions.

2 The final workshop can give you some ideas for getting more organized.

3 Bill's being so hot-tempered makes me want to avoid him.

4 The way you spoke to me this morning hurt my feelings.

5 His lying about what happened was so surprising.

NOW YOU CAN Acknowledge inconsiderate behavior

A ▶ 2:19 **CONVERSATION SPOTLIGHT** Read and listen.
Notice the **spotlighted** conversation strategies.

A: Nancy, **there's something I need to bring up.**

B: Of course, Scott. What's wrong?

A: Well, the other day at the meeting, I was in the middle of making a point and you interrupted me. What really bothered me was that you didn't even let me finish my thought.

B: **I didn't realize that!** I'm so sorry.

I didn't mean to be rude.

A: Well, I don't want to make an issue out of it, but it's been bugging me. I hope you don't mind my pointing it out.

B: **On the contrary. I can see your point.** Thanks for saying something.



B ▶ 2:20 **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, acknowledging someone's criticism. Start like this: *There's something I need to bring up.* Be sure to change roles and then partners.

Some possible problems
being late
missing a meeting
losing one's cool
being too critical
not apologizing

DON'T STOP!

- Explain the problem in greater detail and how you felt about it.
- Offer to make up for it.
- Say as much as you can.

GOAL Explain how you handle angerDIGITAL
STRATEGIES**A** ▶ 2:21 **LISTENING WARM-UP VOCABULARY EXPRESSING AND CONTROLLING ANGER**

Read and listen. Then listen again and repeat.

"I lost my temper."



- lose one's temper
- have a fit
- hit the roof
- go ballistic
- blow one's top

got really angry

"When I'm angry about something, I prefer to just hold it in."



hold it in / keep it inside
avoid expressing your feelings

"When I lose my cool, I take a deep breath and try to calm down."



calm down become quieter
and more relaxed

"When someone tells me off, I just let it go."



let it go / shrug it off decide
not to be bothered by something

"Running helps me let off steam when I'm feeling angry about something."



let off steam get rid of your anger in
a way that does not harm anyone; for
example, by doing something active

"When I'm upset about something, venting about it with a friend usually calms me down."



vent talk with someone you
trust in order to express
your anger at someone else

B PERSONALIZE THE VOCABULARY Use the expressions to tell about a time when you controlled your anger or lost control of it. What do you usually do to let off steam? Is there someone in particular who you can vent to when you're angry?

DIGITAL
STRATEGIES

C ▶ 2:22 **LISTEN TO SUMMARIZE THE MAIN IDEA** Listen to the interviews. On a separate sheet of paper, write a summary in one or two sentences about the purpose of the interview.

D ▶ 2:23 **LISTEN TO INFER INFORMATION** Listen again and check the correct statements.

	Joseph would ...	Celina would ...
1 If he or she were angry with his or her boss ...	<input type="checkbox"/> make an issue out of it. <input type="checkbox"/> say what's on his mind. <input type="checkbox"/> hold his feelings in.	<input type="checkbox"/> let off steam. <input type="checkbox"/> say what's on her mind. <input type="checkbox"/> hold her feelings in.
2 If he or she were angry with a friend or colleague ...	<input type="checkbox"/> take it out on someone else. <input type="checkbox"/> probably just shrug it off. <input type="checkbox"/> probably lose his temper.	<input type="checkbox"/> take it out on someone else. <input type="checkbox"/> probably just shrug it off. <input type="checkbox"/> probably not hold it in.
3 If he or she were angry with a complete stranger ...	<input type="checkbox"/> probably let it go. <input type="checkbox"/> probably lose his temper. <input type="checkbox"/> take it out on someone else.	<input type="checkbox"/> probably let it go. <input type="checkbox"/> probably say what's on her mind. <input type="checkbox"/> take it out on someone else.



NOW YOU CAN Explain how you handle anger

A FRAME YOUR IDEAS Discuss each situation with a partner. How similar is your behavior to your partner's? Describe how you would express or control your anger. Use the Vocabulary in your discussion.



Situation

How would you handle your anger?

1 A friend arrives really late to meet you for a movie.

2 You tell a friend something in confidence and he or she doesn't keep it a secret.

3 A classmate or colleague says bad things about you to people you know.

4 Someone tells you off in front of a group of other people.

5 Another driver cuts you off while you are driving.

6 Someone borrows something from you and doesn't return it.

7 Your next-door neighbor always plays very loud music and has noisy late-night parties.

8 (your own idea)



DIGITAL
SPEAKING
BOOSTER

B DISCUSSION Do you act the same way when you get angry with someone you know as you do with a stranger? Explain.

OPTIONAL WRITING Write a true story about something that made you angry. What happened? How did you respond? Use the Vocabulary.

RECYCLE THIS LANGUAGE

- lose one's cool
- set someone off
- make a big issue out of something
- tell someone off
- take it out on someone
- mess up big time
- take it [well / badly]
- Even if ...
- Whether or not ...
- Only if ...
- Unless ...
- Otherwise, ...



A READING WARM-UP How do friendships among men differ from friendships among women? How are they similar?

DIGITAL STRATEGIES

B ▶ 2:24 **READING** Read the article. Which qualities of friendship do you think are the most important?

FRIENDS THROUGH THICK AND THIN

What makes friendships stand the test of time?
We interviewed 100 men and women, and here is
what they had to say:

1. Friends share the good times

You build great memories together. There's nothing like having a friend around to enjoy the best moments of your life with you—graduation, your first rock concert, watching the World Cup, your wedding, and so on. You probably share a similar sense of humor and you can count on your friends to laugh at your jokes—even when they're dumb jokes. Most importantly, good friends aren't jealous of your successes. On the contrary, they cheer you on, which contributes to your achievement. Good friends want only the best for you. Otherwise, what's the point?

2. Friends are there when times are tough

Like the song says, friendship is “like a bridge over troubled water.” You can always count on your friends’ support when you really need a helping hand. You shouldn’t even have to ask. When you’re feeling down or are upset about something, friends know what makes you tick—whether or not you want to talk about it. They are thoughtful when it comes to your well-being, and they will accommodate your needs, particularly when you need it the most.

3. Friends don't judge each other

We need our friends to be dependable—through thick and thin. Your friends accept you as you are, and they don't constantly try to change you. And they roll with the punches. They get it that inside you're a good person with flaws, and that those

shortcomings are part of who you are. They know you make mistakes, and they forgive you for them, knowing you'll try to do better next time. And even when someone lets you have it when you make a mistake, friends still stick up for you, because friends are patient even when you're being difficult. Even if you and your friends disagree, you respect each other's opinions.

4. Friends are trustworthy

You need your friends to be totally loyal. Above all, you need to know that your secrets are safe with them. If there's a problem between you, a friend will come to you first and not gossip about you with others. We can always count on our friends to be honest with us when others aren't. We can trust them to stick by us no matter what. Friends don't keep things bottled up inside—if there's a problem, they work things out and move on.

Are there differences between what men and women expect in their friends? Among our interviewees, husbands claimed to understand what made their wives' female friendships tick, but many wives admitted that they wondered what in the world their husbands and their male friends saw in each other. According to the women, the quality of interaction between women friends was crucial to the longevity of their friendships. They valued being able to talk about their problems and feelings. However, for the men, it was mutual acceptance—being able to simply hang out together with no judgment. One man offered this view, "Female friends prefer to face each other, while male friends do things side by side." Nevertheless, it shouldn't be all that surprising that the men and women generally agreed that *all* truly good friends stick by each other through thick and thin.

C UNDERSTAND MEANING FROM CONTEXT Find the words and expressions in the article. Use the context of the article to complete each statement.

- [illegible]

- 8 When someone "sticks up for you," he or she
 a defends you against criticism b criticizes you honestly
- 9 When friends "stick by you," they
 a are always loyal to you b tell you off
- 10 When someone "keeps things bottled up inside," he or she to talk about uncomfortable feelings such as anger.
 a is willing b isn't willing

D APPLY IDEAS Discuss what a good friend would do in response to each situation, according to the information in the article. Explain your answers.

1 You get a new job at twice your current salary.

“It says a true friend cheers you on when times are good. So I think a good friend would be happy for me and want to celebrate.”

2 You tell your friend a really dumb joke.

3 You're unhappy about something, but you haven't told anyone about it yet.

4 You lose your temper with your friend.

5 A colleague criticizes you when you're not around.

6 You and your friend have a disagreement.

E RELATE TO PERSONAL EXPERIENCE Work in pairs. Using the four qualities of a good friendship in the article as examples, share personal examples of your friendships that illustrate each quality.

DIGITAL
EXTRA
CHALLENGE

NOW YOU CAN Explore the qualities of friendship

A FRAME YOUR IDEAS Read each statement and write A, B, or C. Then, with a partner, compare and explain your responses.

“That's not the kind of friend I am. Remember what the article said? Good friends aren't jealous of your successes.”

A = That's not the kind of friend I am.

B = Sometimes I'm a bit like that.

C = I have to admit that sounds a lot like me.



"My friend Carla just got engaged last week. I can't figure it out. I'm so much more popular than she is." ☐



"My friend Trevor is really feeling down right now because he broke up with his wife. He's kind of getting on my nerves. I wish he'd just stop talking about it." ☐



"Laura's a good friend, but I think her clothes are really out of style. It's kind of embarrassing to be seen with her. She'd be so much prettier if she took my suggestions." ☐



"I was really disappointed when my friend Tom didn't invite me over to watch the World Cup. I guess I just won't invite him anywhere either." ☐



"My friend Harriet told me about the problems she's been having with her husband. I only told my neighbor Cynthia about it, but no one else." ☐



"My friend Nick is always late for everything. Today was the last straw—if he can't change his habits, he can go find another friend." ☐

B DISCUSSION How would you rate your friendships in general? All things considered, in what ways would you say you're a good friend to your friends? Explain your answers and give examples.

How I'd generally rate my friends

poor average excellent

How I'd rate myself as a friend

poor average excellent

A WRITING SKILL Study the rules.

Remember: Transition words and subordinating conjunctions link ideas within and between sentences. They can also be used in a paragraph's topic sentence to connect the paragraph to the one that precedes it. The following words and phrases can be used as transitions to announce the content of a new paragraph:

To add information

- Furthermore**, it's very convenient.
- Moreover**, it's very convenient.
- More importantly**, it's very convenient.

To contrast information

- Even though** it's convenient, it's not for everyone.
- Although** it's convenient, it's not for everyone.
- Despite the fact that** it's convenient, it's not for everyone.
- Nevertheless**, it's not for everyone.
- On the other hand**, it's not for everyone.
- However**, it's not for everyone.

B PRACTICE Rewrite these transitional topic sentences from the Writing Model, using other words and phrases to announce the content of the new paragraph. (Note: You may have to make other changes in the sentence.)

Furthermore, using a smartphone calendar is not really all that difficult.

- 1 More importantly,
- 2 Moreover,

Nevertheless, using a smartphone calendar does take some getting used to.

- 3 Even though
- 4 Although
- 5 Despite the fact that
- 6 On the other hand,
- 7 However,

WRITING MODEL

For an effective solution to procrastination, I suggest using the daily calendar on your smartphone. It can be used to break up the steps essential to completing a larger task into smaller tasks. That way it is easier to keep things moving forward. It also allows you to check off the smaller tasks as they are finished, which motivates you by providing a feeling of accomplishment.

Furthermore, using a smartphone calendar is not really all that difficult.

You can use the calendar that's already installed, or you can download an app for that purpose. Instructions are easily available online, and they are usually very clear.

Nevertheless, using a smartphone calendar does take some getting used to.

It may require some time to learn how to use it, but the calendar will make your work easier. Without a calendar, it is far too easy to simply forget about what needs to be done. With one, it is easy to keep track of your progress. If your teacher or manager asks questions, you have a record you can refer to. This increases your confidence. I believe the calendar is one of the best ways to convert procrastination into effective organization.

DIGITAL
WRITING
PROCESS

C APPLY THE WRITING SKILL Write a three-paragraph essay presenting a solution to a common shortcoming. In paragraph one, introduce the solution. Use transitional topic sentences to link the content of the second and third paragraphs.

SELF-CHECK

- ☐ Does the first paragraph have a topic sentence?
- ☐ Do the paragraphs that follow have transitional topic sentences?
- ☐ Does each transitional topic sentence clearly link to previous content?

- A** ▶ 2:25 Listen to three people describe their shortcomings. Then listen again and complete the chart. Listen a third time if necessary to check your answers.

	What is the shortcoming?	What solution did the person find?	Did it work?
1			
2			
3			

- B** Complete each statement with one of the lettered choices. (You will not use all the choices.)

- Claire overreacts and takes things personally when her friends make suggestions. She
a is a perfectionist.
b is negative.
- Bob is always losing his cool over things that aren't important. He
c tends to procrastinate.
d is oversensitive.
- Laura usually misses her deadlines because she doesn't get started on her assignments right away. She
e is hot-tempered.
- Nick is always worrying about every little detail. He hates making mistakes. He

- C** Complete each statement about the situations in which people express or control their anger.

- People sometimes hold their feelings in when
- People usually only tell someone off when
- Most people lose their tempers only when

- D** Complete each statement logically and correctly with one of the lettered choices.

- Even if I know a project is important,
a Otherwise, I wouldn't have waited till the last minute to get started.
- Unless I know that a project is not important,
b I never wait till the last minute to get started.
- Only if I know that a project is not important
c will I wait till the last minute to get started.
- If only I had known that the project was important,
d I still wait till the last minute to get started.
- I wish I'd known that the project was so important.
e I wouldn't have waited till the last minute to get started.

- E** On a separate sheet of paper, rewrite each sentence as a cleft sentence with What. Follow the example.

- It's the way she criticizes new employees that's so offensive.

What's so offensive is the way she criticizes new employees.

- It's maintaining a positive attitude that changes negative thinking.
- It's fear of failure that causes people to put things off.
- It's his being so hot-tempered that makes people feel like they're walking on eggshells.
- It's her ability to organize that makes her so successful.

TEST-TAKING SKILLS BOOSTER p. 154



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