

COMMUNICATION GOALS

- 1 Troubleshoot a problem.
- 2 Compare product features.
- 3 Describe how you use the Internet.
- 4 Discuss the impact of the Internet.

UNIT

9

Living in Cyberspace

PREVIEW

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Our Community

Friends

Search

Home



FRANK CARUSO

✎ Edit

🔍 Search

✉ Messages

📷 My photo albums

🎥 Videos

👥 Groups

📤 Upload



Frank Caruso Hey, I'm in Rome now! How do you like my new profile pic? That's the Colosseum behind me. This place is awesome!



Kathy Chu Wow! You take good selfies, Frank! You look like you're having fun! Hey, didn't you just post a message from Tokyo two days ago?



Frank Caruso I did. But I've always wanted to see Italy, so someone suggested visiting my airline's web page to look for specials. I got a great deal on a return ticket with a stop here. I'm heading back home to Boston on Friday. Did you all catch the Japan photos I posted?



Nardo Madureira No. What album are they in?



Frank Caruso Actually, they're not here. They're on that new photo-sharing site, GlobalPhoto. Log on and add me to your friends. Or I can send you a link. Click on it to go right to the pics.



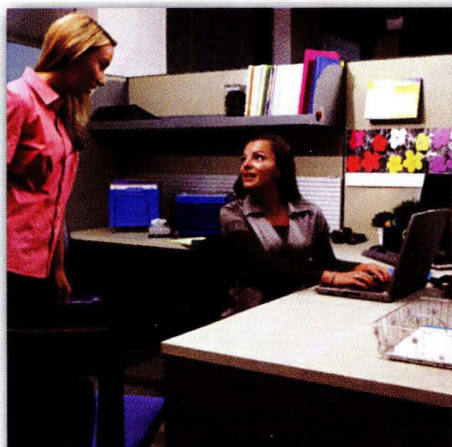
Kathy Chu Well, I just looked and they're very cool. Can't wait to see the ones from Italy. I hope they're as nice as the ones from Japan! Nice chatting with you guys! Ciao!

A PAIR WORK Read the posts on the social network website. Are you on any similar sites? Do you post regularly? Why or why not?

B DISCUSSION Discuss these questions.

- 1 What photo-sharing services do you know about online? Do you store your photos on any of these sites? What are the advantages and disadvantages of photo-sharing services?
- 2 Have you ever posted photos while you were traveling? Do you know anyone who has?

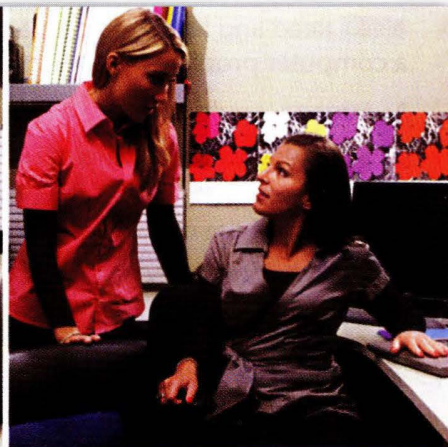
C ▶ 5:02 **PHOTO STORY** Read and listen to a conversation in an office.



Amy: What are you doing here at this hour? I wasn't sure I'd find you.
Dee: Oh hi, Amy. I'm just fooling around online. I guess I forgot about the time!
Amy: Am I interrupting you?
Dee: Not at all. Paul and I are just instant messaging.
Amy: Sorry to bother you. But I'm a little worried about something.
Dee: What's wrong?



Amy: I just got this e-mail from someone I don't know, and I clicked on the attachment to see what it was. My computer totally crashed. Everything froze, and no matter what I do, nothing happens.
Dee: Actually, you should never open an attachment if you don't know the sender. It could be malware or carry a virus.



Amy: I know. I don't know what I was thinking! It just happened so fast.
Dee: Look. First, try shutting down and restarting, OK? Sometimes that takes care of it.
Amy: You think that would work?
Dee: It couldn't hurt. Listen, Paul's still there. Let me send a quick response, OK? I'll just be a second.
Amy: No problem. I'll go and try restarting to see if that does the trick.

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D FOCUS ON LANGUAGE Look at the five expressions from the Photo Story. Write the letter of the meaning of each expression. (Two expressions have the same meaning.)

- | | |
|-------------------------------|------------------------------|
| 1 just fooling around | a won't take a long time |
| 2 takes care of it | b not doing anything serious |
| 3 couldn't hurt | c is worth trying |
| 4 I'll just be a second | d fixes the problem |
| 5 does the trick | |

SPEAKING

Do you know how to solve computer problems? Complete the chart. Then compare answers with a partner and discuss some possible solutions.

Do you know what to do if . . .			
	Yes	No	Not sure
1 you think you have a virus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 your printer won't print?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 you click on a link and nothing happens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 your computer is really slow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 your computer crashes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 you forget your password?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Some computer solutions

- try restarting
- check if it's turned on
- buy a new computer
- [your own idea]

CONVERSATION MODEL

- A ▶ 5:03 Read and listen to people troubleshooting a computer problem.
- A: Eugene, could you take a look at this?
- B: Sure. What's the problem?
- A: Well, I clicked on the toolbar to save a file, and the computer crashed.
- B: Why don't you try restarting? That sometimes works.
- A: OK. I'll give that a try.



- B ▶ 5:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

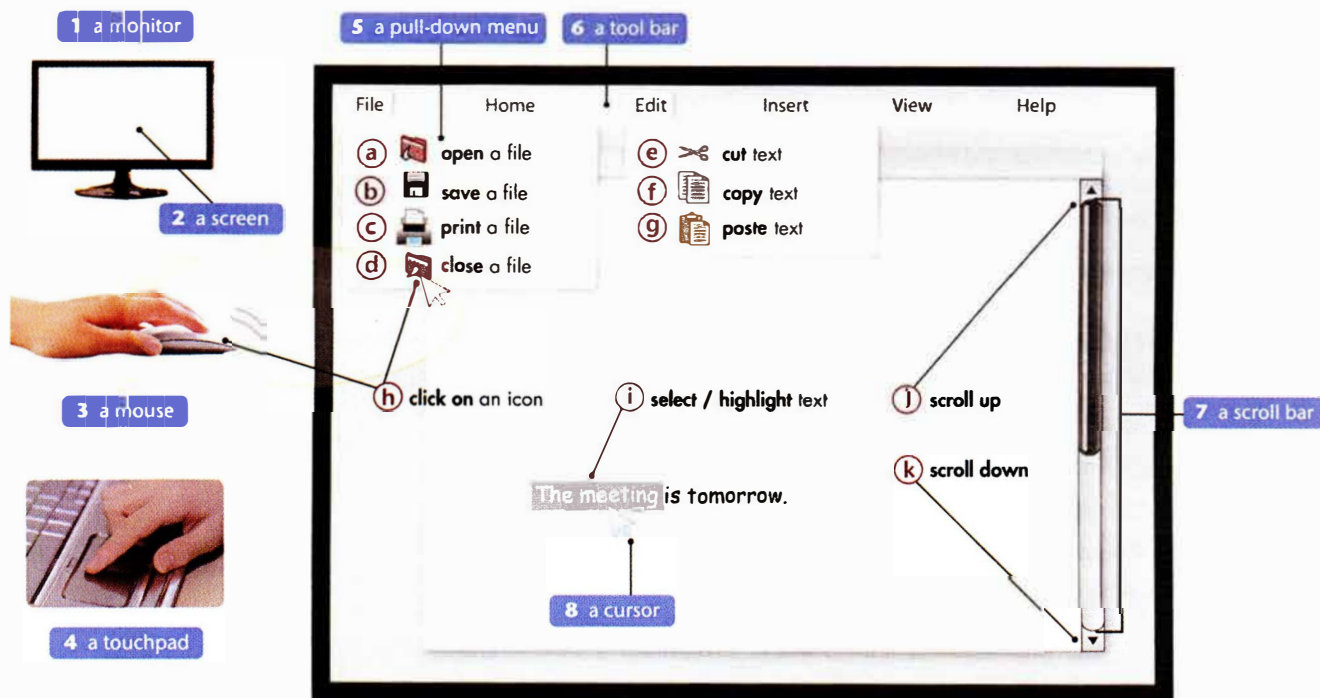
▶ 5:05 **Ways to reassure someone**

That sometimes works.
That sometimes helps.
That sometimes does the trick.

DIGITAL
FLASH
CARDS

VOCABULARY The computer screen, components, and commands

- A ▶ 5:06 Read and listen. Then listen again and repeat.



- B ▶ 5:07 **LISTEN TO ACTIVATE VOCABULARY** Listen. Check the computer command each person needs.

1 He needs to click on ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 She needs to click on ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 He needs to click on ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 She needs to click on ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 He needs to click on ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 She needs to click on ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Expressing purpose with in order to and for

An infinitive can be used to express a purpose.

I scrolled down **to read** the text. (= because I wanted to read the text)

Put the cursor on the toolbar **to choose** a file. (= if you want to choose a file)

Answering a Why question with an infinitive of purpose is similar to answering with Because.

Why did you click on that icon? **To save** the file before I close it. (= Because I want to save it.)

Why did you highlight that word? **To select** it so I can copy it. (= Because I want to copy it.)

A FIND THE GRAMMAR Look at the Conversation Model on page 100. Find an infinitive of purpose. Restate the sentence, using because.

B PAIR WORK Look at Cathy's to-do list. Ask and answer questions, using infinitives of purpose.

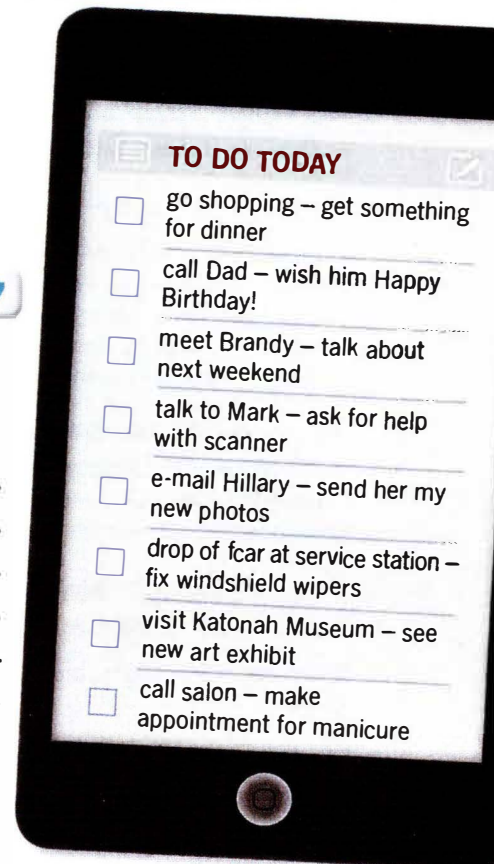
“ Why is Cathy going shopping? ”

“ To get something for dinner. ”

C GRAMMAR PRACTICE Complete each sentence in your own way. Use infinitives of purpose.

- Don't forget to click on the save icon to save your document.
- You can click on the print icon
- Put the cursor on the pull-down menu
- I bought a new scanner
- I e-mailed my friend
- I connected to the Internet

DIGITAL
MORE
EXERCISES



NOW YOU CAN Troubleshoot a problem

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DIGITAL VIDEO A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Create a conversation in which one of you asks for help with a computer problem. Use the computer vocabulary from page 100 and an infinitive of purpose. Then change roles.

A:, could you take a look at this?

B: Sure. ?

A: Well, I clicked on to , and

B: Why don't you try ? That

A: I'll give that a try.

DON'T STOP!

- Discuss other problems.
- Offer other suggestions.



RECYCLE THIS LANGUAGE.

- The computer crashes.
- The screen freezes.
- The printer won't print.
- The file won't [open / close / print].
- The [mouse] doesn't work.
- Nothing happens.
- (your own idea) ____

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B CHANGE PARTNERS Practice the conversation again with other problems.

GRAMMAR Comparisons with as . . . as

To express similarity

Use as . . . as with an adjective to indicate how two things are equal or the same. Use the adverb just for emphasis.

The new speakers are as good as the old ones.

The iFriend tablet is just as nice as the F40.

Use the adverb almost in affirmative statements to indicate that two things are very similar but not exactly the same.

The Zeta B is almost as fast as the Panasox.

To express difference

Use not as . . . as to indicate how two things are different. Use not quite when the difference is very small. Use not nearly to indicate that there's a big difference.

Our new printer isn't as noisy as the old one.

The G4 isn't quite as expensive as the Z90.

The Panasox isn't nearly as affordable as the Zeta B.

You can use shortened statements with as when the meaning is clear.

The old monitor was great. But the new one is just as good. (= just as good as the old one)

Have you seen Carl's new laptop? My laptop isn't as nice. (= as nice as his laptop)

GRAMMAR BOOSTER p. 139

- As . . . as to compare adverbs
- Comparatives and superlatives: review
- Comparison with adverbs

A GRAMMAR PRACTICE Read each statement about a product. Write a sentence with as . . . as and the cue to compare the products.

- The new Shine keyboard is popular. The one from Digitek is popular, too.
(just)
- The XCue joystick is easy to use. The JRock joystick is also easy to use.
(just)
- The C50 monitor is large. The C30 monitor is a little larger than the C50.
(almost)
- Comtec's new mini-tablet is very small. Sango's new mini-tablet is also very small.
(just)
- The CCV speakers are very powerful. The Soundtec speakers are much more powerful.
(not / nearly)
- The Icon monitors are very inexpensive. The Sentinel monitors are a little more expensive.
(not / quite)



a joystick

B On a separate sheet of paper, write five statements comparing things you are familiar with. Use as . . . as.

In my opinion, the Mardino sports car isn't nearly as good as the Strega.

Ideas for comparisons

- cars
- electronic products
- stores
- restaurants
- (your own idea) _____

PRONUNCIATION Stress in as . . . as phrases

A ▶ 5:08 Read and listen. Then listen again and repeat.

1 The new printer is **as slow as** the old one.2 My old smart phone is **just as small as** the new one.3 The X12 mouse isn't **nearly as nice as** the X30.4 The M200 keyboard isn't **quite as cheap as** the Z6.

B Read the statements you wrote in Exercise B on page 102 aloud, paying attention to stress.

CONVERSATION MODEL

A ▶ 5:09 Listen to someone compare product features.

A: I'm thinking about getting a new game controller.

B: Oh, yeah? What kind?

A: Everyone says I should get a Macro.

B: Well, I've heard that the Panatel is as good as the Macro, but it costs a lot less.

A: Really? I'll check it out.

B ▶ 5:10 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.**NOW YOU CAN** Compare product featuresA **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using the magazine ratings to compare features of different products. Use as . . . as. Then change roles.

A: I'm thinking about getting a new

B: ? What kind?

A: Everyone says I should get

B: Well, I've heard that

A: Really?

DON'T STOP!

- Ask about other features.

**RECYCLE THIS LANGUAGE.**

Which ...

is more popular?
is easier / harder to use?
is lighter / heavier?
is larger / smaller?
is less / more expensive?
costs less / more?

is newer?
is quieter / noisier?
is slower / faster?
has more features?
looks nicer?
gets better reviews?

B **CHANGE PARTNERS** Now practice the conversation again, using other products and features.**Buyer's Friend Magazine**

Our recommendations!

■ eMax Wireless Mouse	very good	US \$2.
■ eMax X15 Wireless Keyboard	very comfortable	US \$30
■ eMax Y80 Webcam	easy to use	US \$52
■ eMax Z40 Monitor	15 inches / 38 centimeters	US \$21

THE ELECTRONICS GUIDE

Klick Wireless Mouse	very good	US \$12
Klick P40 Wireless Keyboard	very comfortable	US \$25
Klick Ultra Webcam	easy to use	US \$52
Klick P20 Monitor	19 inches / 48.3 centimeters	US \$99

**YOUR
BEST
BUYS!**

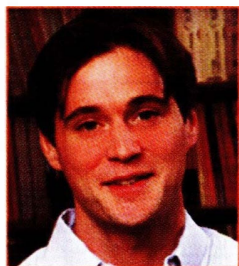
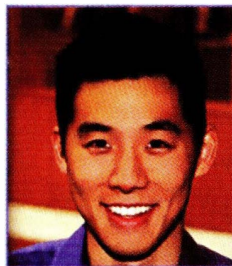
BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS► 5:11 VOCABULARY • *Internet activities* Read and listen. Then listen again and repeat.**visit a website** go to a specific address on the Internet and read its content**surf the Internet** visit a lot of different websites for information that interests you**join (an online group)** become a member of an Internet group to meet friends and share information about your hobbies and interests**post (a message)** add your comments to an online discussion on a message board, a blog, or a social networking site**attach (a file)** place a document or photo into an e-mail**upload (a file)** move a document, music file, or picture from a personal computer, phone, or MP3 player onto the Internet**share (a link)** send an e-mail or post a message with the address of an interesting website you want someone to visit**download an application** download a useful program that you can use to play games, get information, or perform tasks**send an instant message** “chat” with someone online in real time by typing messages**look up information** go to a website to learn about something**Remember also:**

- download (a file)
- stream a video
- check e-mail

LISTENING COMPREHENSION

A ► 5:12 LISTEN FOR THE MAIN IDEA Listen to people describe how they use the Internet. Write a checkmark next to the person who seems to enjoy the Internet the least. Explain your answer.

☐ 1 George Thomas☐ 2 Sonia Castro☐ 3 Robert Kuan☐ 4 Nadia Montasser

B ► 5:13 LISTEN FOR DETAILS Listen again and check the activities each person does.

	George Thomas	Sonia Castro	Robert Kuan	Nadia Montasser
buys products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
downloads music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
checks the latest news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participates in online groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays online games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sends instant messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
surfs the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uploads photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uses a computer at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOW YOU CAN Describe how you use the Internet

A FRAME YOUR IDEAS Complete the survey about your own Internet use.

New Tab
x

Internet User Survey

- I usually spend ____ hours a week online.

☐ 0 – 10 ☐ 11 – 20 ☐ 21 – 30 ☐ 31 – 40 ☐ 41 – 50 ☐ over 50
- I use ...

☐ a desktop ☐ a laptop ☐ a smart phone ☐ a tablet ☐ (none of these)
- I use the Internet ...

☐ for work ☐ for study ☐ for fun ☐ I never use the Internet.
- I use the Internet ...

☐ to search for new websites
☐ to upload photos
☐ to download photos
☐ to design websites
☐ to look up information
☐ to create art
☐ to shop for things
☐ to take classes

☐ to send instant messages
☐ to keep in touch with friends
☐ to keep in touch with family
☐ to meet new people
☐ to watch movies
☐ to look at my bank accounts
☐ to sell things
☐ to practice English

☐ to download music
☐ to upload videos
☐ to download videos
☐ to send and receive e-mail
☐ to play games
☐ to pay bills
☐ to read or watch the news
☐ to just fool around
☐ other:
- Check the statements that are true about you.

☐ People consider me to be a technology expert. They come to me for help.
☐ You could say I'm an Internet addict. I'm always online.
☐ Compared to most people, I spend a lot of time on the Internet.
☐ I spend just as much time on the Internet as most people.
☐ I don't spend nearly as much time on the Internet as most people.
☐ I'm really not comfortable using the Internet.

B GROUP WORK Walk around your classroom and ask your classmates about their Internet use. Ask questions to get more information and take notes.

Ideas for questions

Why ... ? When ... ?
Where ... ? How ... ?

Find someone who. . .	Name	Notes
is an Internet expert.		
is an Internet addict.		
isn't comfortable using the Internet.		
uses the Internet to meet people.		
uses the Internet to avoid people.		

C DISCUSSION Tell your class what you found out about your classmates and how they use the Internet.

“ May spends a lot of time online. She uses her tablet to meet new people and keep in touch with friends. Gary spends a lot of time online with his smart phone. He uploads photos and . . . ”

BEFORE YOU READ

- 1 What kinds of problems have you had on the Internet?
- 2 What kinds of Internet problems have you heard about on the news?

READING ▶ 5:14

Identity Thieves Steal 40 Million Credit Card Numbers

Eleven hackers around the world were accused of stealing more than 40 million credit card numbers on the Internet. They included three people from the U.S. who are accused of hacking into the wireless networks of popular online stores.



Once inside these networks, they searched for customers' credit card numbers, passwords, and personal information so they could pretend to be those customers. When the identity theft was completed, credit card numbers and other details were then sold on the Internet, allowing criminals to withdraw thousands of dollars at a time from ATMs.

Computer Viruses Are Getting Harder to Prevent

"We're losing the battle against computer viruses," says David Farber, professor of computer science at Carnegie Mellon University. These viruses, which can enter computer systems through junk e-mail from hackers, have reached epidemic proportions, slowing down computers—and sometimes causing whole office computer systems to crash—in both large and

small companies. In one year alone, they were reported to have caused \$13 billion USD in damage.

Companies have been trying for years to protect themselves with anti-virus programs, but criminals are creating newer, improved viruses faster than these programs can keep up with.

Cyberbullying Leads to Teenager's Death

Megan Taylor Meier, age 13, joined an online social networking group where she became online friends with a 16-year-old boy named Josh. Megan and Josh never communicated by phone or in person, but she enjoyed exchanging messages with him in the group.

Over time, Josh changed. He began to bully her daily—criticizing her personality and telling her what a bad person she was. Some of their communications were posted so everyone could see them. Josh's last message to her said, "The world would be a better place without you." A short time later, Megan committed suicide.

After her death, it was discovered that there was no "Josh." The messages came from the mother of one of Megan's classmates. The mother had been angry with Megan because she believed Megan had said some untrue things about her daughter.

A UNDERSTAND FROM CONTEXT Use the context of the articles to help you to complete each definition.

- | | |
|--|--|
| 1 A hacker is . . . | a a software program that causes problems in computers. |
| 2 A computer virus is . . . | b a software program that tries to stop the spread of viruses. |
| 3 A criminal is . . . | c a person who enters computer systems without permission. |
| 4 Junk e-mail is . . . | d a person who steals other people's personal information. |
| 5 An anti-virus program is . . . | e an advertisement you didn't request. |
| 6 A cyberbully is . . . | f a person who breaks the law; for example, by stealing money. |
| 7 An identity thief is . . . | g a person who sends cruel and negative messages to another person online. |

B RELATE TO PERSONAL EXPERIENCE What news stories have you heard about the Internet? Do you ever worry about using the Internet? Why or why not?

- A NOTEPADDING** With a partner, discuss each statement. Write at least one good change and one bad change for each.

1 The Internet has changed the way people find information.

Good changes:

Bad changes:

2 The Internet has changed the way people work in offices.

Good changes:

Bad changes:

3 The Internet has changed the way people shop.

Good changes:

Bad changes:

4 The Internet has changed the way people communicate.

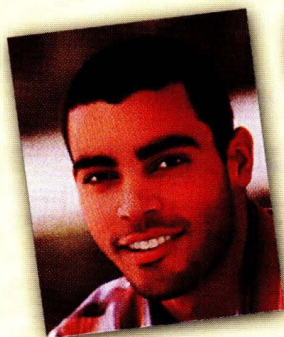
Good changes:

Bad changes:

- B DISCUSSION** Do you think that computers and the Internet have brought more benefits or more problems? Support your opinions with examples.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "exchanging messages."



In my opinion, there are more benefits than problems. For example, it's easy to look up information, and it's really fast.

I think the Internet is OK, but there are really too many problems. First of all, you have to be very careful if you shop online with a credit card.



REVIEW

- A** ▶ 5:15 Listen to the conversations. Circle T for true and F for false. Then listen again and infer how to complete each statement.

1 She recommends the C40.	T	F
2 She recommends the Hip web camera.	T	F
3 He recommends the new Sender tablet.	T	F
4 He recommends the Play Zone 3.	T	F

- The C40's monitor is the X8's.
a the same size as b larger than c smaller than
- The Hip web camera is the Pentac web camera.
a the same price as b cheaper than c more expensive than
- Sender's new model is Sender's old model.
a the same as b nicer than c worse than
- Play Zone 3 is Play Zone 2.
a as cool as b less cool than c more cool than

- B** Answer each question in your own words, using infinitives of purpose.

- Why do people join social networking sites?
- Why do people send instant messages?
- Why do people surf the Internet?
- Why do people shop online?
- Why are you studying English?

- C** Complete each statement.

- on an icon on the screen to select it.
- If you want to print a document, click on the print icon on the
- To read more text on your monitor's, use the scroll to scroll down.
- Click on File on the toolbar so you can choose an icon from the menu.
- When you're finished working on a document, don't forget to it before you close the file.

- D** Unscramble the letters of the words in the box to complete each sentence.

chatated clorls doalwond esmou rekcha rusvi

- Last year, a got into the company's computer systems and stole important information.
- Use the to click on a file and open it.
- It isn't difficult to songs from the Internet.
- Use the bar to see more text on the screen.
- Her computer isn't working now because she downloaded a from a piece of junk e-mail.
- I the photos to the e-mail I sent this morning.

WRITING

Write two paragraphs about the benefits and the problems of the Internet. Use your notepads from page 107 for support.

WRITING BOOSTER p. 151

- Organizing ideas
- Guidance for this writing exercise

For additional language practice ...

TOP NOTCH POP • Lyrics p. 154
"Life in Cyberspace"

DIGITAL SONG **DIGITAL KARAOKE**

ORAL REVIEW

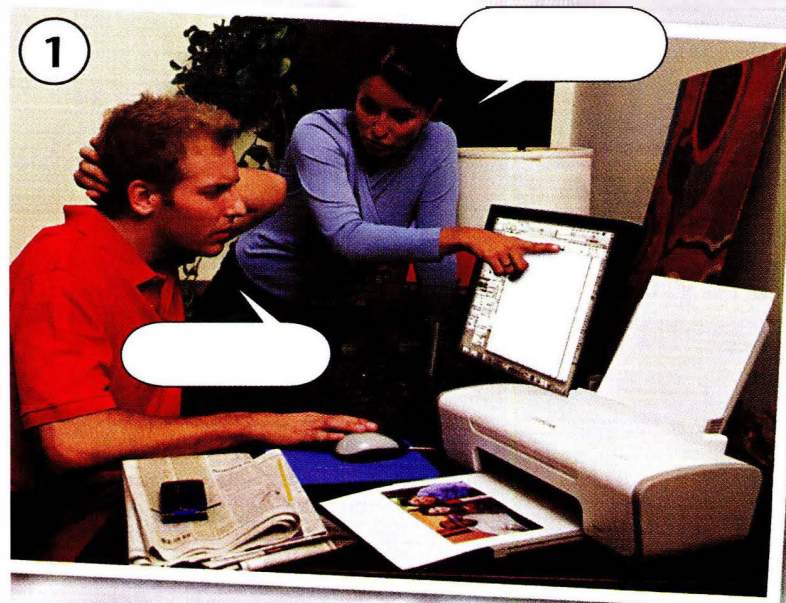
CONTEST Look at the photos for one minute. Then close your books. Who can name all the computer parts and activities in the photos? For example:

*There's a printer and ... OR
He's trying to print photos ...*

PAIR WORK

- 1 Create a conversation for the man and the woman. They are troubleshooting a problem. Start like this:
Could you take a look at this?
- 2 Create a conversation for the two men. One is asking for a product recommendation. Start like this:
I'm thinking about getting a new ...
- 3 Create a conversation for the two women on the phone. One is asking the other about what she is doing on the computer. Start like this:
Am I interrupting you?

1



2



3



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NOW I CAN

- ☐ Troubleshoot a problem.
- ☐ Compare product features.
- ☐ Describe how I use the Internet.
- ☐ Discuss the impact of the Internet.

UNIT

10

PREVIEW

Ethics and Values

COMMUNICATION GOALS

- 1 Discuss ethical choices.
- 2 Return someone else's property.
- 3 Express personal values.
- 4 Discuss acts of kindness and honesty.

MORAL DILEMMAS

This box has the wrong price.



Andrew

What should they do?

Uh-oh.
Someone forgot
that watch.



Victoria

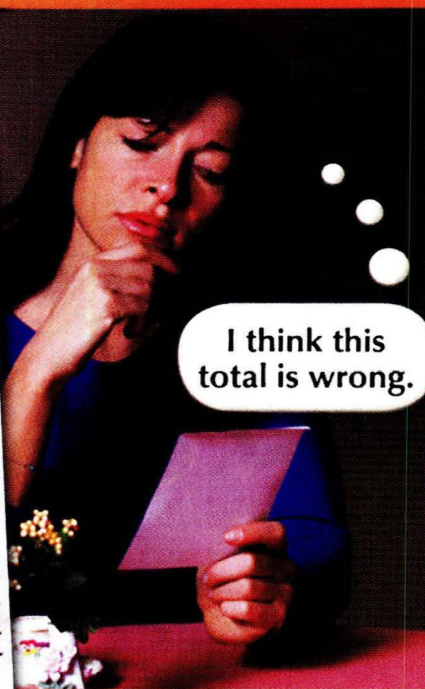
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Amber

Guest Check

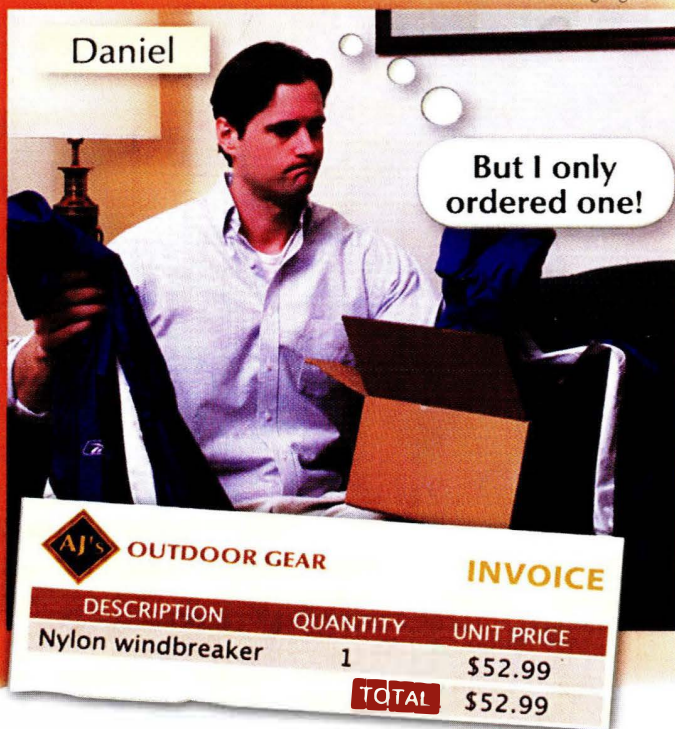
TABLE NO	NO PERSONS	SERVICER NO	CHECK NO
			2651
1	shrimp cocktail	9	50
1	tomato bisque	4	50
1	garden salad	6	75
1	sirloin	18	95
1	bottle sparkling water	3	00
1	espresso	2	50
	TOTAL	22	20
Thank You - Call Again			
QUEST RECEIPT	DATE	QUEST NO	AMOUNT
		2651	

I think this
total is wrong.



Daniel

But I only
ordered one!



OUTDOOR GEAR

INVOICE

DESCRIPTION	QUANTITY	UNIT PRICE
Nylon windbreaker	1	\$52.99
TOTAL		\$52.99

A GROUP WORK Have you ever been faced with a moral dilemma similar to the ones in the pictures? Tell your classmates what happened.

B ▶ 5:18 **PHOTO STORY** Read and listen to a conversation about a moral dilemma.



Matt: I can't believe it! I just picked this up to look at it and the thing broke in two. And with these ridiculous prices, it's going to cost me an arm and a leg.

Noah: Oh, forget it. I'll bet it was already broken.

Matt: You're probably right.

Noah: Just put it back on the shelf. The place is empty. No one saw. Let's just split.

Matt: I couldn't do that.

Noah: Why not? You said it yourself. The prices are ridiculous.

Matt: Well, put yourself in the owner's shoes. Suppose the plate were yours? How would you feel if someone broke it and didn't tell you?

Noah: Well I'm *not* the owner. And, anyway, for him it would be just a drop in the bucket. To you it's a lot of money.

Matt: Maybe so. But if I ran out without telling him, I couldn't face myself.

C **FOCUS ON LANGUAGE** Match each idiom from the Photo Story with its meaning.

- | | |
|-----------------------------------|--|
| 1 an arm and a leg | a a small amount of money |
| 2 split | b I would feel bad about it. |
| 3 put yourself in someone's shoes | c a lot of money |
| 4 a drop in the bucket | d imagine another person's point of view |
| 5 I couldn't face myself. | e leave |

D **THINK AND EXPLAIN** Answer the following questions. Support your answers with quotations from the Photo Story.

- Does Noah think Matt broke the plate?
- Why does Noah think it would be easy to leave without saying anything?
- What does Matt want to do about the plate?

SPEAKING

A **SURVEY** Look at "Moral Dilemmas" and the Photo Story again. Do you agree with the statements below? Circle yes or no, and then give a reason for your answers.

1 Andrew should buy the chocolate with the lower price.	yes / no	
2 Victoria should keep the watch.	yes / no	
3 Amber should tell the waiter there's a mistake.	yes / no	
4 Daniel should send the second jacket back.	yes / no	
5 Matt should tell the store owner what happened.	yes / no	

B **GROUP WORK** Form small groups. Compare your answers and explain your reasons.

GRAMMAR The unreal conditional

Remember: Conditional sentences express the results of actions or conditions. The real conditional expresses the results of real conditions—conditions that exist.
If I don't use English in class, I won't learn to speak it.

Meaning

Unreal conditional sentences describe the results of unreal conditions—conditions that don't exist.

unreal action or condition

If I found a wallet in the street,

result (if it were true)

I'd try to return it. (unreal: I haven't found one.)

Contraction

would → 'd

Formation

In the **if** clause, use the simple past tense. For the verb **be**, always use **were**.

In the result clause, use **would** + a base form.

unreal action or condition

If I had to make a hard decision,

If she knew how to speak French,

If you broke something in a store,

If you were Matt,

If I were you,

If you weren't my friend,

result (if it were true)

I would try to do the right thing

she'd help them.

would you pay for it?

what would you do?

I wouldn't do that.

I wouldn't tell you what happened.

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Be careful!

Don't use **would** in the **if** clause.

If I knew his name, I would tell you.

NOT If I ~~would know~~ his name . . .

Note: In real and unreal conditional sentences, the clauses can occur in either order. Use a comma if the **if** clause comes first.

If I knew, I would tell you. OR I would tell you if I knew.

GRAMMAR BOOSTER p. 140

Expressing ethics and obligation: expansion

- should, ought to, had better
- have to, must, be supposed to

A UNDERSTAND THE GRAMMAR Check the conditional sentences that describe an unreal condition.

- | | |
|--|--|
| <input type="checkbox"/> 1 If we ate in a restaurant, I would pay the bill. | <input type="checkbox"/> 5 If I were you, I'd tell him the truth. |
| <input type="checkbox"/> 2 I'll pay the bill if we eat in a restaurant. | <input type="checkbox"/> 6 If I have problem with my office computer, I always ask my co-worker Jim to help. |
| <input type="checkbox"/> 3 If you get a haircut, you'll look younger. | <input type="checkbox"/> 7 If they sent me the wrong pants, I would return them. |
| <input type="checkbox"/> 4 His wife would worry if he came home really late. | |

B GRAMMAR PRACTICE Complete each unreal conditional sentence with the correct forms of the verbs.

- If they the wrong price on the coat, you it without telling the clerk?
putbuy
- I'm sure you something if the restaurant check wrong.
saybe
- If I an expensive piece of jewelry in a public bathroom and find the owner, I it.
findcan not
not keep
- If you friends with someone who did something wrong, you something to him or her?
besay
- If you two tickets, you one to a friend?
havegive
- What if it here tomorrow?
happensnow
- They to India if they the money.
gohave
- If you two jackets instead of the one you ordered, you one of them back?
receivesend
- If they here, I them what happened.
betell

CONVERSATION MODEL

- A** ▶ 5:19 Read and listen to people discussing an ethical choice.

A: Look at this. They didn't charge us for the desserts.

B: Really? I think we'd better tell the waiter.

A: You think so?

B: Absolutely. If we didn't tell him, it would be wrong.

- B** ▶ 5:20 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



▶ 5:21 **Express an ethical obligation**
 We'd better tell
 We should tell
 We ought to tell
 the waiter.

DIGITAL
VIDEO
COACH

PRONUNCIATION *Blending of d + y in would you*

- A** ▶ 5:22 Notice how the /d/ and /y/ sounds blend to /dʒ/ in questions with "would you." Read and listen. Then listen again and repeat.

- 1 What **would you** do if the waiter didn't charge you for the dessert?
- 2 What **would you** do if you found a wallet on the street?
- 3 Who **would you** call if you were sick?
- 4 Where **would you** go if you wanted a great meal?

- B PAIR WORK** Complete the following questions. Ask a partner the questions, using blending with would you. Then answer your partner's questions.

- 1 What would you do if
- 2 Where would you go if
- 3 When would you eat if

NOW YOU CAN

Discuss ethical choices

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DIGITAL
VIDEO

- A CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Discuss ethical choices, using the situations in the pictures. Then change roles.

A: Look They

B: ? I think 'd better

A: You think so?

B: Absolutely. If,

DON'T STOP!

- Say more.

RECYCLE THIS LANGUAGE.

I couldn't face myself.

Put yourself in [his / her / their] shoes.

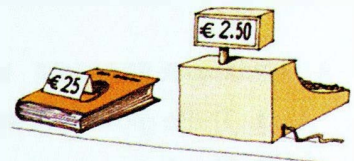
If you don't tell the [clerk], [she'll have to pay for it].

If [he didn't charge us], [we would tell him].

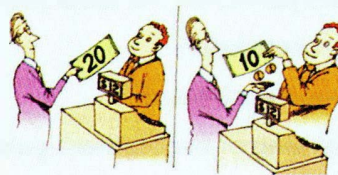
▶ 5:23 Situations that require an ethical choice



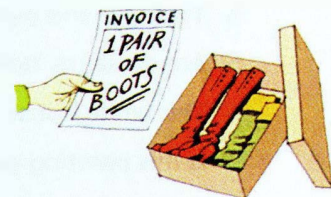
They didn't charge us for the cake.



They undercharged me.



They gave me too much change.



They gave me more than I ordered.

- B DISCUSSION** Tell your classmates about an ethical choice you had to make in the past.

CONVERSATION MODEL

A ▶ 5:24 Read and listen to a conversation about returning property.

A: Excuse me. I think you forgot something.

B: I did?

A: Isn't this jacket hers?

B: Oh, you're right. It is.
That's nice of you.

A: Don't mention it.

▶ 5:26 Acknowledging thanks

Don't mention it.
My pleasure.
You're welcome.
Not at all.

B ▶ 5:25 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR Possessive pronouns / Whose

Possessive pronouns can replace nouns and noun phrases. They answer questions with **Whose** and clarify answers to questions with **Which**.

A: Whose coat is that?

B: It's mine. (= It's my coat.)

A: Which is her cup?

B: This one is hers.

subject pronouns

I
you
he
she
we
they

possessive adjectives

my
your
his
her
our
their

possessive pronouns

mine
yours
his
hers
ours
theirs

That's my jacket. / It's mine.

Your dinner was great. / Yours was great.

Are these his keys? / Are these his?

She drives her car to work. / She drives hers to work.

These are our shoes. / These are ours.

They finished their assignment. / They finished theirs.

Be careful!

- Don't use a possessive adjective in place of a possessive pronoun.
Is this **yours**? NOT Is this **your**?
- Don't use a noun after a possessive pronoun.
These shoes are **mine**. NOT These are **mine** shoes.

GRAMMAR BOOSTER p. 141

- Possessive nouns: review and expansion
- Pronouns: summary

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A GRAMMAR PRACTICE Replace the noun phrases with possessive pronouns.

- Those gloves are ~~my~~ ^{mine} gloves.
- That is ~~her~~ coat.
- The books on that table are ~~Mr. Davison's~~.
- Their car and ~~our~~ car are parked on the same street.
- Are those my tickets or ~~her~~ tickets?
- The white house is ~~my~~ mother's house.
- Is this painting ~~your~~ painting or ~~her~~ brother's painting?
- The newspaper under the chair is ~~his~~ daughter's paper.
- Is this DVD ~~your~~ DVD or ~~your~~ friends'?
- Are these ~~your~~ son's shoes?

B GRAMMAR PRACTICE Complete the conversations. Circle the correct adjectives and pronouns.

- 1 A: Whose umbrella is this, (he / his) or (her / hers)?
B: I'm not sure. Ask them if it's (their / theirs).
- 2 A: Who is more conservative about clothes? Your parents or your husband's parents?
B: (He / His), I think. (My / Mine) parents are pretty liberal.
- 3 A: Is this (ours / our) suitcase?
B: No, I already got (our / ours) suitcase, so this one can't be (our / ours).
- 4 A: I found this necklace near Carrie's desk. Is it (her / hers)?
B: No, it's (my / mine) necklace. I'm so happy someone found it!
- 5 A: Is that (their / theirs) car?
B: No, (their / theirs) is the black one over there.
- 6 A: Where should we meet? At (your / yours) house or (my / mine)?
B: Neither. Let's meet at (my / mine) office.

C ▶ 5:27 LISTEN TO ACTIVATE GRAMMAR Listen to the conversations and complete each statement with a possessive pronoun.

- 1 The bag is
2 The phone is , but the keys belong to Brad's wife. They're
3 The coat isn't
4 The concert tickets aren't

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EXERCISES

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NOW YOU CAN

Return someone else's property

DIGITAL
VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model to role-play returning the items in the pictures. Then change roles.

- A: Excuse me. I think you forgot something.
B: I did?
A: yours?
B: Oh, you're right. That's nice of you.
A:

B GROUP WORK First, collect personal items from your classmates. Then role-play returning someone else's property. Walk around the room to find the owners. Use possessive pronouns.

C EXTENSION Place all your classmates' personal items on a table. Ask about each item. Identify the owner, using possessive pronouns.

“ Whose phone is this? ”

“ It's his. ”

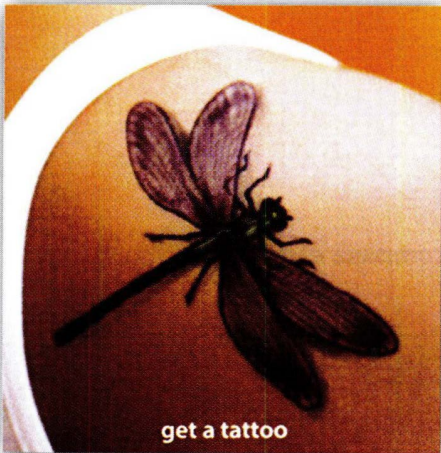
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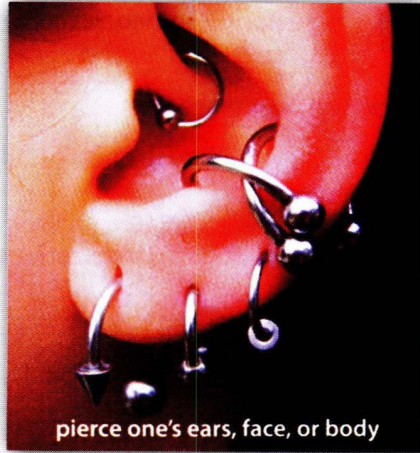
BEFORE YOU LISTEN

EXPLORE YOUR IDEAS Which actions would be OK, and which wouldn't be OK for the following people: you? your parents? your grandparents? your own teenaged child?

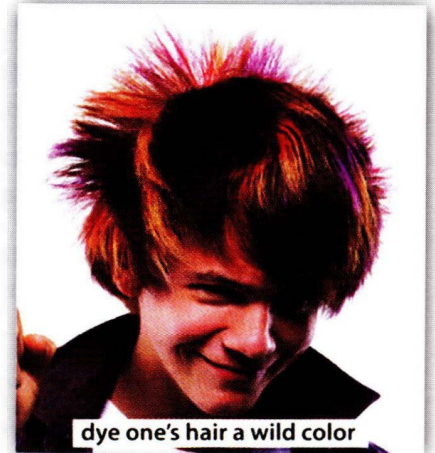
“It wouldn't be OK if my grandmother pierced her nose. Face piercing is for young people. She's too old.”



get a tattoo



pierce one's ears, face, or body



dye one's hair a wild color

LISTENING COMPREHENSION

A ▶ 5:28 **LISTEN FOR MAIN IDEAS** Listen to each conversation. Then circle the correct word or phrase to complete each statement.

- 1 a Beth thinks it's (OK / not OK) to wear an earring to the office.
b Beth (convinces / doesn't convince) Luke.
- 2 a Celia's husband thinks it's (OK / wrong) for a woman to have a tattoo.
b Celia's husband thinks it's (OK / wrong) for a man to have a tattoo.
- 3 a The first man is (happy / not happy) that his daughter is going to law school.
b He wants his daughter to (stay home / work).
- 4 a Kate's dad is (worried / not worried) about what people think of Kate.
b Kate is (worried / not worried) about what people think of her.

B **UNDERSTAND VOCABULARY FROM CONTEXT** Read the following quotations from the conversations. Then choose the meaning of each underlined word or phrase. Listen again if necessary.

- 1 “But lots of people are old-fashioned, and they don't think men should wear earrings.”
a preferring the way things were in the past
b preferring the way things are now
- 2 “What a double standard!”
a having the same rules for everyone
b having different rules for different people
- 3 “That's a little sexist, if you ask me!”
a not treating men and women in the same way
b treating men and women in the same way
- 4 “But modesty is very important for girls.”
a wearing clothes that cover one's body
b wearing clothes that show one's body

- C APPLY NEW VOCABULARY** Write an example for each word or phrase from your own experience. Compare examples with a partner.

old-fashioned	
a double standard	
sexist	
modesty	

“ I think an example of old-fashioned is not letting teenagers go out on dates. ”

- D PAIR WORK** Discuss the picture. Use the following words and phrases in your discussion: old-fashioned, sexist, double standard, modesty.

“ He’s measuring the woman’s swimsuit. If she were a man, he wouldn’t measure it. That’s a double standard. ”

NOW YOU CAN Express personal values

- A IDEA FRAMING** Complete the Values Self-Test. Then compare answers with a partner. Do you have the same values?

Values Self-Test

Check the boxes that best describe your values. Include a specific example.

- ☐ I'm modern in my attitudes about modesty.
☐ I'm old-fashioned in my attitudes about modesty.
 Explain. _____
- ☐ I think tattoos and body piercing are OK for men.
☐ I think tattoos and body piercing are OK for women.
 Explain. _____
- ☐ I think it's OK to have a double standard for different people.
☐ I think the rules should be the same for everyone.
 Explain. _____
- ☐ Some people might say I'm sexist.
☐ Nobody would say I'm sexist.
 Explain. _____

- B NOTEPADDING** Answer each question and explain your opinion, using examples.

Is it sometimes OK to have a double standard for men and women?

Can people be sexist when they talk about men, or only about women?

Are old-fashioned ideas usually better or worse than modern ideas?

- C GROUP WORK** Now discuss each question, expressing your personal values. Expect people to disagree with you!



RECYCLE THIS LANGUAGE.

Agreement and disagreement

I agree.
I disagree.
It depends.

Likes and dislikes

I like ____.
I dislike ____.
I hate ____.
I can't stand ____.
I don't mind ____.
____ drives me crazy!

Adjectives

liberal
conservative
strict
modest

BEFORE YOU READ

PREDICT Look at the headlines of the three news stories. In what way do you think the stories will be similar?

READING ▶ 5:29

Homeless Man Returns Wallet with \$900

Posted on: Monday, 17 April

SANTA ANA, Calif. - A homeless man searching through trash bins for recyclable cans found a missing wallet and returned it to its owner. Kim Bogue, who works in the city, realized that her wallet was missing last week and doubted she'd ever get back the \$900 and credit cards inside. "I prayed that night and asked God to help me," said Bogue, who was saving the money for a trip to her native Thailand.

Days later, a homeless man found the wallet wrapped in a plastic bag in the trash, where Bogue had accidentally thrown it away with her lunch. He gave it to Sherry Wesley, who works in a nearby building. "He came to me with the wad of money and said, 'This probably belongs to someone that you work with. Can you return it?'" Wesley said.

"He has a very good heart," said Bogue, who gave the man a \$100 reward. "If someone else had found it, the money would have been gone."

Man Risks Life to Save Another

Many people who ride a busy urban subway wonder, "What would happen if I fell off the platform and onto the tracks? What would I do?" Others wonder, "What would I do if someone else fell?"

That question was answered in a split-second decision made by "subway hero" Wesley Autrey, a fifty-year-old New York City construction worker on his way to work. Autrey jumped onto the tracks to save a fellow passenger from an oncoming New York City subway train.

The passenger, Cameron Hollopeter, 20, a film student at the New York Film Academy, had fallen between the tracks after suffering a seizure. Autrey rolled Hollopeter into a gap between the rails and covered him with his own body just as the train entered the station. Both men survived.

"I don't feel like I did something spectacular; I just saw someone who needed help," Mr. Autrey said. "I did what I felt was right."



An act of honesty by airport screener

NEW DELHI: In a display of honesty, a security agent at the Indira Gandhi International Airport handed over a small plastic bag with US \$3,000 in cash to a passenger who had completely forgotten the bag after it passed through the airport screening machine.

Noticing that the bag had been left behind, Dalbir Singh made an announcement asking passengers to

come forward to claim it. However, when no one claimed it, Singh inspected the baggage tag and guessed it probably belonged to a passenger en route to Mumbai. An announcement was made on the next flight to Mumbai, and the owner of the bag came forward to collect it.

Singh was given a cash reward for his honesty.

A SUMMARIZE Summarize one of the articles. Close your book and tell the story in your own words.

B INTERPRET INFORMATION Discuss each person's motives for his or her actions.

- 1 Why did Kim Bogue give the homeless man a reward?
- 2 Why did Wesley Autrey risk his life to save a stranger?
- 3 Why do you think Dalbir Singh returned the money to the passenger?

C RELATE TO PERSONAL EXPERIENCE Think of a story you have heard about someone who helped a stranger in need. Tell it to the class.

A NOTEPADDING Answer the questions about each situation.

Situation: Someone ahead of you at a coffee bar has paid for your coffee.



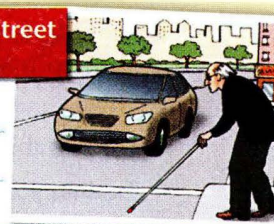
What could you do?

What should you do?

What would you do?

What would most people do?

Situation: A blind man is crossing a street in front of you and a car is coming.



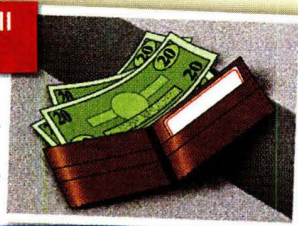
What could you do?

What should you do?

What would you do?

What would most people do?

Situation: You find a wallet full of cash in a restaurant.



What could you do?

What should you do?

What would you do?

What would most people do?

Situation: You find cash at an ATM.



What could you do?

What should you do?

What would you do?

What would most people do?

Situation: The cashier undercharges you.



What could you do?

What should you do?

What would you do?

What would most people do?

Situation: You find a gold watch in a department store dressing room.



What could you do?

What should you do?

What would you do?

What would most people do?

B GROUP WORK Compare your notes. Would you all do the same things in these situations? Use the unreal conditional and expressions from the Photo Story on page 111.

“ If I found cash near an ATM, I would keep it. ”
There would be no way to find the owner.

Text-mining (optional)

Find and underline three words or phrases in the Reading text that were new to you. Use them in your Group Work. For example: “a split-second decision.”

REVIEW

A ▶ 5:30 Listen to the conversations. Check Yes or No to answer each question and explain your answers.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1 Do you think John has a double standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain your answer: | | |
| 2 Do you think Jessica's mom is sexist? | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain your answer: | | |
| 3 Do you think Alex's dad is old-fashioned? | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain your answer: | | |

B Complete the questions with Whose. Then answer each question, using possessive pronouns. Follow the example.

- Those shoes belong to my daughter. Whose are they? They're hers.
- That sweater belongs to my son. it?
- The house across the street is my parents' house. it?
- These tickets are my husband's and mine. they?
- The table over there is your table. it?

C Complete each conditional sentence in your own words.

- If the weather were good,
- If, I'd go out to eat tonight.
- If I found your wallet,
- If, I'd call home.
- I'd be angry with my children if
- If I had a new car,
- I would choose a new career if

D What would you do? Complete each unreal conditional sentence.

- You order two sandwiches for lunch, but they only charge you for one.
YOU "If the restaurant undercharged me, I"
- You pay for a newspaper that costs one dollar with a five-dollar bill. The merchant gives you nine dollars change.
YOU "If the merchant gave me too much change, I"
- You buy a smart phone from a website. When the package arrives, you see that the company has sent you two MP3 players and the smart phone.
YOU "If the company sent me more items than I paid for, I"



WRITING

Write three paragraphs about Matt's dilemma in the Photo Story on page 111. In the first paragraph, summarize the situation. In the second paragraph, write about what Matt could or should do. In the third paragraph, write what you would do if you were Matt. Explain your reasons, using the unreal conditional.

WRITING BOOSTER p. 152

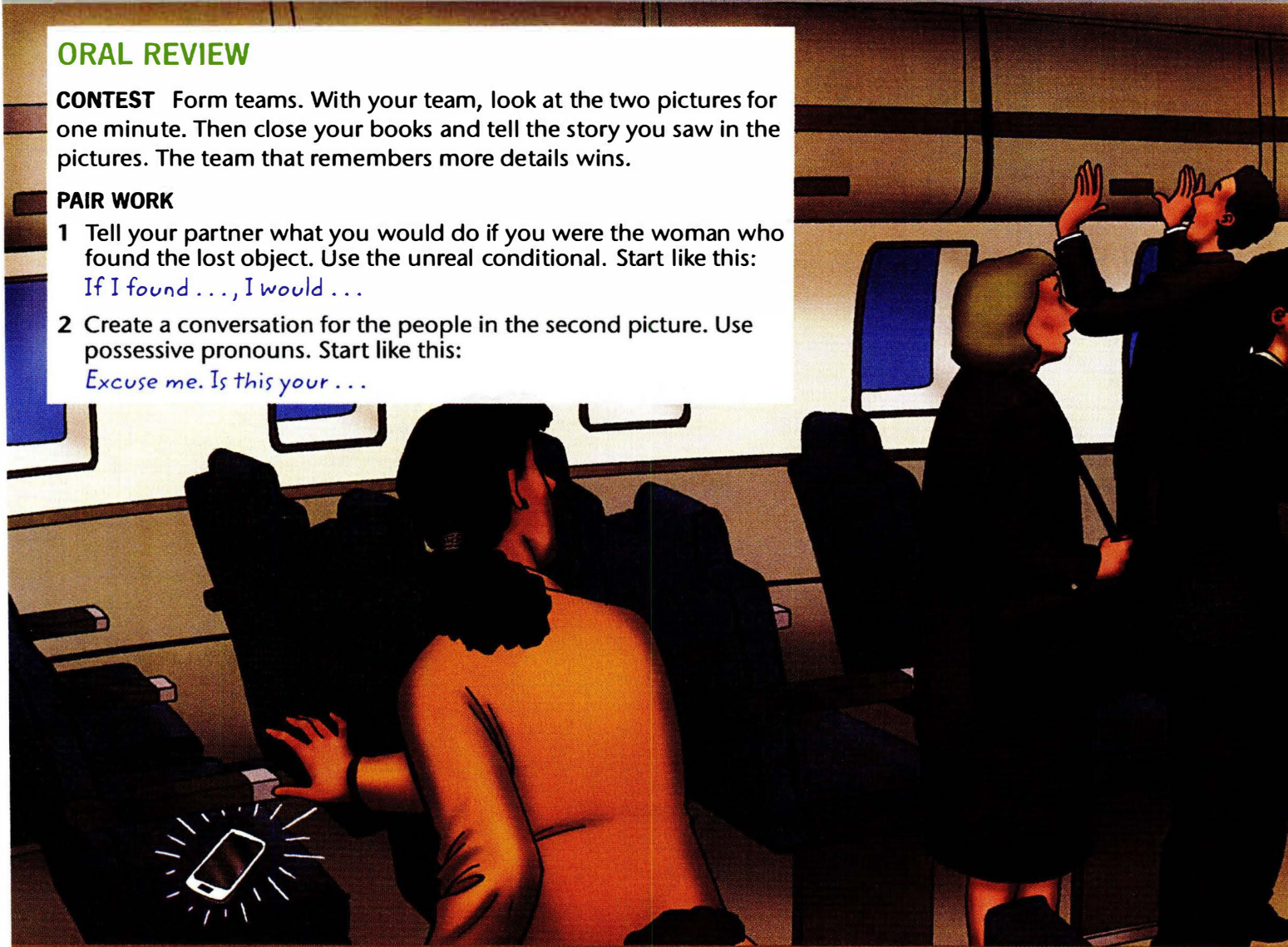
- Introducing conflicting ideas
- Guidance for this writing exercise

ORAL REVIEW

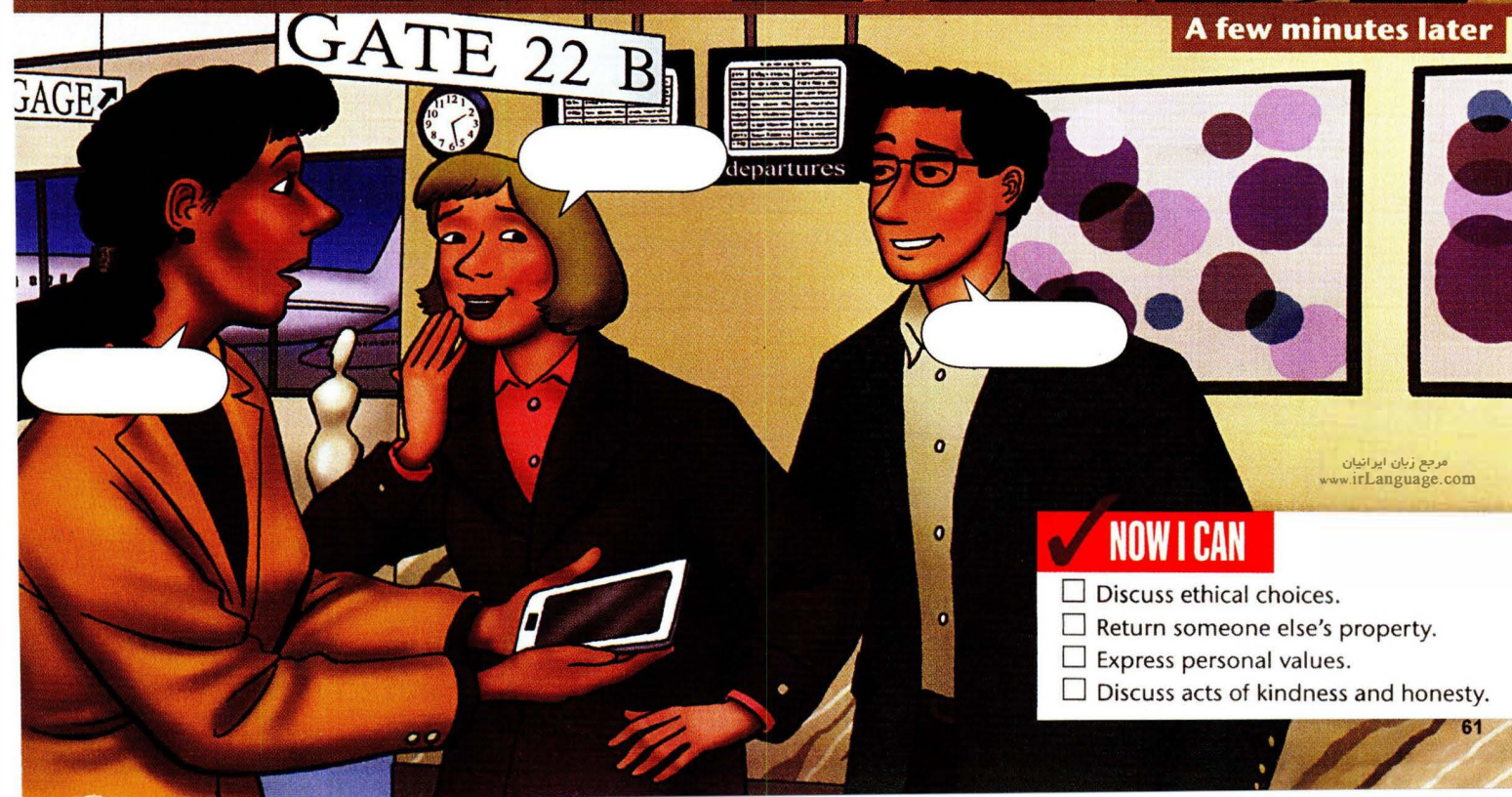
CONTEST Form teams. With your team, look at the two pictures for one minute. Then close your books and tell the story you saw in the pictures. The team that remembers more details wins.

PAIR WORK

- 1 Tell your partner what you would do if you were the woman who found the lost object. Use the unreal conditional. Start like this:
If I found ..., I would ...
- 2 Create a conversation for the people in the second picture. Use possessive pronouns. Start like this:
Excuse me. Is this your ...



A few minutes later



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NOW I CAN

- ☐ Discuss ethical choices.
- ☐ Return someone else's property.
- ☐ Express personal values.
- ☐ Discuss acts of kindness and honesty.