

COMMUNICATION GOALS

- 1 Discuss the health benefits of laughter
- 2 Respond to something funny
- 3 Analyze what makes us laugh
- 4 Explore the limits of humor

PREVIEW

A FRAME YOUR IDEAS Take the humor self-test to analyze your sense of humor.

HUMOR

SELF-TEST

Rate how funny you think each image is, from 1 to 5, with 1 being not funny at all and 5 being extremely funny.

1 YOUR RATING: 1 2 3 4 5 NOT FUNNY VERY FUNNY

2 YOUR RATING: 1 2 3 4 5 NOT FUNNY VERY FUNNY

3 YOUR RATING: 1 2 3 4 5 NOT FUNNY VERY FUNNY

4 YOUR RATING: 1 2 3 4 5 NOT FUNNY VERY FUNNY

5 YOUR RATING: 1 2 3 4 5 NOT FUNNY VERY FUNNY

6 YOUR RATING: 1 2 3 4 5 NOT FUNNY VERY FUNNY

7 YOUR RATING: 1 2 3 4 5 NOT FUNNY VERY FUNNY

8 YOUR RATING: 1 2 3 4 5 NOT FUNNY VERY FUNNY

B PAIR WORK Discuss your funniest and least funny choices with a partner. Explain why you find some of the images funny and other ones not funny. Do you have the same sense of humor?

“I don’t like the picture of the boy with the head to his side. I find it kind of scary—even a bit creepy. I gave it a 1.”

C DISCUSSION Do a class survey. Which image did your classmates find the funniest? Which did they find the least funny? What were the reasons?

D ▶ 3:02 **SPOTLIGHT** Read and listen to a conversation about an embarrassing social situation. Notice the **spotlighted** language.

Sylvie: Oh, David, I can't tell you how mortified I am.
David: What on earth happened?
Sylvie: So, last night I told this funny joke French people tell about Americans: How do you know someone's an American? He asks for ketchup for his peanut butter sandwich. Well, **it went over like a lead balloon**. *No one laughed.* **I made a total fool of myself.**
David: Oh, Sylvie! That must have been awful!
Sylvie: The thing is I don't know why they took it personally. The joke wasn't about *them*! They were pretty sophisticated. We were even eating French food!
David: Well, you couldn't have known this, but it's definitely uncool to make fun of a particular nationality, an ethnic group, a religion ... **It just isn't done.**
Sylvie: You mean you guys are that politically correct?
David: You could say that. And the fact that you're French probably didn't help. We Americans can get a bit intimidated by the French, but don't quote me on that.
Sylvie: **I don't get it.** Why are people here so sensitive? In France, we can't get enough jokes about ourselves.



David: I'm surmising the French are thicker-skinned than Americans ...
Sylvie: You can say that again. Ethnic jokes—even ones about ourselves—are just **par for the course** there. You know, I don't think I can ever face those people again.
David: You know what, Sylvie? We Americans make jokes about ourselves, too. It's just less funny when it comes from an outsider.
Don't take it so hard.
Sylvie: **Easier said than done!**

E UNDERSTAND IDIOMS AND EXPRESSIONS Complete the statements with **spotlighted** language.

- 1 If you want to say that someone's advice isn't easy to follow, you can say ""
- 2 Another way to say that no one liked your joke is ""
- 3 When you want to say you just don't understand something, you can say ""
- 4 When you want to suggest that something isn't at all unusual, you can say it's ""
- 5 When you want to suggest that most people consider something rude or inappropriate, you can say ""
- 6 If you do something stupid or silly that causes other people to laugh at you, you feel embarrassed and say ""
- 7 If you want to suggest that someone is reacting too strongly to something, you can tell him or her ""

F THINK AND EXPLAIN Can a joke about your own nationality or ethnic group ever be funny? Or are those jokes always "politically incorrect" or even offensive? Explain.

SPEAKING PAIR WORK Check the things you find funny. Discuss why certain things make people laugh. What other things make you laugh?

<input type="checkbox"/> Cute video clips about animals and babies	<input type="checkbox"/> People embarrassing themselves by using the wrong word or expression
<input type="checkbox"/> Physical "slapstick" humor in TV shows and movies	<input type="checkbox"/> Stories or pictures of people making fools of themselves
<input type="checkbox"/> Jokes making fun of men or jokes making fun of women	<input type="checkbox"/> Your own idea:

“Even though some ethnic jokes can be funny, I think we probably shouldn't tell them. They can end up insulting people.”

A ▶ 3:03 **GRAMMAR SPOTLIGHT** Read the article about the health benefits of laughter. Notice the spotlighted grammar.

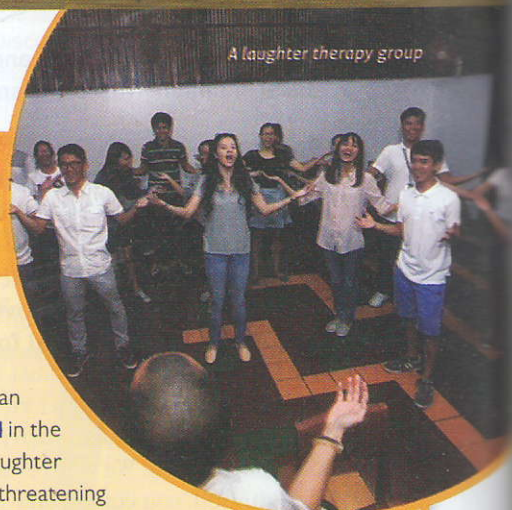
LAUGH YOUR WAY TO HEALTH?

CAN SOMETHING AS SIMPLE AS LAUGHTER CURE DISEASE?

The concept is actually not new. Sixteenth-century humanist educator Richard Mulcaster **said** that because laughter **produced** warmth in the body, it **might be** a good remedy for colds. Other scientists of his time **noted** that laughter **increased** the rate of breathing, **boosted** muscle tone, and **exercised** the body's internal organs. They **claimed** that those effects **were** beneficial to people suffering from colds too. So although many physicians and medical researchers had long **thought** that laughter **could be** helpful, scientific studies had been inconclusive. Then, in his classic 1956 book *The Stress of Life*, Hungarian scientist Hans Selye **wrote**, based on extensive research, that he **had proved** that biological stress **has** negative effects on health. This laid the foundation for the theory that the absence of stress could have positive effects.

Later, in 1976, American editor Norman Cousins—a non-scientist—**reported** in the *New England Journal of Medicine* that laughter **had helped** cure him of a painful life-threatening chronic disease. His article captured the attention of the medical profession and some doctors began considering using laughter as therapy. Then in his 1979 bestseller, *Anatomy of an Illness*, Cousins **wrote** that he **had been** so sick that the only thing he could do was lie in bed. Cousins **theorized** that, based on Selye's research, because the stress of negative emotions **could cause** illness, positive emotions **should be able to exert** a healing effect. So he spent his time watching funny movies and he asked his friends to tell him lots of funny jokes.

Although no one **can state** definitively that laughter **cured** Norman Cousins, the concept of laughter therapy has gained popular acceptance, notably in Madan Kataria's laughter yoga movement practiced by thousands of people worldwide. In this popular activity, large groups of people sit together and force themselves to laugh until the laughter becomes contagious and real.



A laughter therapy group

B CRITICAL THINKING Do you think it's possible that Norman Cousins was cured by laughter? Can you think of any other explanation for his recovery? In what ways do you think positive and negative emotions can affect our health?

DIGITAL
INDUCTIVE
ACTIVITY

C GRAMMAR INDIRECT SPEECH: BACKSHIFTS IN TENSE AND TIME EXPRESSIONS

In indirect speech, when the reporting verb is in a past form, the verb form in the noun clause (the indirect speech) usually "shifts back" to preserve meaning. Compare the verb forms in direct and indirect speech.

Some common reporting verbs

admit	insist	theorize
claim	note	think
complain	report	write
continue	state	

Direct speech	Indirect speech
Dr. Ames wrote, "Negative emotions are harmful and cause illness."	Dr. Ames wrote (that) negative emotions were harmful and caused illness.
He continued, "But Cousins hasn't proved anything."	He continued (that) Cousins hadn't proved anything.
Cousins said, "Laughter cured me."	Cousins said (that) laughter had cured him.
We wrote, "He isn't practicing laughter yoga."	We wrote (that) he wasn't practicing laughter yoga.
She claimed, "We were telling the truth."	She claimed (that) they had been telling the truth.
Doctors admitted, "We 've learned from Cousins's article."	Doctors admitted (that) they had learned from Cousins's article.
He told her, "I ll check to see how you 're feeling later."	He told her (that) he would check to see how she was feeling later.
Pam told us, "I can't understand what happened ."	Pam told us (that) she couldn't understand what had happened .
He told me, "You have to see this funny movie."	He told me (that) I had to see that funny movie.
The nurse told the little girl, "You must rest ."	The nurse told the little girl (that) she had to rest .

Exceptions

When a reporting verb is in the simple past tense, backshifting is optional when the statement refers to something just said, something that's still true, or a scientific or general truth.

Tom just called. He said that the director **is** (OR **was**) leaving. [something just said]

Ann told me that she **needs** (OR **needed**) to renew her passport. [something still true]

He noted that the Earth **is** (OR **was**) the fifth largest planet in the solar system. [a scientific or general truth]

Do not make changes to present or perfect forms of the modals should, could, may, might, would, and ought to when converting to indirect speech.

Expressions of time and place: backshifts in indirect speech

now →	then	this year →	that year
today →	that day	last week →	the week before
tomorrow →	the next day	next month →	the following month
yesterday →	the day before	here →	there

Mark told me, "Judy was here yesterday." → Mark told me Judy had been **there the day before**.

GRAMMAR BOOSTER p. 135

Indirect speech: review and expansion

- Imperatives in indirect speech
- Changes to pronouns and possessives
- Say, tell, and ask
- Other reporting verbs

DIGITAL
MORE
EXERCISES

D GRAMMAR PRACTICE On a separate sheet of paper, rewrite the sentences in indirect speech. If the sentence can be written both with and without backshifting, write it both ways.

- 1 Ms. Barr stated, "I want you to finish your essays for the next class."
- 2 Last week I told my husband, "This has been the best vacation we've ever taken."
- 3 My friend Amy said, "I have never seen such exciting paintings before."
- 4 In his lecture, Dr. White explained, "The earth rotates around the sun."

E PAIR WORK With a partner, take turns restating each of the following in indirect speech.

- 1 Pain researchers reported, "Laughter may help some patients."
- 2 They said, "Our new study will begin here next week."
- 3 The doctors said, "We've recommended laughter yoga to cure his pain."
- 4 The patient told everyone, "I definitely feel better from the laughter yoga."

F GRAMMAR PRACTICE On a separate sheet of paper, write what the people actually said, using direct speech.

- 1 Ellen told me she had read an article about laughter yoga in the New Yorker magazine.
- 2 She claimed she believed laughter yoga could be helpful.
- 3 I said I never would have known that.
- 4 The nurse told me that she had been using laughter therapy with certain patients.

NOW YOU CAN Discuss the health benefits of laughter

A NOTEPADDING Complete the statements, based on the article. Then use that information as support in the Discussion Activator.

Richard Mulcaster and other scientists have said that

Much later, Hans Selye wrote that

Norman Cousins claimed that

DIGITAL
VIDEO

B DISCUSSION ACTIVATOR Do you believe laughter can be "good medicine"? How could you apply the ideas in the article to help heal a sick friend or family member? If you were very sick, how might you use laughter therapy to get better? Support your opinion with ideas from the article, using indirect speech if you are reporting what someone said. Say as much as you can.

A 3:04 **VOCABULARY** WAYS TO RESPOND TO JOKES AND OTHER FUNNY THINGS

Read and listen. Then listen again and repeat.

If you think it's funny:

That's so funny!

That's hysterical!

That's hilarious!

That's too much!

If you don't understand what's funny about it:

I don't get it.

That went over my head.

ALSO: That's ridiculous / silly / offensive*

* Be careful! These can be rude and hurt the joke-teller's feelings.

B 3:05 **LISTEN TO ACTIVATE VOCABULARY** Listen to six conversations. After each one, check Yes or No to indicate whether the listener thought it was funny. Then listen again and write your own response to each joke, using the Vocabulary.

Did the listener think it was funny?

	Yes	No	Your own response to the joke
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>

C PAIR WORK Did you both get all the jokes? If there's a joke your partner didn't get (or didn't like), try to explain why it was funny to you. Tell your partner which joke you thought was the funniest, and why.**D RELATE TO PERSONAL EXPERIENCE** Tell your partner about something funny you saw on TV or in a movie, or a joke or funny story you heard from a friend or family member. Respond to your partner, using the Vocabulary.DIGITAL
INDUCTIVE
ACTIVITY**E GRAMMAR** QUESTIONS IN INDIRECT SPEECH

Indirect questions are a kind of embedded question—a question that is included in a noun clause.

Indirect yes / no questions begin with if or whether (or whether or not).He asked, "Did you find that joke funny?" → He asked **if I had found the joke funny.** OR He asked **whether or not I had found the joke funny.**My boss asked me, "Were you able to finish the project yesterday?" → My boss asked **if (or whether) I had been able to finish the project the day before.**

Indirect information questions begin with a question word.

She asked, "How did you respond to that offensive joke?" → She asked **how I had responded to that offensive joke.**

People often ask Nora, "How many years have you been studying English?" → People often ask Nora **how many years she has been studying English.**

Remember: Embedded questions always have statement (not inverted) word order. Do not use *do*, *does*, or *did*.
My friend asked what movie I wanted to see. NOT My friend asked what movie ~~did I want~~ to see.

DIGITAL
MORE
EXERCISES

F GRAMMAR PRACTICE On a separate sheet of paper, rewrite each sentence in indirect speech. Make all necessary backshifts and changes to pronouns and time expressions.

- 1 The teacher asked her students, "Can you tell me what the joke is about?"
- 2 Barry sometimes asks himself, "How would I react if someone told an offensive joke?"
- 3 Lisa asked her friend, "Should you have laughed at that offensive joke?"
- 4 Dan asked his wife, "Have you finished reading that book of jokes?"
- 5 Vivian asked me, "Which is the best website for funny animal videos?"

PRONUNCIATION
BOOSTER

p. 146

Intonation of sarcasm

NOW YOU CAN Respond to something funny

A ▶ 3:06 **CONVERSATION SPOTLIGHT** Read and listen. Notice the **spotlighted** conversation strategies.

A: Oh, Melanie, **you've got to see this!**

I just can't tell you how hilarious it is.

B: What is it?

A: Here. It's this video. Some guy keeps tearing pieces of paper and his baby's laughing hysterically. **Seriously**, come over here and look!

B: Oh, **that's priceless!** Forward me the link, OK?

A: **Totally.**

B ▶ 3:07 **RHYTHM AND INTONATION**

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

DIGITAL
VIDEO

DIGITAL
SPEAKING
BOOSTER

C CONVERSATION ACTIVATOR Bring a cartoon, photo, or video clip to class. Or use the cartoon below or something from page 50. Use it to create a similar conversation. Start like this: *You've got to see this ...* Be sure to change roles and then partners.

DON'T STOP!

- Talk about other cartoons, videos, or video clips you've seen.
- Say why you think they're funny.
- Say as much as you can.



"It could be that it's not plugged in, but that would be too easy."

A READING WARM-UP Who are your favorite comedians and comic actors? Why do they make you laugh?**DIGITAL
STRATEGIES****B** ▶ 3:08 **READING** Read the article about why people laugh. Provide your own examples to illustrate each theory.

THEORIES OF HUMOR

People of all ages and from all cultures laugh. Although there are many factors that make something funny, three theories are often cited.

THE SUPERIORITY THEORY

The Superiority Theory holds that we tend to find people's small misfortunes and verbal or behavioral mistakes funny. Two examples of the kind of misfortunes often depicted in funny movies and comedy routines are people falling down or bumping into things. Similarly, hearing someone mispronounce a word or use the wrong word makes us laugh, as do the ridiculous mistakes that result from automatic spell check programs. According to this theory, the reason why we laugh at the misfortunes or mistakes of others is that they make us feel superior (and happy that the mistakes and misfortunes are theirs, not ours!).

THE INCONGRUITY THEORY

The Incongruity Theory suggests that humor arises from unexpected, inappropriate, or illogical situations—such as the one about the man who says his brother thinks he's a chicken:

A man goes to a psychiatrist and says, "Doctor, I'm worried about my brother. He thinks he's a chicken." "That IS serious," says the doctor. "Why don't you put him in a mental hospital?" So the man says, "I would, but I need the eggs."



According to the Incongruity Theory, a joke becomes funny when we anticipate that one thing will happen or be said, but something else does instead. When the joke goes in the unexpected direction, we experience two sets of incompatible thoughts and emotions—the ones we had as we were listening and the ones revealed at the end. This incongruity makes us laugh.

THE RELIEF THEORY

According to the Relief Theory, humor is the feeling of relief that comes from the removal of tension. When tension is high, we need a release, and laughter is a way to cleanse our system of the built-up tension. This theory holds that there are certain things we feel tense about, such as bodily functions, physical attractions, and shame about how we look. It is believed that the large number of jokes about those subjects come from our need to laugh about them and thus relieve or reduce our tension about them.

Regardless of the theory, in order to be able to appreciate a situation or joke as funny, some detachment is always necessary; that is, we have to feel uninvolved with the situation. For example, we can often laugh at our own past mistakes because, with the passage of time, we have become detached. Conversely, if the joke or situation is too familiar or realistic, it may "hit too close to home" and evoke sadness instead of laughter. To understand a joke—to "get it"—we might also need some knowledge of cultural, economic, political, and social issues, without which some jokes are impossible to understand. Although humor is universal, there is no universal joke.

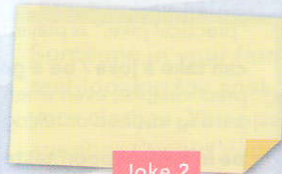
C CLASSIFY Complete the chart, checking the theory you think best explains why people laugh. (You may choose more than one.) Explain your choices.

PEOPLE OFTEN LAUGH WHEN THEY ...	THE SUPERIORITY THEORY	THE INCONGRUITY THEORY	THE RELIEF THEORY
discover the strange noise they heard downstairs was only the cat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see someone slip and fall down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see someone wearing inappropriate clothes to an event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
arrive at a party where someone is wearing the same outfit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see a little girl wearing her mother's high heels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see someone make an embarrassing social mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D ▶ 3:09 **LISTEN TO APPLY IDEAS** Listen to three jokes. Write the theory you think each joke exemplifies. Then discuss with a partner to see if you agreed or disagreed. Provide reasons for your opinion and listen again if necessary to settle differences of opinion.



Joke 1



Joke 2



Joke 3

DIGITAL
EXTRA
CHALLENGE

NOW YOU CAN Analyze what makes us laugh

DIGITAL
SPEAKING
BOOSTER

DISCUSSION Read the list of common types of jokes to the right and try to explain why people find each kind funny. Use the theories, other reasons, and your own ideas for support.

OPTIONAL WRITING On a separate sheet of paper, write a joke you like. Then write at least two paragraphs analyzing why you and other people find it funny.

DIGITAL
STRATEGIES

▶ 3:10 Common types of jokes

a dirty joke	a joke about sex or with sexual content
an ethnic joke	a joke about people of a particular ethnic background
a sexist joke	a joke about men or women
a political joke	a joke about a political candidate, party, opinion, or government official
a verbal joke	a joke that uses language in such a way that the language itself becomes funny



DIGITAL STRATEGIES

A ▶ 3:11 LISTENING WARM-UP VOCABULARY PRACTICAL JOKES

Read and listen. Then listen again and repeat.



be the butt of a joke be the person on whom a trick, or "practical joke," is played; be the object of ridicule

can take a joke / be a good sport be able to laugh at a practical joke, even when one is the butt of it, without getting insulted or taking it too personally

be in bad (or poor) taste be offensive or extremely cruel

cross the line go beyond funny into something mean, hurtful, offensive, or cruel

DIGITAL STRATEGIES

B ▶ 3:12 LISTEN TO ACTIVATE VOCABULARY Listen

to a description of a practical joke a doctor played on another doctor. Complete each statement about the practical joke you heard described.

- 1 Dr. Adams
 - a played a practical joke on another doctor
 - b was the butt of another doctor's joke
- 2 The woman thinks her father's joke
 - a was in pretty good taste
 - b may have crossed the line
- 3 In the end, the younger doctor proved that
 - a he could take being the butt of a practical joke
 - b the joke was in pretty poor taste
- 4 We can conclude that the man thinks that
 - a the joke crossed the line
 - b the younger doctor was a pretty good sport



C ▶ 3:13 LISTEN TO SUMMARIZE Listen again and write a summary of the story, using indirect speech. Then compare summaries with a partner. Use the example as a way to start:

“The woman described a practical joke her father had once played on someone. One day ...”

D ▶ 3:14 LISTEN TO TAKE NOTES Listen to people who were the butt of practical jokes. Then listen again to complete the chart. Use the Vocabulary. Listen again if necessary.

Speaker	What was the joke?	How did the person react?
1		
2		
3		

E DISCUSSION Which, if any, of the jokes in Exercise D crossed the line? Explain your opinion. Then compare how you would have reacted with the way each speaker reacted.

NOW YOU CAN Explore the limits of humor

A FRAME YOUR IDEAS Read the practical jokes and rate each one, using the scorecard.

SCORECARD

X = I don't get it.

1 = It crosses the line.

2 = It's silly.

3 = It's kind of funny.

4 = It's hilarious!

A

RATING: ☐

Someone in your family leaves a very real-looking toy snake in a drawer with your clothes. You open the drawer and are about to put your hand in when you suddenly see the snake.



B

RATING: ☐

You start getting lots of calls from people who want to buy your house, even though you have no intention of selling. It turns out a friend had secretly created an online real estate ad offering your house at a very cheap price.

C

RATING: ☐

A colleague tells you that another colleague is going to get married. When you see her, you congratulate her happily. She has no idea what you're talking about.

D

RATING: ☐

Someone in your family offers you a cup of coffee or tea. When you take the first sip, it tastes so bad you can hardly swallow it. You realize it has salt in it instead of sugar.



E

RATING: ☐

You're invited to a friend's costume party. When you arrive at the party, everyone is nicely dressed in regular clothes, and you are dressed in a chicken costume.



B PAIR WORK Compare your ratings on the practical jokes. Do you agree? Then, for each joke, compare how you would have responded if you had been the butt of the joke. Would you have been a good sport? Or would you have been offended?

C DISCUSSION

- 1 When do you think a practical joke crosses the line?
- 2 Have you ever played a practical joke on someone else? What was the joke and what happened? Use the Vocabulary from page 58.
- 3 What is your opinion of practical jokes in the workplace? Are they ever acceptable? Explain.

RECYCLE THIS LANGUAGE

- It was so [hysterical / hilarious]!
- It was [too much / too funny]!
- I didn't get it.
- What was so funny about it?
- It went over my head.
- Seriously.
- That just isn't done.
- It was kind of [ridiculous / offensive / silly].

A WRITING SKILL Study the rules.

Paragraphing a story with dialogue

With direct speech, begin a new paragraph each time you introduce a new speaker. Remember that paragraphs should be indented or should have a space above them so the reader can see where new paragraphs begin. See one paragraphing style in the Writing Model.

Punctuation of direct speech

- When the reporting verb comes before a quotation, put a comma after the reporting verb. Put the end punctuation inside the quotation marks.

Mr. Mann **said**, "That's not at all funny."

- When the reporting verb comes after a quotation, put a comma, question mark, or an exclamation point at the end of the quoted sentence, inside the quotation marks. Put the speaker's name before or after the reporting verb.

"Please don't do anything cruel," Ms. Kane **said**.

"Didn't anyone object to that mean practical joke?" **asked** Carlson.

- A reporting verb can also come between two parts of a quotation. Put quotation marks around each part of the quotation. Don't begin the second part of the quotation with a capital letter unless it begins a new sentence.

"Melanie and Elaine," Mr. Sargent **said**, "please apologize for hurting Morgan."

- If the reporting verb comes between complete sentences, put a period after the reporting verb. Begin the new sentence with a capital letter.

"Peter, please apologize to Morgan," continued Mr. Sargent. "You participated in that mean practical joke too."

WRITING MODEL

About a year ago, my grandmother was walking down the street, stopping from time to time to look in shop windows. At one store, she stopped to admire a dress in the window. Just as she turned to enter the store, a businessman walking very fast and, not looking where he was going, bumped into her, knocking her down. "Oh, I'm so sorry!" said the man. "Are you OK?"

My grandmother was too stunned to reply. But then after a moment she said she was fine.

"Look!" she heard someone say from across the street. "An old woman just fell down!"

She quickly sat up and looked around with great concern and said, "Where?"

When she told us this story, we all laughed. But, it really wasn't that funny, and it could have been serious.

B PRACTICE On a separate sheet of paper, rewrite the sentences, correcting the errors in punctuation and capitalization.

- 1 Norman Cousins said, "That he had cured himself with laughter."
- 2 "The Superiority Theory" our professor explained. "Is exemplified by finding people's errors funny."
- 3 "The joke was really cruel," said Claire. "they shouldn't have played it."
- 4 "Does that example illustrate the Incongruity Theory" asked John?
- 5 "I learned about all kinds of humor in my psychology class", said my sister.

C PRACTICE On a separate sheet of paper, write the following indirect speech statements in direct speech, using correct punctuation for dialogue.

- 1 Dr. Summers stated that positive emotions can have a direct effect on emotional and physical health.
- 2 A psychologist told me many people believed that Norman Cousins's book popularized the idea that laughter therapy could be helpful in treating illness.
- 3 She said that practical jokes come from our need to feel superior to others.
- 4 Ms. Barton insisted that traditional medicine is more effective than laughter therapy.
- 5 Our professor asked whether there is any scientific evidence that laughter can treat illness.

SELF-CHECK

- ☐ Did I use direct speech in my story?
- ☐ Did I punctuate direct speech correctly?
- ☐ Did I correctly paragraph the dialogue?

D APPLY THE WRITING SKILL Write a true or imaginary story telling what happened and what people said, using dialogue. Use the Writing Model for support.

1 The butt of the joke is

- 1 Someone tells you a joke you don't understand.

You:

- 3 You hear a joke that you find very funny

You:

- 2** Someone tells an insulting ethnic joke and you want to say something about it.

You:

- 4 You have a friend who wants to play a practical joke on someone, but you think it's cruel.

You:

1 Mary asked me, "Did you get that joke?"

- 2 The students insisted, “We didn’t play any practical jokes in the gym.”
- 3 My father admitted, “Twenty-five years of practicing medicine have taught me that laughter can be the best medicine.”
- 4 Jess told her friends, “I’ll tell you about a joke I heard during my job interview yesterday if you promise not to tell anyone else.”
- 5 “I can’t understand British humor,” said Anne.
- 6 She said, “I may not have enough familiarity with British culture to understand all the pop culture references.”
- 7 The people at the party asked, “Who’s going to tell the first joke?”

1 A(n) joke is a joke that's about sex.

- 2 A joke that is insulting to all men or to all women is a(n) joke.
- 3 A joke that is insulting to all people of a certain nationality is a(n) joke.
- 4 A joke that makes fun of a candidate for election is a(n) joke.
- 5 A joke that plays a trick on someone to make him or her the butt of the joke is a(n) joke.

Troubles While Traveling

PREVIEW

COMMUNICATION GOALS

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

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

THE PRACTICAL TRAVELER



**HATE TRAVEL
HASSLES? ENTER
THE TRAVEL TIPS
CONTEST!**

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

CONTEST DEADLINE: July 1

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

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

AIR TRAVEL



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

CAR TRAVEL



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

OTHER TRAVEL HASSLES



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

CONTINUE ➤

SUBMIT ➤

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

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

checked baggage fees
carry-on luggage
an overhead bin
a missed connection

security screening
a breakdown
a flat tire
a parking ticket

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

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

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

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

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

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

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

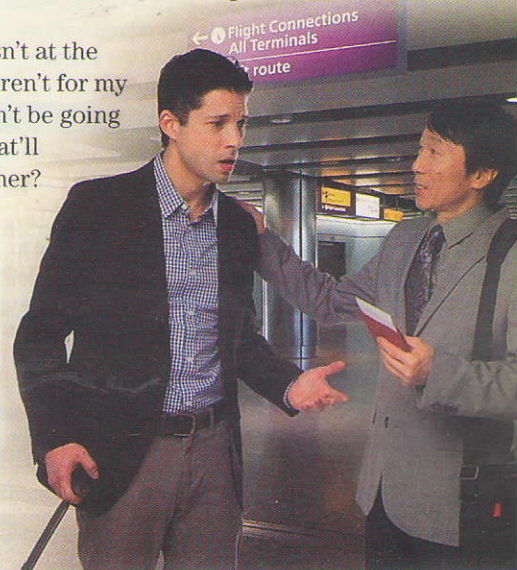
Edison: You know, if I hadn't been rushing for the limo, this wouldn't have happened. **The way I see it,** I have no choice but to go back to the hotel. I'll grab a cab outside. You go on. You need to catch that plane.

Yuji: OK.

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

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

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



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

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

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

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

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

GOAL Describe some causes of travel hassles**A** 3:18 **GRAMMAR SPOTLIGHT** Read the interviews about travel hassles. Notice the **spotlighted** grammar.


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

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



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


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

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



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

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


B DISCUSSION Whose situation would be the most frustrating for you? Explain.DIGITAL
INDUCTIVE
ACTIVITY**C GRAMMAR UNREAL CONDITIONAL SENTENCES: CONTINUOUS FORMS**

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

Present unreal conditional sentences

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

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

[continuous forms in both clauses]

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

[continuous form only in the result clause]

Past unreal conditional sentences

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

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

[continuous forms in both clauses]

If I **hadn't been checking** my messages, I **wouldn't have known** the flight was delayed. [continuous form only in the **if** clause]

Sequence of tenses

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

past unreal condition

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

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

present or past result

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

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

Remember:

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

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

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

If I **were** watching TV, I **would be** watching the news.

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

GRAMMAR BOOSTER p. 137

The conditional: summary and extension

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

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

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

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

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

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

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

NOW YOU CAN Describe some causes of travel hassles

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

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

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

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

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

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

Regret

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

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

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

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

Relief

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

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

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

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

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

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

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

DIGITAL
MORE
EXERCISES**B FIND THE GRAMMAR** Find and underline a statement using If it weren't for or If it hadn't been for and the unreal conditional in Spotlight on page 63. Is it expressing regret or relief?**C 3:19 UNDERSTAND THE GRAMMAR** Listen to the conversations and infer whether the speakers are expressing regret or relief in each conditional statement.

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

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

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

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

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

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

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

NOW YOU CAN Express gratitude for a favor while traveling

A ▶ 3:21 CONVERSATION SPOTLIGHT

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

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

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

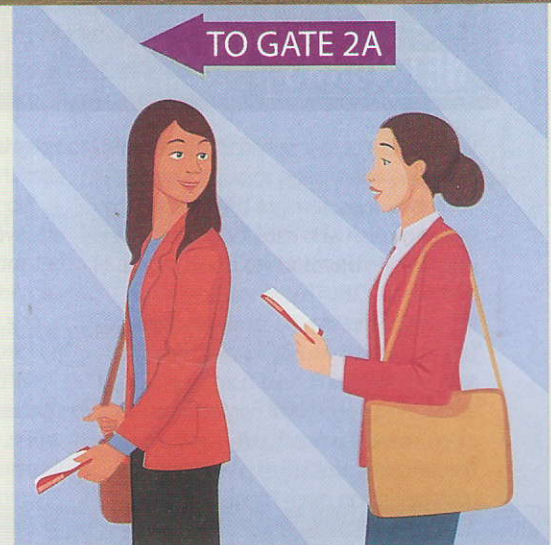
A: I think I left my phone at the counter. Would you mind keeping my place in line?

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

A: Thanks. I'll be right back.

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

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



B ▶ 3:22 RHYTHM AND INTONATION

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

DIGITAL VIDEO

C CONVERSATION ACTIVATOR

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

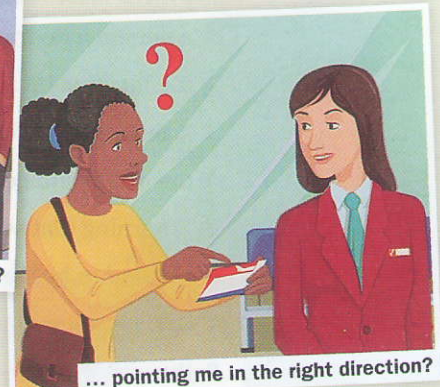
DIGITAL SPEAKING BOOSTER

DON'T STOP!

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

RECYCLE THIS LANGUAGE

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



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

DIGITAL STRATEGIES

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

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

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

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

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

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

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

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

**HOW TO TELL IF A WEBSITE IS ENCRYPTED**

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

TIPS FOR USING WI-FI SECURELY

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

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

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

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

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

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

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

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

DIGITAL
EXTRA
CHALLENGE

NOW YOU CAN Discuss staying safe on the Internet

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

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

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

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



DIGITAL STRATEGIES

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

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

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

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



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

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

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

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

She took the stained skirt to the cleaners.

PRONUNCIATION BOOSTER

p. 147

- Regular past participle endings
- Reduction in perfect modals



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

DIGITAL STRATEGIES

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

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

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

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



F ▶ 3:27 **LISTEN TO UNDERSTAND MEANING FROM CONTEXT**

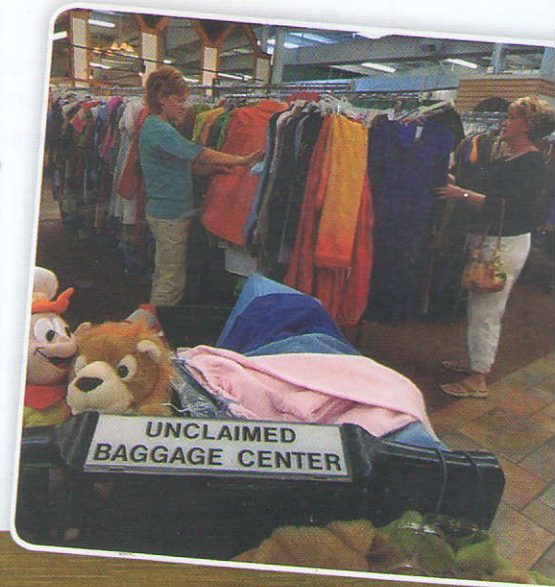
Listen again and complete each statement with one of these words or phrases from Tina Traveler's advice.

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

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

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

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

H **DISCUSSION** Would you shop at the Unclaimed Baggage Center? Explain why or why not.**NOW YOU CAN** Talk about lost, stolen, or damaged property**A** **NOTEPADDING** Write notes about a time your property was lost, stolen, or damaged when you were traveling. Use words and phrases from Exercise F in your description if possible.

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

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

when / where / what?:

brief summary and outcome:

DIGITAL
SPEAKING
BOOSTER

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

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

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

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

A WRITING SKILL Study the rules.

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

Introductory paragraph

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

Supporting paragraphs

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

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

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

Concluding paragraph

Summarize your main ideas in a concluding paragraph.

WRITING MODEL

(Introductory paragraph)

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

(Format A)

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

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

OR

(Format B)

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

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

(Concluding paragraph)

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

DIGITAL
WRITING
PROCESS

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

Expressions to introduce comparisons and contrasts:

Comparisons

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

Contrasts

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

SELF-CHECK

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

- | Conversation Summary | |
|----------------------|--|
| 1 | |
| 2 | |
| 3 | |

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

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

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