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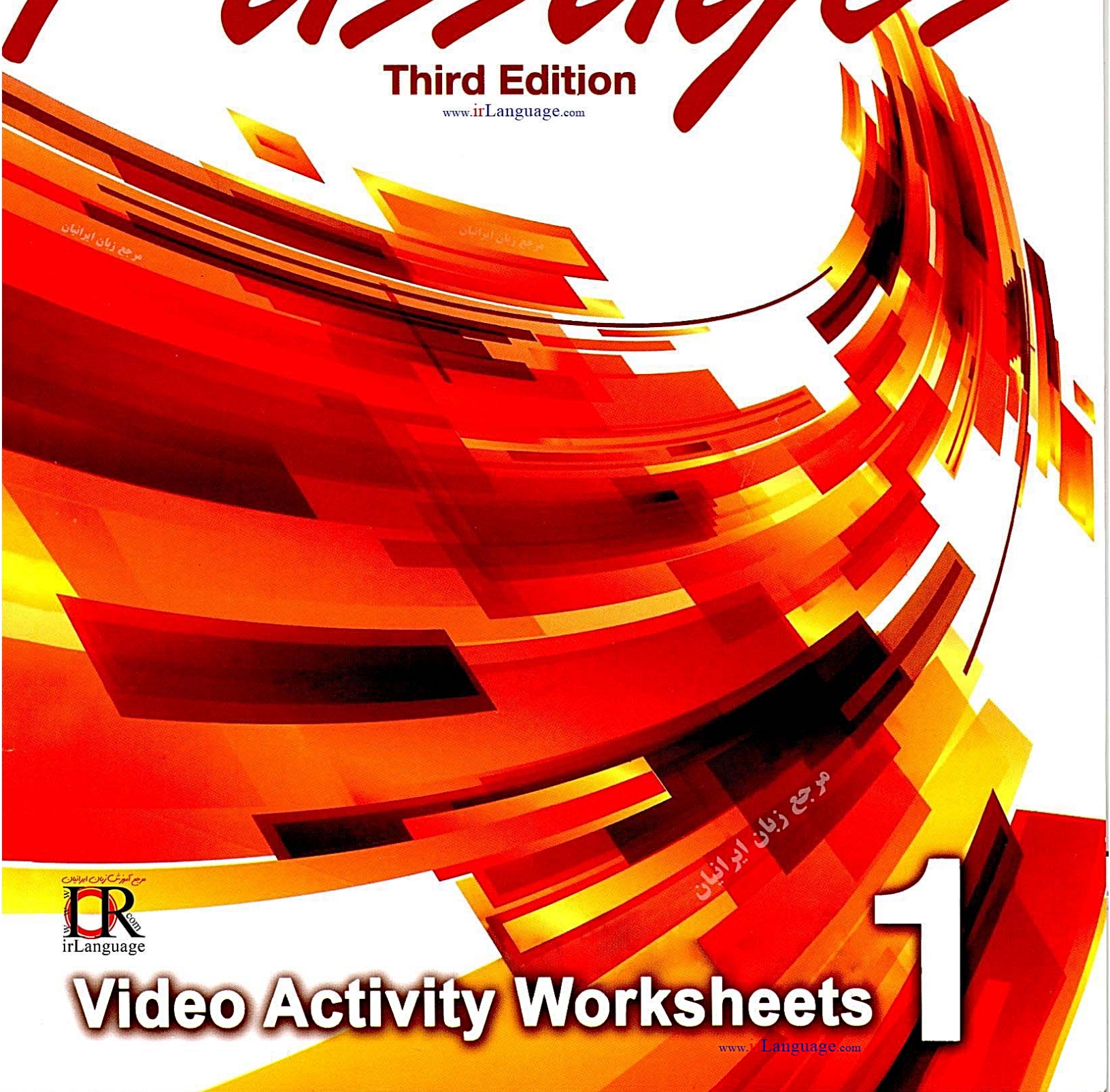
with PDF and customizable versions of tests and quizzes

Jack C. Richards & Chuck Sandy

Passages

Third Edition

www.irLanguage.com



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Video Activity Worksheets

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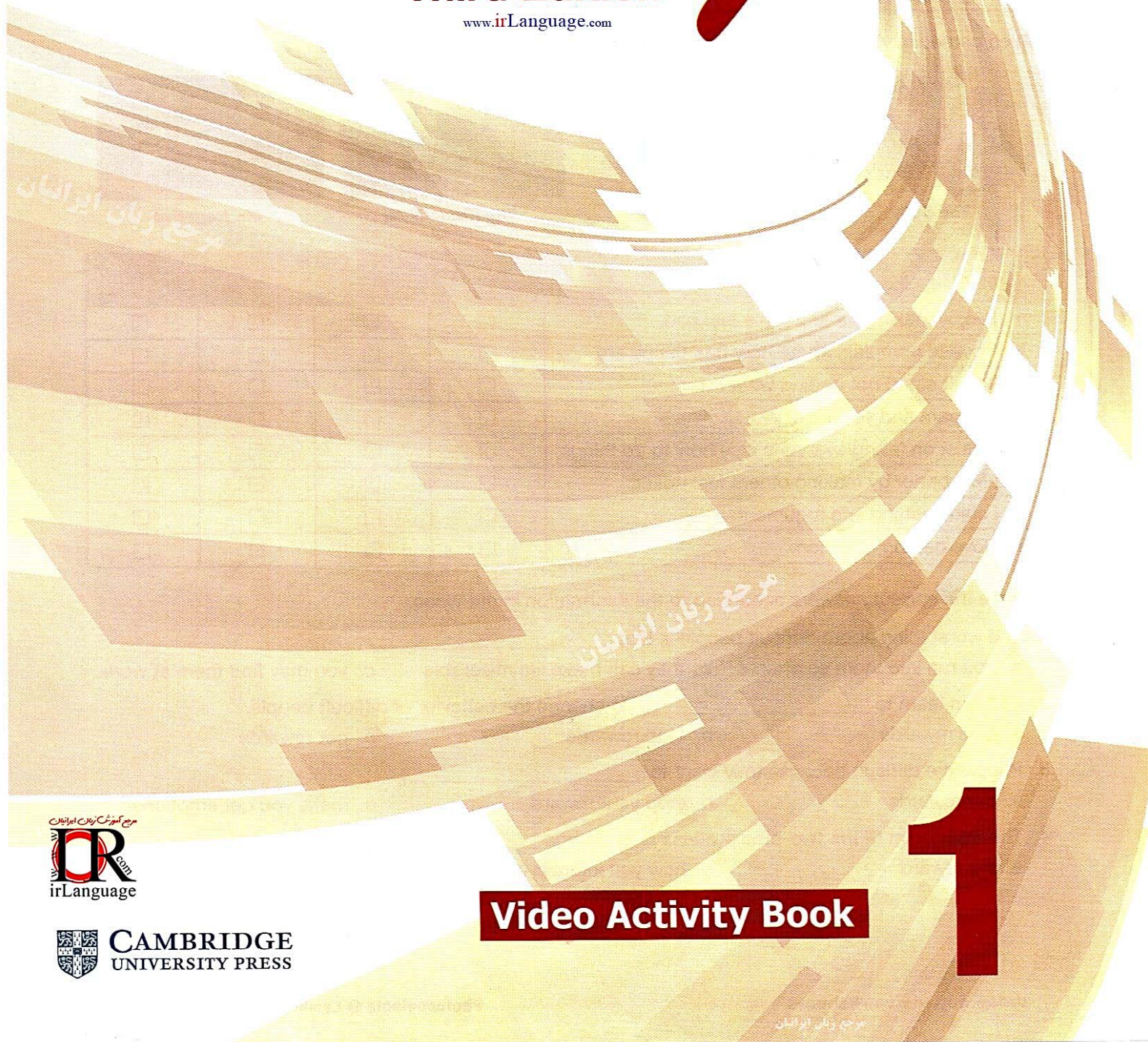
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Video Activity Book

1

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Before you watch

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A Choose three personality types that are difficult for you to deal with.

- | | | |
|---|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> calm | <input type="checkbox"/> friendly | <input type="checkbox"/> nervous |
| <input type="checkbox"/> cool | <input type="checkbox"/> generous | <input type="checkbox"/> reserved |
| <input type="checkbox"/> easily angered | <input type="checkbox"/> independent | <input type="checkbox"/> wild |

B Pair work Compare your answers. Do you agree on which personality types are difficult? Why or why not? Discuss your opinions.

While you watch

A Which personality type would say each sentence? Choose the correct answers.



The Bully



The Exploder



The Know-It-All



Mr. Negative

مرجع زبان ایرانیان	The Bully	The Exploder	The Know-It-All	Mr. Negative
1. I enjoy making other people feel bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I love to complain about how bad things are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can't stand not getting what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I scream and yell a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I insist on telling everyone else how to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel better by making others feel upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I enjoy getting into arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I love getting attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Choose the correct answers according to the information in the video.

- The worst thing about difficult people is that _____.
 - you run into them so often
 - they can make life miserable
 - you may find them at work
- You can learn to _____ to change the behavior of difficult people.
 - give rewards
 - stop rewards
 - get rewards
- People are difficult because they want to _____.
 - get rewards
 - stop your reward
 - make you get emotional
- The main point of the two-step process is to change _____.
 - the reward
 - how you interact with the person
 - difficult behavior into rewards

5. An example of a reward for a Bully is _____.
 - a. getting you to leave the room
 - b. stopping an argument
 - c. winning an argument
6. Some people throw tantrums as a way to get _____.
 - a. everyone to focus on them
 - b. someone to stop talking
 - c. others in trouble
7. _____ difficult people is the best way to deal with them.
 - a. Talking to
 - b. Avoiding interaction with
 - c. Using a two-step approach with
8. The two-step process will work with _____.
 - a. only Bullies and Exploders
 - b. only Mr. or Ms. Negatives
 - c. all difficult people

C Write the steps in the two-step process for dealing with difficult people. Then check your answers with a partner.

1. _____
2. _____

After you watch

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A Pair work Discuss how you would use the two-step process to deal with these personality types. Then tell the class about your ideas.

The Know-It-All

Step 1: _____

Step 2: _____

Mr. or Ms. Negative

Step 1: _____

Step 2: _____

B Pair work Read the descriptions and choose a role. Take a few minutes to prepare some ideas. Then take turns role-playing the employee and the employer.

Role 1 – Employee

You have worked for a long time at a car rental company and are aware of many problems with the cars and the customers. Today you have a meeting to fill in your new boss about how things are running at the company. Act the part as Mr. or Ms. Negative, the Bully, the Exploder, or the Know-It-All.

Role 2 – Employer

You are the manager of a car rental company. You have not worked there for long, so you are having interviews with your employees. You want to get a report about how things in the company are, but the person has a difficult personality. How do you deal with him or her?



C Group work Discuss how the role play would be different if the employer were the difficult person. What would change? Would you use the two-step process differently? If so, how?

2 ACCIDENTS THAT CHANGED THE WORLD

Before you watch

A Pair work Think about times when you had these experiences. Tell your partner what happened.

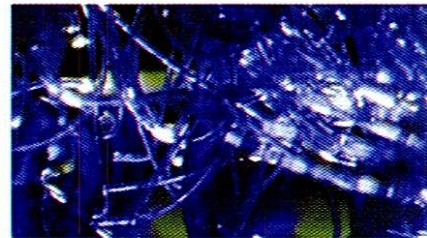
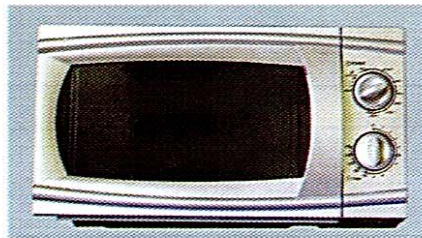
1. You did something by accident that turned out to be lucky.
2. You suspected something that turned out to be correct.
3. You experimented with something new.
4. You noticed something unusual that could be useful.

A: I was late for work last week because I forgot to set my alarm.

B: How did that turn out to be lucky?

A: Well, I missed a big traffic accident because I was late!

B Group work Which actions do you think accidentally resulted in these inventions? Write the letter of the invention next to the correct action. Discuss and explain your answers.



a. a powerful medical treatment

b. a common household appliance

c. a special material for attaching things

1. taking a dog for a walk ____
2. forgetting to wash the dishes ____
3. bringing a snack to work ____

While you watch

A Write the letter of the correct word or phrase to complete each sentence. Were your answers in *Before you watch* part B correct?

- | | | |
|--------------------|----------------|---------------|
| a. the microwave | c. a magnetron | e. penicillin |
| b. hooks and loops | d. mold | f. Velcro |

1. ____ was discovered in 1928.
It started as ____ on some unwashed dishes.
2. In 1945, Percy Spencer was working with something called ____.
It melted his chocolate and led to the creation of ____.
3. George de Mestral identified that burrs work by using ____.
He had to try lots of prototypes to finally invent ____.

B Choose the correct answers according to the information in the video.

- Alexander Fleming was _____ to help humans.
 - studying bacteria
 - culturing molds
 - mixing powerful drugs
- Because Fleming _____, he noticed something interesting.
 - was away on vacation
 - paid attention to an unusual change
 - was positive he could find a wonder drug
- Percy Spencer was standing next to the machine that melted the chocolate because he _____.
 - wanted to make a snack
 - figured he could blow up eggs
 - was working with military radar technology
- Spencer's idea of containing his invention in a box was _____.
 - suggested by his co-workers
 - the result of making a mess
 - done to make its effects stronger
- While removing burrs, George de Mestral was _____.
 - thinking about making new hunting clothes
 - curious about what made them stick
 - looking for a solution to his dog's problem
- George de Mestral was confident his invention would be _____.
 - very useful for astronauts
 - used as a prototype
 - very popular

C Take notes to answer the questions in your own words. Then compare answers with a partner.

- What are two events that caused penicillin to be discovered?

- What are two events that caused the microwave to be developed?

- What are two events that caused Velcro to be invented?

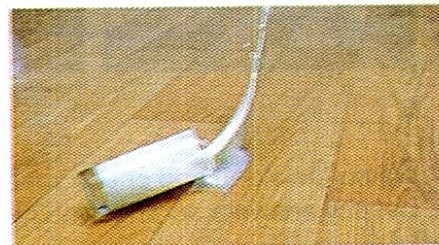
After you watch

A Pair work Discuss these questions. Then share your ideas with the class.

- What chain of decisions or steps led to each accidental discovery in the video?
- What things could each inventor have done differently that might have changed the outcome?

B Think of an achievement in your life that may have been influenced by an accident. Trace the chain of events that led to it and draw conclusions about what happened.

Example: I learned to swim last year. I took the swimming class because a friend asked me to do it with her. I met her when I joined the gym. I joined the gym to get in shape again after I broke my leg. So if I had never broken my leg, I might not have learned to swim!



C Pair work Share your stories. Then ask and answer questions to get more information. Do you agree with your partner's conclusions? Can you think of any other possible scenarios?

3 WHAT IS THE WORLD'S GREATEST CITY?

Before you watch

A What do you know about these cities? Choose one box for each question. Then compare your responses with a partner.

Which city . . .	Dubai	Amsterdam	Pittsburgh	Tokyo
1. is a bicycling town?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. is in the United States?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. is on the Persian Gulf?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. has some very small sleeping spaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. is a Dutch tourist town?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. has the world's tallest building?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. used to be an industrial city?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. has the world's largest population?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. is famous for its canals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. has man-made islands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. is in Asia?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. has more bridges than Venice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work What is your area known for? Make a list of interesting things in your area. Share your list with the class.

While you watch

A Which cities are they? Write *D* for Dubai, *A* for Amsterdam, *P* for Pittsburgh, or *T* for Tokyo.



1. ____



2. ____



3. ____



4. ____



5. ____



6. ____



7. ____



8. ____

B Watch the video and check your answers to *Before you watch* part A. Were you correct? Did any answers surprise you? Why?

C Choose the correct answers according to the information in the video.

1. The world's tallest building is _____ .
 a. 828 stories high b. 828 meters high c. 160 meters high
2. The world-famous Burj al-Arab in Dubai calls itself the world's only _____ .
 a. seven-star hotel b. indoor ski slope c. man-made island
3. In Amsterdam, nearly _____ of all travel is done by bicycle.
 a. one quarter b. half c. all
4. Traveling _____ can take twice as long as by bicycle in Amsterdam.
 a. by car or bus b. by train c. on foot
5. The sparkling city of Pittsburgh is on _____ .
 a. a beachfront b. a river c. three rivers
6. The Tokyo metropolitan area has _____ .
 a. around 10 million people b. about 25 million people c. over 35 million people

After you watch

A Think about what you learned from the video. Then answer the questions.



Dubai



Amsterdam



Pittsburgh



Tokyo

1. Which city do you think is the greatest? Why?

2. Which city would you most like to visit? Why?

3. Which city would you most like to live in? Why?

B Pair work Compare your opinions from part A. Remember to use words like *despite* and *however* and phrases to agree and disagree.

C Class activity Tell the class about your partner's city preferences.

4 HOW ELECTRONICS AFFECT OUR SLEEP

Before you watch

A Do you do any of these activities 30 to 60 minutes before bedtime? Choose all that apply.

- | | | |
|---|--|---|
| <input type="checkbox"/> watch TV | <input type="checkbox"/> text friends | <input type="checkbox"/> read electronic books |
| <input type="checkbox"/> check email | <input type="checkbox"/> surf the Internet | <input type="checkbox"/> catch up on social media |
| <input type="checkbox"/> play video games | <input type="checkbox"/> study or work on a computer | <input type="checkbox"/> videochat with friends or family |

B Pair work Compare your answers. Then think about how much time you spend looking at electronic screens before bed. How might this affect your sleep? Discuss your ideas.

While you watch

A According to the video, what does lack of sleep affect negatively? Choose the correct answers.

- | | | |
|---|--|---|
| <input type="checkbox"/> 1. performance on the Internet | <input type="checkbox"/> 4. weight control | <input type="checkbox"/> 7. our "fight-or-flight" response |
| <input type="checkbox"/> 2. social media relationships | <input type="checkbox"/> 5. blood pressure | <input type="checkbox"/> 8. levels of melatonin |
| <input type="checkbox"/> 3. regular sleep schedules | <input type="checkbox"/> 6. productivity | <input type="checkbox"/> 9. connections with friends and family |

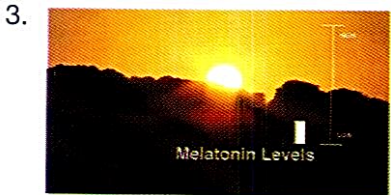
B Choose the statement that best summarizes the main idea presented at these points in the video.



- A health consequence of using screens is heart attack.
- Looking at electronic screens before bed causes weight problems.
- The lack of sleep associated with electronic screens can increase the risk of stroke.



- Video games can cause a stress response at night, but texting won't.
- A fight-or-flight response makes you dream of video games.
- Scientific studies prove that playing video games can cause tossing and turning at night.



- The brightness of screens can reduce levels of melatonin.
- Reducing the light from an electronic screen can increase melatonin production.
- Using electronic screens in a dark room won't affect melatonin.



- The backlit screen of a phone can be used before bedtime because it is small.
- Checking texts or email before bed may make you feel productive.
- Checking texts or email before bed can prevent you from relaxing.

C Take notes to answer the questions in your own words. Then compare answers with a partner.

1. What are three types of screen-related activities mentioned in the video?

2. What are two ways electronic screens affect sleep?

3. What are three suggestions to keep screens from affecting our sleep?

After you watch

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A Pair work Discuss these questions with a partner.

1. What effects mentioned in the video concern you most?
2. Have you experienced any of those effects? For example, health issues or a fight-or-flight response?
3. Do you think you need to reduce your screen time at night? Why or why not?

B Group work Brainstorm three or more additional suggestions for how to reduce screen time or improve sleep.

C Writing Think of how personal and work screen-use habits negatively affect your sleep or the sleep of someone you know. Write a plan to change those bad habits and improve sleep.



5

REACTIONS TO RUDE BEHAVIOR

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Before you watch

A Select the behaviors that you think are impolite.

- asking someone for help with homework or a task
- interrupting someone
- leaning in closely to talk to someone
- making small talk with a stranger
- sitting next to someone when empty seats are available
- talking loudly on a cell phone in public
- telling people exactly what's on your mind
- telling someone if they are bothering you
- telling someone they are being rude
- videotaping someone and not telling them

B Pair work Compare your responses. Do you agree on which behaviors you think are impolite? Why or why not? Discuss your answers.

While you watch

A Who says each sentence? Choose the correct answers.



John



Jill



Ethan



Andrea

www.irLanguage.com	John	Jill	Ethan	Andrea
1. "I mean, it's unusual to sit so close to someone in an empty room, right?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. "... but I never like to be offensive, you know?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. "Then he got a phone call and explained to his mom that he had been to the doctor . . ."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. "He warned me that it might be contagious."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. "... you know, it's customary to take calls outside the library, right?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. "I think it's a good idea to say exactly what's on your mind."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. "Is something wrong with you?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. "Why should a rude person get to ruin my day?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Write the letter of the correct phrase to complete each response.

- | | |
|--------------------------------------|---|
| a. it is bad form | d. it is better to leave than say something |
| b. it was kind of strange | e. he is planning on sitting there |
| c. he is invading her personal space | f. he is trying to study |

1. What does Jill say about where John sat down? She claims ____.
2. How does Jill say she usually handles an uncomfortable situation? She explains that ____.
3. What does Ethan say about sitting right next to somebody? He says ____.
4. What does Ethan say when John is on the phone? He tells John ____.
5. What does Andrea say to John when he sits down? She asks if ____.
6. What does Andrea say when John is too close? She warns him that ____.

C Write *T* (true) or *F* (false). Then correct the false statements with a partner.

- ___ 1. The narrator is interviewing people to find out who was rude to John.
- ___ 2. Jill likes to confront people who are rude.
- ___ 3. Jill usually leaves uncomfortable situations.
- ___ 4. Ethan disapproves of John's loud personal phone call in the library.
- ___ 5. John apologizes to Ethan when he asks him to be quiet.
- ___ 6. Andrea can't believe it when John asks for help with his history homework.
- ___ 7. In the end, Andrea decides John isn't rude.

After you watch

A Pair work Which person in the video are you most like: Jill, Ethan, or Andrea? How would you react in each situation? Discuss your ideas.



Jill



Ethan



Andrea

1. Someone sits next to you when empty chairs are available.
2. Someone talks loudly on a cell phone in a quiet place.
3. Someone invades your personal space.

B Group work What other rude behaviors really bother you? Make a list of the top three annoying behaviors for your group. Then compare your list with the class. What rude behaviors are listed most often?

1. _____
2. _____
3. _____

C Pair work What would you do in each situation you listed in part B? Discuss possible reactions. Then share your ideas with the class.

6 THREE STORIES ABOUT WHY WE LOVE STORIES

Before you watch

A What types of stories do you like: science fiction, mysteries, love stories, suspense stories, dramas, comedies, or horror? List your three favorite types of stories. Then give examples of books, movies, or other stories you like.

	Type	Example
1.		
2.		
3.		

B Pair work Compare your answers to part A. Give reasons for your choices.

A: I love dramas, so I really liked the movie *The Great Gatsby*. I also liked it because I like movies based on books and stories set in the past.

B: Really? Not me. I like science fiction and movies set in the future. It's more fun to imagine what things will be like! *The Terminator* is the best movie ever, in my opinion.

While you watch

A Write *T* (true) or *F* (false). Then correct the false statements with a partner.

- ___ 1. The video begins by talking about when people started writing stories down.
- ___ 2. Larry told his friends a story about the hole so they wouldn't fall into it.
- ___ 3. Professor Evans's classes were dull because he only engaged emotions, not the mind.
- ___ 4. In the sentences "But lately, people have been telling you stories. And after a time, you have started to make sense of the world," the phrase *but lately* refers to the time when you are older.
- ___ 5. The main point of all three stories is to show that humans tell stories to teach their children.

B Choose the correct answers according to the information in the video.

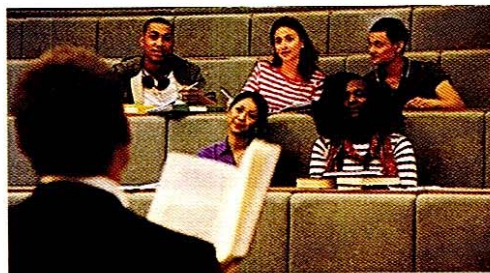
1. Early humans began to write stories down _____.
 - a. when they were older and smarter
 - b. to tell them over and over
 - c. to tell people about their caves
2. The first stories may have been told to _____.
 - a. record personal information
 - b. entertain others
 - c. help people live better
3. Professor Evans started telling stories _____.
 - a. then switched to teaching formulas
 - b. instead of just teaching formulas
 - c. about the theories that scientists must learn
4. Professor Evans succeeded because he _____.
 - a. could explain theories well
 - b. engaged his students emotionally and intellectually
 - c. explained the dangers of blast-offs

5. When humans get older, they _____.
- a. continue to make sense of the world using stories b. often read childhood stories again to understand more c. tell children stories to learn more about them
6. Humans will always tell stories because _____.
- a. it makes us who we are b. we will always need them to survive c. we want to find new ways to tell them

C Take notes to answer the questions in your own words. Then compare answers with a partner.



1. What do stories help humans do?



2. Why are stories the natural way for humans to learn things?



3. How does telling stories to children help them?

After you watch

A Pair work Think about the way stories help humans survive, learn, and organize their world. Then think of a story that does each of these things. Explain how you think each story helps people.

1. _____
2. _____
3. _____

B Group work Write or retell a story that helps people survive, learn, or organize their world. Be sure to state the main learning point of the story at the end.

C Class activity Read or retell your group's story to the class but don't read the main point. Can the class say what the main point of the story is?

7

UNAPPRECIATED TECHNOLOGIES

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Before you watch

A Match the inventions with the pictures. Then check answers with a partner.

- a. refrigerator c. plumbing e. barcode g. credit card
b. zipper d. shipping container f. pocket calculator h. ATM / cash machine



1. ____



2. ____



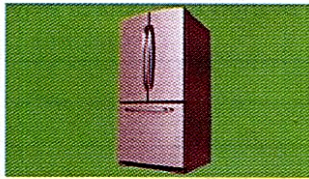
3. ____



4. ____



5. ____



6. ____



7. ____



8. ____

B Pair work When do you think people started using the inventions in part A? Complete the chart with the names of the inventions. Then compare answers with your partner.

Thousands of years ago	Early 1900s	1950s	1960s and 1970s	1990s

While you watch

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A Select the summary that best describes this episode of *Tech Talk*. Then check your answers to *Before you watch* part B.

- 1. This episode of *Tech Talk* discusses household inventions that will make our lives easier in the future.
- 2. This episode of *Tech Talk* covers inventions that are so common that they aren't always listed as great inventions.
- 3. This episode of *Tech Talk* talks about the importance of inventions that people don't know that much about.
- 4. This episode of *Tech Talk* explains why email and the Internet were not thought to be important at first.

B Write *T* (true) or *F* (false). Then correct the false statements with a partner.

- ___ 1. The inventions covered in this episode of *Tech Talk* are new.
- ___ 2. Plumbing was not brought inside the home as soon as it was invented.
- ___ 3. Because of shipping containers, products from abroad can be as affordable as local products.
- ___ 4. Barcodes make things cheaper for stores because tracking, pricing, and selling are all done faster.
- ___ 5. Both hosts of *Tech Talk* agree that the ATM is the most important invention in finance.
- ___ 6. According to *Tech Talk*, the Internet is the best invention because it speeded up communication.

C Choose the item or action the video mentions as being improved or replaced by these inventions.

- | | | |
|------------------------|--------------------------------|-------------------------------|
| 1. refrigerators | 4. shipping containers | 7. credit cards |
| a. shopping for food | a. loading and unloading boats | a. writing personal checks |
| b. eating ice cream | b. cardboard boxes | b. using cash |
| c. going to the store | c. shipping by truck | c. carrying a handbag |
| 2. zippers | 5. barcodes | 8. ATMs |
| a. hooks and clasps | a. finding products | a. bank clerks |
| b. buttons | b. tracking products | b. waiting in lines |
| c. ties and laces | c. using money | c. making deposits |
| 3. plumbing | 6. pocket calculators | 9. email |
| a. using bottled water | a. doing homework | a. writing by hand |
| b. going to a well | b. doing taxes | b. time needed to communicate |
| c. carrying buckets | c. counting on your fingers | c. making phone calls |

After you watch

A Think about what you learned from the video. Then answer the questions.

1. Which invention from *Tech Talk* do you think is the greatest? Why?

2. Which invention from *Tech Talk* do you think is the least important? Why?

3. Which invention from *Tech Talk* do you think is the most unappreciated by a majority of people? Why?

B Pair work Compare your answers from part A. Give reasons and examples to support your opinions.

C Group work Create a list of the top five most important inventions or technologies *not* mentioned in *Tech Talk*. Talk about how life has been changed or improved by each invention to support your choices.

8 PROFILE OF AN ACTOR

Before you watch

A In your opinion, which are the most important traits an actor needs?

Choose the top 10 traits from the list.

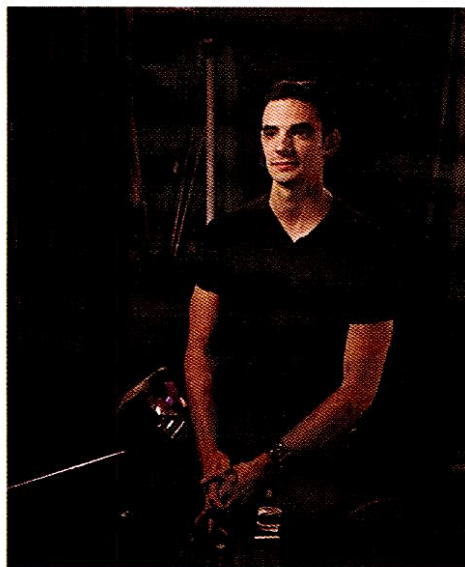
- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> adventurous | <input type="checkbox"/> expressive | <input type="checkbox"/> organized |
| <input type="checkbox"/> creative | <input type="checkbox"/> good-looking | <input type="checkbox"/> passionate |
| <input type="checkbox"/> curious | <input type="checkbox"/> innovative | <input type="checkbox"/> patient |
| <input type="checkbox"/> determined | <input type="checkbox"/> lucky | <input type="checkbox"/> physically fit |
| <input type="checkbox"/> enjoys attention | <input type="checkbox"/> motivated | <input type="checkbox"/> a strong voice |

B Pair work Compare your answers. For each trait, discuss why or why not an actor would need that trait.

While you watch

A Choose the topics the actor mentions in the video.

- 1. when he first knew he wanted to be an actor
- 2. what working as a child actor is like
- 3. what the schedule of an actor is like
- 4. how to deal with the audition process
- 5. how to handle tough competition
- 6. the top school for acting training
- 7. which kinds of acting work pay better
- 8. his least favorite acting job
- 9. the best costume he ever wore
- 10. his favorite acting job
- 11. what is best about being an actor
- 12. traits that an actor should have
- 13. how long an actor's career usually is
- 14. how many fans he has



B Complete the sentences with the correct words from the video.

1. "I needed an outlet . . . to have . . . to put out my _____ side."
2. "To become an actor, you have to have _____ for the work."
3. "You have to be really _____ to get yourself up . . . every day, to get out there every day, and . . . give it your all."
4. "To be an actor . . . you have to have a strong sense of _____ and a lot of _____."
5. "Someone who has a lot of _____ would be a good actor."
6. "Someone who has a really _____ would be a great actor."
7. "Someone who enjoys _____ would be a great actor."

C Choose the correct answers according to the information in the video.

1. The actor decided what he wanted to do for the rest of his life while performing _____ .
 a. at an amusement park b. for the Cub Scouts c. at the Boston Common
2. The real work of acting is _____ .
 a. dealing with auditions b. performing in theaters c. staying motivated
3. Because it pays more, _____ is a better way to support an acting career.
 a. theater work b. film work c. amusement park work
4. The actor really enjoyed a job where he _____ .
 a. was a comedian in Boston b. did a Shakespeare play c. worked on a big film
5. Patience is required to be an actor because _____ .
 a. it's a hard lifestyle b. it takes a long time to develop job security c. it takes a while before it is fun
6. The actor thinks he will always be an actor because he _____ .
 a. feels he is determined and passionate b. wants to show his family he can be successful c. can't see himself doing anything else

After you watch

A Pair work Discuss the questions.

1. Which of the traits from *Before you watch* part A does the actor in the video seem to have? Support and explain your answers.
2. Could you or someone you know be an actor? Think about the traits mentioned in the video and discuss why you feel this way.



B Other types of jobs might require different skills and traits. List five traits and the kinds of jobs in which they would be an advantage.

	Trait	Possible jobs
1.		
2.		
3.		
4.		
5.		

C Writing Choose a job you listed in part B. Write a paragraph about the job and include at least three additional traits that would make someone good at it. Explain why each trait would be necessary for the job.

9

THE INTERVIEW: PROBLEM-SOLVING TASKS

Before you watch

A Select the qualities you think most employers are looking for when interviewing people for jobs.

- | | | |
|--|---|---|
| <input type="checkbox"/> adaptable | <input type="checkbox"/> has a sense of humor | <input type="checkbox"/> thinks outside the box |
| <input type="checkbox"/> emotional | <input type="checkbox"/> persistent | <input type="checkbox"/> ultracompetitive |
| <input type="checkbox"/> fits in with others | <input type="checkbox"/> playful | <input type="checkbox"/> unconventional |

B Pair work Compare your answers. Do you agree on what qualities most employers are looking for? Why or why not? Discuss your opinions.

While you watch

A Write *M* for Monica, *D* for David, or *A* for Ashley.



Monica



David



Ashley

- Who saw the box as a platform? ____
- Who worked on the same idea for nearly the entire five minutes? ____
- Who tried to melt wax to stick the candle to the wall? ____
- Who was unable to think of additional approaches due to stress? ____
- Who playfully tried a bunch of solutions? ____
- Who tried several approaches but still didn't find a solution? ____

B Write the letter of the correct phrase to complete each sentence according to information in the video.

- | | |
|--|-----------------------------------|
| a. being able to preserve a sense of humor | d. looking for other perspectives |
| b. fitting in with the company | e. thinking outside the box |
| c. thinking about the problem in new ways | f. being persistent |

- Before implementing hiring tests, companies used to hire people based on ____.
- Except when trying the wrong idea, ____ is a good thing.
- If people get overly frustrated, they will have difficulty ____.
- A good problem-solving strategy is ____.
- Studies show an important part of problem solving is ____.
- The person who solved the problem did it by ____.

C Take notes to answer the questions in your own words. Then compare answers with a partner.

1. How did Mark Hernandez's company change how they measure candidates?

2. What does the problem of the matchbook, candle, thumbtacks, and corkboard reveal about each candidate?

Monica: _____

David: _____

Ashley: _____

3. What are the three main points that Mark mentions about problem solving?

After you watch

A Pair work Given what you know about the candidates from how they tried to solve the problem, what kinds of jobs do you think each person would be good at? Why?

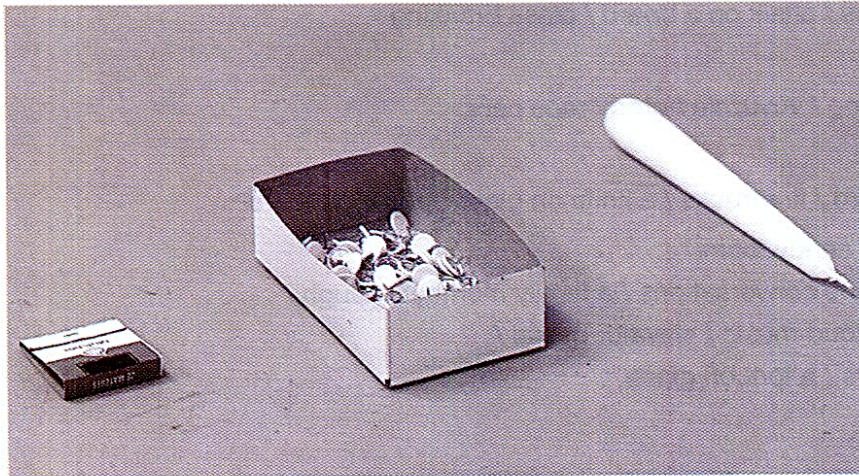
Monica: _____

David: _____

Ashley: _____

B Group work Compare your answers from part A. Then work together to decide upon the best job for each candidate. Share your group's answers with the class. Be specific about the job and why it is the best fit for that person.

C Writing How can Monica and David improve their interviewing skills? Write some advice for them about how to better interview for the jobs you chose for part A. Support your ideas with facts, reasons, and examples.



10 ANNOYING SOUNDS

Before you watch

A Label the pictures with the words in the box. Then check your answers with a partner.

ambulance chalkboard cicada wind chimes
angle grinder chainsaw crows vuvuzela horn

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1. _____ 2. _____ 3. _____ 4. _____



5. _____ 6. _____ 7. _____ 8. _____

B Pair work Think about the sounds the items in part A make. Which do you think are loud or annoying? Which don't bother you at all? Discuss your opinions.

While you watch

A Cross out the items that you do *not* see or hear for each sound category in the video. More than one item may be crossed out for each.

1. Loud:
an ambulance siren / drums / a train / a chainsaw
2. Annoying:
wind chimes / crows / chalk on a board / glass breaking
3. Loud and annoying:
rock music / cheering / vuvuzela horns / race cars
4. The most annoying:
nails on a chalkboard / fire trucks / a knife on glass / angle grinders
5. Sounds people say annoy them:
loud TVs / loud phone conversations / a family member's laugh /
loud motorcycles / loud music / elevator music /
cicadas / helicopters / a fork on glass

B Choose the statement that best summarizes the main idea presented at these points in the video.

1.



- News reporters often have problems with noise.
- People in cities often complain about noise.
- There are many loud and annoying sounds in the city.

2.



- The World Cup in 2010 was louder than usual.
- South African soccer players complained that the fans were too loud.
- The horns used by fans at the World Cup were particularly loud and annoying.

3.



- Some sounds are annoying but not that loud.
- Some types of sounds can actually hurt our hearing.
- Certain types of sounds bother the most people.

4.



- A baby's cry is one of the most stressful sounds to humans.
- Babies cry when they are annoyed by noise.
- People begin crying and screaming when stressed at an early age.

C Write the letter of the correct phrase to complete each sentence.

- | | | |
|---------------------------|---|-----------------------------|
| a. elevator music | c. people talking loudly on their cell phones | e. a certain person's laugh |
| b. the sound of an insect | d. the sound of loud motorcycles | |

- Margaret Allen says she gets irritated by ____.
- Something that bugs James Williams is ____.
- Henry Snider and his son, Kyle, hate ____.
- Graciela Martinez feels sick from ____.
- Lisa Manap says what really gets under her skin is ____.

After you watch

A Think about the sounds in the video. Make a list of the top five most annoying sounds for you. Give reasons for your choices. Then share your list with the class.

B Pair work Make a list of 10 other sounds, actions, or things that may be considered annoying. Rank them in order from *worst* (1) to *not so bad* (10).

C Group work Compare your lists from part B and make a final top 10 list of annoying sounds, actions, or things. Then share the list with the class.

11 THREE INTERNATIONAL STUDENTS DISCUSS AMERICAN VALUES

Before you watch

A Which of the following behaviors do you think are typical of people from the United States? Choose all that apply based on your opinion.

- | | |
|---|---|
| <input type="checkbox"/> tend to be on time | <input type="checkbox"/> embrace rebelliousness |
| <input type="checkbox"/> tend to be late | <input type="checkbox"/> respect the elderly |
| <input type="checkbox"/> don't express emotion | <input type="checkbox"/> are obedient to family |
| <input type="checkbox"/> express emotion openly | <input type="checkbox"/> believe people are equal |
| <input type="checkbox"/> value freedom for the individual | <input type="checkbox"/> think fate is predetermined |
| <input type="checkbox"/> prefer to fit in with the group | <input type="checkbox"/> believe people make their own fate |

B Pair work Compare and discuss your answers for part A. Then select six behaviors you both agree are typical of Americans. Share your opinions with the class and give reasons to support your choices.

While you watch

A Choose the six topics discussed in the video.

- | | |
|---|---|
| <input type="checkbox"/> 1. friendships | <input type="checkbox"/> 6. families/groups |
| <input type="checkbox"/> 2. time | <input type="checkbox"/> 7. customs |
| <input type="checkbox"/> 3. food | <input type="checkbox"/> 8. equality |
| <input type="checkbox"/> 4. emotions | <input type="checkbox"/> 9. jobs |
| <input type="checkbox"/> 5. individuality | <input type="checkbox"/> 10. rewards from hard work |

B Who says each sentence? Write *O* for Olivia, *H* for Hikaru, *R* for Ranbir, or *E* for Enku.



Olivia, the U.S.



Hikaru, Japan



Ranbir, India



Enku, Ethiopia

- ___ 1. "Americans would think it disrespectful to be late unless they have a very good reason."
- ___ 2. "I often wish I could express my emotions with more freedom."
- ___ 3. "I wish I had a dollar for every time Americans talked about freedom!"
- ___ 4. "But then I realized: It's not about the freedom to do illegal things, but the freedom to be an individual."
- ___ 5. "It's more about the family than the individual."
- ___ 6. "But it's more about the group – fitting in with people at work, for example."
- ___ 7. "If we had been better about it from the beginning, I think we could have avoided a lot of war and violence."
- ___ 8. "I can't imagine not choosing the life I want to lead."

C Choose the correct answers according to the information in the video.

- If you were in _____, you might not worry about being late.
 - Japan
 - the U.S.
 - Ethiopia
- As an American, you might think of someone who is late as _____.
 - insensitive
 - respectful
 - important
- In _____, you would never yell at someone in public, even if you were very angry.
 - Japan
 - India
 - Ethiopia
- A young woman in _____ would do what her family wants.
 - the U.S.
 - India
 - Ethiopia
- Not everyone believes they can change their fate in _____.
 - Olivia's family
 - the U.S.
 - Ethiopia
- A very uniquely American idea is that if you _____.
 - work hard, you can achieve whatever you want
 - are born into a certain lot in life, you can't change it
 - follow the path your parents choose, you will succeed

After you watch

A Make a list of the behaviors in *Before you watch* part A that are true about people in your culture.

B Pair work Compare your choices for part A and review the behaviors again. Which behaviors from part A do you agree are OK or normal in most cultures? Which are disrespectful in most cultures? Which depend on the culture a person is from? Complete the chart.



Acceptable	Disrespectful	Culturally dependent

C Group work Make lists of behaviors you think are generally acceptable or not acceptable in most cultures. Include at least three or four behaviors for each category. Present your lists to the class.

Generally acceptable	Generally not acceptable	مرجع زبان ایرانیاں

Before you watch

A Imagine you are going to study in Germany for a year. Which five things would you have the most difficulty with? Number your choices from 1 (most difficult) to 5 (least difficult).

- | | | |
|---|-----------------------------|------------------------------|
| ___ learning about a new city | ___ learning a new language | ___ different weather |
| ___ getting around in a foreign country | ___ homesickness | ___ different food |
| ___ taking classes in another language | ___ making friends | ___ different cultural ideas |

B Pair work Compare your answers. How similar are your views? Discuss your choices and give reasons for your answers.

A: I think I'd have a difficult time eating different foods. I'm a picky eater.

B: Not me! I love to try new foods. I'll eat anything. But I can't stand being cold. I might have a hard time if the weather is cold.

While you watch

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A Choose the statement that best summarizes the main idea presented at these points in the video.

1.



- Monica's classes are held in these old buildings.
- Monica has just arrived and she is excited.
- Monica feels Germany is very different from L.A.

2.



- Monica is excited to practice speaking with Germans.
- She enjoys relaxing with friends in her room every night.
- She has made new friends.

3.



- Monica cannot wait to go home for the winter holidays.
- She is enjoying her first cold weather and snow.
- Due to the weather, she finally had to figure out the trains.

4.



- Monica is sad to leave Berlin because she has met someone.
- She wants to stay another eight months.
- She likes the food and now feels more at home in Germany.

B Number the sentences from 1 to 7 in the order the topics are mentioned in the video.

- ___ Monica hopes that before she goes home, she'll have figured out the trains.
 ___ She is going to a holiday feast.
 ___ She thinks that before the year ends she will have become fluent.
 ___ She is surprised by how much she likes the food.
 ___ She is afraid that by the end of the year she will have only gotten to know her room.
 ___ She is beginning to feel connected to others, such as Julia and Annika.
 ___ She wouldn't have discovered her favorite spot in the city if she hadn't gotten lost.

C Take notes to answer the questions in your own words. Then compare answers with a partner.

1. Why is Monica scared in October?

2. What is the most difficult thing about December for her?

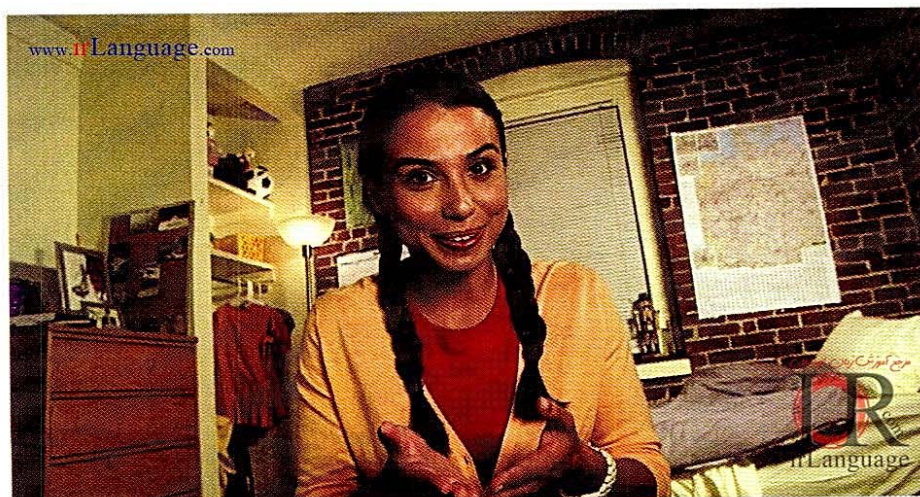
3. Why is April 16 an important day for Monica?

After you watch

A Pair work Discuss how Monica's attitude and experiences changed over the eight months she was abroad. What conclusions might one draw from this?

B Group work Compare your conclusions from part A with another pair. Discuss how they are the same or different.

C Writing Write a paragraph explaining how you feel about new and challenging experiences, such as studying abroad. Are these types of experiences fun, exciting, challenging, or frustrating for you? How do you handle these types of situations?



Video SCRIPTS

Unit 1 Video

DEALING WITH DIFFICULT PEOPLE

Narrator: Most people you'll meet in life are friendly, kind, and generous.

But every so often, you'll run into some pretty difficult people. You may find them at work, at school, or even at home.

The worst thing about difficult people is that they can make life miserable for you.

There are many different kinds of difficult personalities. Do you recognize any of these people?

The Bully.

Bully: I enjoy making other people feel bad about themselves.

Narrator: Mr. or Ms. Negative.

Mr. Negative: I love to complain about how bad things are.

Narrator: The Exploder.

The Exploder: Aaahh! I can't stand not getting what I want, so I scream and yell a lot.

Narrator: The Know-It-All.

The Know-It-All: I insist on telling everyone else how things should be done.

Narrator: If difficult people can make your life miserable, knowing how to deal with them effectively can make your life a lot easier. Here's a simple two-step approach.

Step 1 – Ask yourself: What's the reward? People are difficult because they get some kind of reward for their behavior. Being difficult gives them something they want.

Step 2 – Figure out: How can you stop the reward? How can you *not* give the difficult person the things they enjoy getting?

Take the Bully, for example. What's the reward for the bully's behavior, and how can you stop the reward?

Bullies feel better about themselves by making you feel bad about yourself. They like to make you feel upset and nervous. And they enjoy getting into arguments because they usually win.

To prevent this reward, decide that you will not let the bully make you feel bad about yourself.

Stay cool and calm. Avoid getting emotional. Try asking them to stop their behavior. And if they won't, ignore them or leave the room. They can't get their reward if you won't talk with them.

How about the Exploders? What's their reward? And how can you keep them from getting it?

Exploders throw tantrums because they love getting attention. They want everyone else to stop what they're doing and focus on them.

You can prevent this reward by refusing to talk with them until they've calmed down. You can say, "I understand you're angry, and I don't mind talking with you about it after you calm down."

If they can't calm down, ignore them or leave the room until they are calm again.

The best way to deal with difficult people is to avoid interacting with them. But if you can't, you can use this approach to handle Mr. or Ms. Negative, the Know-it-all, and the other difficult people you're bound to meet.



Unit 2 Video

ACCIDENTS THAT CHANGED THE WORLD

Narrator: From great big messes to little spills, accidents are a part of life. Most of us try to avoid these problems. But sometimes, accidents can be very lucky. Sometimes they can change the world.

Take penicillin, for example. You might not think you could discover a wonder drug . . . by forgetting to wash your dishes! But that's what happened to the scientist Alexander Fleming in 1928. He was positive he could find a drug that would kill bacteria in the human body. His lab was full of petri dishes containing different types of bacteria. He should have cleaned the petri dishes in his lab before he went on vacation, but he didn't. When he returned two weeks later, they were covered in mold. Yuck! But in one of dishes, the mold seemed to be causing a problem for the bacteria. It was actually pushing the bacteria away. Fleming suspected this accidental growth of mold could be the key to the wonder drug he was looking for – and he guessed right! Today, penicillin is the most widely used antibiotic drug in the world. What would have happened if Fleming had washed the dishes like he was supposed to?

Everyone knows that melted chocolate is a real messy problem. But when Percy Spencer put some chocolate in his pocket, he discovered . . . the microwave oven! In 1945 Spencer was working with something called a magnetron, used in radar technology for the military. One day, when standing close to the magnetron, he noticed the candy bar in his pocket melted quickly. He

figured the magnetron must be responsible, and he started to experiment. He had a hunch the magnetron could heat up food, so he tried corn kernels and made the world's first batch of microwave popcorn. When he heated an egg and it exploded all over a co-worker, he realized he needed to create some protection. He solved the problem by containing the microwaves in a box. And the microwave oven was born. Think of all the microwave dinners you would have missed if Percy Spencer had ignored his messy chocolate problem!

Anybody who owns a dog knows for a fact: if you let your dog run through the field, he'll come back covered in burrs. George de Mestral let his dog run through the brush anyway during a hunting trip in 1941. As he was dealing with the problem and picking up the burrs at home, he wondered what made these little things stick so well. He put the stuff under the microscope and identified the problem: The burrs had lots of tiny hooks that easily attached to the small loops in clothing and fur. That gave de Mestral an idea. He was sure that if he could create a product that did the same thing, it would be very popular. He had to try lots of different prototypes, but he finally found one that worked. And when astronauts started using it to keep things from floating around in space, and sneakers began using it instead of shoelaces, George de Mestral was certain his Velcro was here to stay.

So the next time you have to clean up a little accident, think to yourself, "What might I discover here?"

Unit 3 Video

WHAT IS THE WORLD'S GREATEST CITY?

Narrator: There are lots of great cities in the world: Hong Kong, Mexico City, Paris, Rio, New York. But which is the greatest city? That depends on what you're looking for.

If you're into tall buildings and interesting architecture, you might think Dubai is the greatest city in the world. This coastal town on the Persian Gulf is known for its beautiful beaches and many skyscrapers, which include the Burj Khalifa. At 828 meters – more than 160 stories – it's the world's tallest building. Dubai also has many new buildings that are world-famous landmarks – like the Burj al-Arab, which calls itself the world's only 7-star hotel. Or Ski Dubai, where you can actually ski indoors despite the soaring temperatures outside. And the Palm Islands, where beachfront homes have been built on islands that are completely man-made. For sheer ambition, Dubai certainly is one of the world's greatest cities.

If you're a bicyclist, your vote might go to Amsterdam. The Dutch tourist town that is famous for its canals is also known as one of the world's best bicycling towns. Everybody bikes here: businesspeople, students, mothers with kids. Nearly half of all the travel in Amsterdam is done on bicycles, which have their own traffic lanes and their own parking lots. Although you can still travel the narrow streets of Amsterdam by car or bus if you choose to, you can get there in half the time on a bike.

When it comes to one of the world's most livable cities, lots of people would include Pittsburgh on their list, and not just because of the low crime rates, affordable housing, and low cost of living. This former industrial town has been transformed into a sparkling city on a river – three rivers to be exact – which have more bridges than any other city in the world, including Venice. Pittsburgh is set on a hilly landscape, with streets and walkways that boast more steps than San Francisco. With several professional teams, it's a great sports town. And it's home to many historic neighborhoods that are full of wonderful restaurants, exciting nightlife, and great shopping. Pittsburgh truly is a town that offers something for everyone.

And if you believe that a great city has to have a lot of people, then head for Tokyo, which has the world's largest population. It has everything you would expect from a metropolitan area of more than 35 million: a public transportation system that moves people quickly and efficiently, restaurants where you'll find delicious cuisine, and exciting neighborhoods where you can find entertainment. And very, very small sleeping spaces that help millions squeeze into this magnificent city.

So, the world's greatest city? It's hard to pick a winner because every city is the greatest city to someone.

Unit 5 Video

REACTIONS TO RUDE BEHAVIOR

Garrett: I wanted to explore how different people react to impolite behavior. I asked my roommate, John, to be rude to people in the library. I videotaped their interactions, and then I interviewed the people to ask them why they acted the way they did.

This is Jill. She's all alone in the library when John enters and sits next to her rather than at one of the many other free seats.

John: How's it going?

Jill: That was kind of strange. There were so many other places to sit.

I mean, it's unusual to sit so close to someone in an empty room, right?

Garrett: I asked her if she thought about saying anything. She told me that she wanted to . . .

Jill: . . . but I never like to be offensive, you know? So I usually just leave in a situation like that.

John: See you later.

Garrett: Next, there was Ethan. I asked John not to make small talk with him, just to ignore him.

Ethan: I think it's bad form to sit right next to somebody when there are lots of other empty seats in the room.

Then he got a phone call and explained to his mom that he had been to the doctor – really personal stuff, you know?

John: He said it's just a rash. All over my back. Yes. He warned me that it might be contagious.

Ethan: And it's the library, you know? It's supposed to be quiet. So I finally asked him to stop.

I'm sorry, but, you know, it's customary to take calls outside the library, right? I'm trying to study here.

John: Almost done.

Yeah. So, I don't know. He wrote me up a prescription and . . .

Garrett: And finally, there was Andrea.

Andrea: I think it's a good idea to say exactly what's on your mind.

Garrett: She warned John right off the bat that she didn't like his behavior.

Andrea: You're not planning on sitting there, are you?

John: Yeah.

Andrea: No! No, you're not.

He said he liked the spot and claimed that he had been sitting in that chair all week. I couldn't believe it. Then he leaned in way too close and asked me if I could help him with chemistry!

You're invading my personal space! Back off, okay?

John: Is something wrong with you?

Andrea: No, I don't . . .

John: Are you antisocial?

Andrea: No, I'm just . . .

John: You're a loner with no friends.

Andrea: Stop. Stop it! You're being rude, OK? It's rude to sit here when there are so many other empty seats. Talking so close to me is impolite. And you're an interrupter. Is this for real? What is this? What? What's happening?

John: We're shooting a video for a sociology class project on how people react to rudeness.

Andrea: I think you should always say something. I'll tell anybody they're not being polite. Why should a rude person get to ruin my day?

Garrett: OK, that's all we need.

John: Thanks. It was really great to meet you. Thanks so much for helping us out.

Andrea: Hey, you're not so rude, after all!

Unit 6 Video

THREE STORIES ABOUT WHY WE LOVE STORIES

Zach: Once upon a time, there was a group of funny little creatures called humans, and they *loved* stories. They had begun telling stories on the walls of caves in the dark. The next thing they knew, they were writing their stories down so they could tell them over and over. Though lately, they've started telling stories on walls in the dark again. Even when they became older and smarter and figured out a whole lot more about the world around them, they still craved their stories. But why? What has made their stories so important?

It all started one day, probably when the human race was still very young. Maybe one human – let's call him Larry – had gone to the river to get some water, and he fell in a hole. He was surprised because he had been going to the river for years, and before that day, there was no hole. As soon as he climbed out, he thought, "I've got to tell my friends about this so they won't fall in the hole. I know! I'll put up a sign." Then he thought, "But wait. We haven't invented writing yet." So he went back to his friends and told them a story, the first story, of how he fell in the hole. And from that point on, nobody went near the hole. They understood they should stay away, even though they themselves had not fallen in the hole. To make a long story short, the humans continued telling stories, but soon their stories weren't just about holes by the river. They were about how other people lived. They were able to understand how other people felt and what other people knew. And that helped them get along better

and survive. What's the moral of this story? Humans love stories because stories help them survive.

Professor Roger Evans had been teaching rocket science for 20 years: the same theories, the same formulas, year after year. His classes had become pretty dull. "I have to do something different," he thought. And so the next day, rather than explaining his theories, he started telling stories about the courage of astronauts, the danger of blast-offs, and how the theories and formulas helped all that happen. And in the end, Professor Evans realized he had succeeded in getting his students interested again. He understood that stories are the most natural way for humans to learn anything because stories engage the emotions as well as the intellect, and humans remember things better when emotion is involved.

Imagine you're a very young child. You've been watching the world, but it doesn't make sense. It's all a big mess of information, with lots of strange shapes. But lately, people have been telling you stories. And after a time, you have started to make sense of the world. Things seem clearer. So later on, when you get older, you will still go back to stories when you want to make sense of the world.

There are many other reasons we humans have been telling stories since the dawn of time. But really, the thing you have to know is humans will always find new ways to tell stories and new stories to tell. Because telling stories is part of what makes us who we are.

Unit 7 Video

UNAPPRECIATED TECHNOLOGIES

Miranda: Welcome back to *Tech Talk*, the daily roundup of what's shiny and new in technology.

Dave: Today, we're actually going to be talking about what's *old* and not so shiny.

Miranda: These inventions from the last 100 years rarely get top billing in the list of the greatest inventions of all time.

Dave: Nevertheless, our lives have been made a little better . . .

Miranda: . . . and a lot easier . . .

Dave: . . . by these ingenious technologies.

Miranda: For example, the refrigerator.

Dave: Isn't it strange to think what life was like before this handy appliance came to kitchens everywhere in the 1920s and 30s?

Miranda: If you wanted fresh meat or produce . . .

Dave: . . . or ice cream . . .

Miranda: You would have to walk to the store to get it. But today, thanks to the refrigerator, grabbing a cold drink is as easy as opening a door!

Dave: Then there's the zipper.

Miranda: It's a simple technology, isn't it?

Dave: That may be true. But today, it's used to fasten everything from jackets and boots . . .

Miranda: . . . to suitcases to plastic pencil cases to space suits.

Dave: Wouldn't it be weird to see an astronaut gearing up with a hook and clasp?

Miranda: Plumbing has been around for thousands of years, but only in the last century has it become commonplace inside the home.

Dave: As a result, we don't have to go to the well for a fresh glass of water . . .

Miranda: . . . or heat water in the fireplace to take a warm bath. If you ask me, that's a pretty spectacular invention.

Dave: These things are pretty ugly, don't you think?

Miranda: Before shipping containers were invented in the 1950s, shipping things around the world was very expensive.

Dave: The reason for that is it took forever to load and unload boats.

Miranda: But thanks to these stackable containers, loading and unloading has been made much faster, and therefore, shipping is cheaper.

Dave: In fact, that's why a product from halfway around the world might be just as affordable as something made right at home.

Miranda: Barcodes. They're everywhere these days, aren't they?

Dave: But before the barcode came along around 1970, it took a lot more time to track products, price them, and sell them at the counter.

Miranda: Today, with the barcode, all those tasks are being done in a second with a scanner. As a result, stores can sell things for less money.

Dave: The pocket calculator made math easy for everyone beginning in the 1970s.

Miranda: Doesn't it seem crazy that before these things came along, most people had to do math by hand?

Dave: For instance, can you imagine trying to multiply a long string of numbers, finding the square root of 17, or doing your taxes without the help of a pocket calculator?

Miranda: Now, the way I see it, the credit card might be the most important invention in finance. Before the credit card became popular in the 1950s, you would have to carry cash or write a personal check.

Dave: On the other hand, before the ATM became popular, you were out of luck if you needed cash or wanted to make a deposit after banking hours. That's why the ATM has my vote for the most important development in finance.

Miranda: Finally, our number one unheralded technology . . .

Dave: Email. Before email became popular in the early 1990s, if you wanted to send someone a message, you'd have to actually put it in an envelope . . .

Miranda: . . . lick a stamp . . .

Dave: . . . drop it in the mail and wait . . .

Miranda: Uh!

Dave: . . . for days for a reply.

Miranda: Now, communicating with anyone anywhere in the world just takes a few seconds. That's a lot better, don't you think?

Dave: I do.

Miranda: That's all for *Tech Talk* today. We'll see you next time with new technologies that are likely to change your life tomorrow.

Unit 8 Video

PROFILE OF AN ACTOR

Director: Paul interview. Take 1.

Paul: Why did I want to be an actor? I'm trying to think of a good way to phrase this.

I first knew that I wanted to be an actor at a very young age. I was performing for my Cub Scouts, and it was a night of skits, and they were really funny skits. And everyone was laughing at me, and I made a decision, and I said, "This is what I want to do for the rest of my life. I want to be an actor." As a young boy, I had a lot of passion to be in front of people, to be in front of an audience, uh, to perform. And that passion has only grown throughout the years.

Having a 9-to-5 schedule didn't work for me. I needed an outlet . . . to have . . . to put out my creative side. Acting for me is . . . was fun. It just made sense. To become an actor, you have to have passion for the work. I think that was just inside me. It was just . . . just who I am. Being an actor can be tough. It can be erratic, which means that my . . . my schedule is never set. I could be doing a shoot in the morning and have a rehearsal at night. And then the next day, I could be having three auditions throughout the day.

The audition process can be tough and draining because that's the real work. You have to be really motivated to get yourself up every . . . every day, to get out there, and . . . and give it your all. You have to have a lot of determination . . . and a lot of patience.

I started out . . . trained in theater when I was in school, which is why when I started working professionally, I was taking on a lot of theater work. As the years went by, I started doing commercials and films, which means I was better able to support myself because they pay a lot more.

My worst acting job, oh boy. OK. Alright. I've got something for you. I got hired by an amusement park to work on this outdoor staged show where I was portraying a mad scientist. It was a kids' show, and I had to go out there in the summer, in the sweltering heat, and with this huge Einstein wig and perform. That was my least favorite job.

My favorite acting job was probably a show. It's, uh, it was a Shakespeare show, um, *Midsummer Night's Dream*. I did that on the Boston Common. There was [*sic*] about ten thousand people a night watching me, laughing at me. No experience compares to that.

The best part of . . . of being an actor is that . . . that feeling that you've really . . . you've really done something with the role. You've really done some nice work, and then if it's filmed, getting to see it. Uh, that's . . . that's a lot of fun.

To be an actor . . . some traits. Uh, you have to have a strong sense of determination and a lot of patience. Because it's . . . it's a hard lifestyle. Someone who has a lot of expression would be a good actor. Someone who has a really strong voice would be a great actor. Someone who enjoys attention would be a great actor. Someone who doesn't enjoy being in the spotlight would not be a good actor. Someone who needs job security would not be a good actor.

In five to ten years, I . . . I would hope that my acting career has . . . has become fuller – more auditions per week and doing theater more often. That's all I can hope for, really. More work.

I think I will always be an actor. I've done it this long. I have a strong support system. My family and my friends, they're behind me 100%. I can't see myself doing anything else.

Unit 9 Video

THE INTERVIEW: PROBLEM-SOLVING TASKS

Susan: Welcome back to “The Interview,” Cable 84’s weekly segment on job interview skills. While it used to be you could interview for a job simply by answering some questions, in today’s ultracompetitive job market, companies are measuring candidates’ qualifications in new and unconventional ways. Here to talk about this is Mark Hernandez, a consultant who previously supervised hiring tests for a large tech firm here. Welcome, Mark.

Mark: Thank you, Susan.

Susan: You know, when I was in the business world, we would hire people based on how well they interviewed and fit in with the company.

Mark: That was certainly our plan, too, except that we would also ask candidates to tackle some problem-solving challenges. When we started out, we would give people some problems on paper to solve. But in the last decade, we found it more helpful to observe them in action.

Susan: What kind of paces would you put them through?

Mark: Let’s take a look.

At my former company, we would put each candidate in a room that was completely empty, except for a cork board, a table, a candle, a book of matches, and a box of thumbtacks.

Susan: And what was the task?

Mark: We’d give each person five minutes, and we’d tell them they needed to attach the candle to the cork board on the wall and light it so that it wouldn’t drip on the table below.

This is Monica. And she knew that with enough thumbtacks she could tack the candle to the wall.

Susan: Except that she’s not having much luck. What does this tell you about her?

Mark: Well, she’s persistent, sticking with her first idea and spending nearly the entire five minutes trying to make it work. Persistence can be a good thing, except for the fact that she’s got the wrong idea.

Susan: Her lack of success seems to make her more frustrated.

Mark: Exactly. She got pretty stressed and was unable to think about the problem in other, more productive ways.

Now let’s watch David, who, after starting the same way, realized in 30 seconds that it wouldn’t work. In contrast to Monica, he’s looking for other perspectives, which is a good problem-solving strategy. He tried several other approaches.

Susan: Except that it’s not working for him, either. Looks like he’s trying to melt wax to stick the candle to the wall.

Mark: Obviously, it’s not working. And even if it did, it didn’t keep the candle from dripping on the table.

Susan: So, what *is* the solution?

Mark: Well, what would you do?

Susan: I don’t know. But here’s an idea: What about tacking the matchbook to the wall and the candle to the matchbook?

Mark: Good guess! If I were you, I might try interviewing for a tech job. Let’s see what Ashley does.

See how playful she was, in contrast to David and Monica? Studies have shown that humor is a really important part of problem solving, and Ashley seemed able to preserve her sense of humor through the process, while David and Monica were overly frustrated and let that keep them from solving the problem. And unlike Monica or David, who could only see the box as a box, Ashley saw the box as a platform.

Susan: She was literally able to think outside the box.

Mark: Yes.

Susan: So, what’s the takeaway for our viewers who may be asked to solve problems in a job interview – or at work, for that matter?

Mark: One: try many approaches. Don’t get set on making your first idea work. Two: it’s more helpful to have a playful attitude than to be frustrated. And three: try to look at things from another perspective.

Susan: That’s all for today on “The Interview.” Stay in touch, everyone!

Unit 10 Video

ANNOYING SOUNDS

Reporter: Stand on any corner of a city street, and you're bound to encounter many different kinds of people. But one thing they all have in common is that they all have something to complain about. And one thing they complain a lot about is noise.

Sometimes we complain about sounds that are too loud. And other times we complain about sounds that are annoying and get on our nerves. Perhaps the sounds we complain the most about are the ones that are both loud and annoying. At the World Cup in 2010, there was a huge uproar about *vuvuzelas*, the horns that were the favorite of many South African soccer fans.

It's easy to understand why loud noises bother us. They can actually hurt our ears and cause hearing loss. But the sounds that are most annoying often aren't that loud – like nails on a chalkboard, or a knife on a glass, or this angle grinder.

Scientists aren't completely sure why these sounds are so annoying. One theory is that these sounds have a similar frequency to a human scream or a baby's cry, which, to our brains, are two of the most stressful sounds in the world.

One thing we do know: People have strong opinions about noises that annoy them.

Margaret Allen: One thing that bothers me is when somebody at work is talking really loudly on their cell phone. I get so irritated.

James Williams: What's a noise that bothers me? Um . . . well, something that bugs me is my sister's laugh.

Henry Snider: How anyone can listen to one of those loud motorcycles all the time is beyond me.

Kyle Snider: Yeah, I hate that, too . . .

Graciela Martinez: My question is, why does music on elevators have to be so awful? It almost makes me sick.

Lisa Manap: Cicadas. They just get under my skin. I don't know why they have to make that sound!

Alexander Markovic: A fork on glass. That absolutely drives me up a wall.

Reporter: I'm sorry, but . . . where do you even hear that? Do you spend a lot of time putting forks on glass at your house?

The world is full of noise and much of it is very unpleasant. And sometimes it can really drive you crazy. For *Channel 11 News*, this is Jennifer Trumbell.

Unit 11 Video

THREE INTERNATIONAL STUDENTS DISCUSS AMERICAN VALUES

Olivia: For my class project on American values, I wanted the perspective of some people who weren't born into this culture. I think it's hard to get a sense of what's different about America when you have always lived there. So, I gathered a few friends and classmates from other countries to get their take on what values are distinctly American.

Olivia: So, you all have been studying here in the U.S. for at least a year, and I'm wondering, what would you say Americans value most?

Enku: Time. I think Americans value time a great deal.

Ranbir: And saving time. And being on time.

Enku: Yes! In my hometown, I wouldn't worry about being late to a meeting unless it were to meet someone very important.

Olivia: And, as an American, I would come late only if my car broke down or I had an emergency.

Enku: Exactly. Americans would think it disrespectful to be late unless they have a very good reason.

Ranbir: If I had known that when I first came here, I wouldn't have made you so mad so often. I was late to meet you quite a lot, I think.

Olivia: I just think it's kind of selfish and insensitive for you to waste my time by making me wait for you!

Ranbir: Yes, uh . . . you made that quite clear. Loudly. In the cafeteria, if I remember correctly!

Olivia: I wish I'd taken a picture of your face. You were so shocked!

Hikaru: That's another American value I think.

Olivia: What's that?

Hikaru: Being direct when expressing emotion. In Japan, even if I were very, very angry, I would never yell at someone in public.

Olivia: Hm. Yeah, Americans tend to not hold back their emotions.

Hikaru: That's for sure. In Japan, people are very disapproving of public displays of emotion. I often wish I could express my emotions with more freedom.

Ranbir: Freedom. Now that's a big American value.

Enku: I wish I had a dollar for every time Americans talked about freedom!

Ranbir: I didn't really get it at first. I imagined all Americans wanted to be outlaws. But then I realized: It's not about the freedom to do illegal things, but the freedom to be an individual – and make your own choices and decide how you want to live your life.

Olivia: And that's not true elsewhere in the world?

Ranbir: No. In India, for example, it's more about the family than the individual.

Hikaru: In Japan it's similar. But it's more about the group – fitting in with people at work, for example.

Ranbir: If you were a young Indian woman, you would do what your family wants, even if you disagree.

Olivia: So, even if I really wanted to be an actress, I would choose to study to be a doctor, like my parents want?

Ranbir: Yes.

Hikaru: But here in America, as your roommate, I have often seen you disagreeing with your parents about things. You would follow the path your parents wanted only if *you* thought it was a good idea, too.

Enku: I think another big American value is the belief that everybody is equal.

Olivia: Yeah, well, we're still working on that one. If we had been better about it from the beginning, I think we could have avoided a lot of war and violence.

Enku: But it's more than just equality among the races. In my country, there's this sense of fate. You're born with your lot in life. If I had been born into a different family, I probably couldn't have even dreamed of coming to study in America. But here, there's this belief that everyone can achieve whatever they want.

Ranbir: Or be whoever they want – a business leader or president, for example.

Hikaru: Yes, if only they will work hard enough. That's very uniquely American, I think.

Olivia: Yeah, I can't imagine not choosing the life I want to lead. Thanks, you guys. This was so helpful.

Ranbir: We're done already?

Olivia: We could have gone longer . . . if you hadn't been 20 minutes late!

Ranbir: Sorry.

Olivia: I'm just kidding.

Unit 12 Video

AN L.A. GIRL IN BERLIN

September

Monica: Hey, Mom and Dad. I had an amazing first day yesterday, walking around, enjoying the old buildings, and getting accustomed to the city. See? Ugh. I'm still adjusting to the time change. But, I am excited about starting classes today. And to think that before the year ends, I will have become fluent! OK. That's all. I'll talk to you later.

October

Monica: . . . kind of a tough day. I'm feeling kind of homesick. I try making friends, but it's so hard. There aren't a lot of people like me here. I'm scared that I'll end up spending the year feeling lonely instead of having fun. I'm afraid that by the end of the year, I'll have only gotten to know the inside of my room! However, I have promised myself I'll keep trying . . .

November

Monica: If I hadn't met Julia and Annika, I would probably still be sitting in my room every night. I remember telling you I didn't feel connected to others at first here, but now, generally, I'm really enjoying it here.

December

Monica: By the time you get this, we'll have left for our holiday feast. But, I just want to tell you that I love you, and I miss you. And I just wish I were home right now. If I had known how hard it would be to spend the holidays without my family, I probably wouldn't have come.

January

Monica: Snow! My first snow. Or *Schnee*, as they call it here. We had fun playing soccer in the snow today. It's so cold! But I'm doing great. And I'm finally familiar with the city. I don't need a map for walking around anymore. I'm hoping before I come home I'll have figured out the trains.

April

Monica: It's April 16. Very important day for me because . . . nobody spoke English to me today! When I first got here, I remember thinking, "By the end of my first month, I'll probably have perfected my accent." It took a little longer, but today, everyone thought I was a German speaker! It's so beautiful here in the spring . . . I'm just trying to take advantage of everything there is to do before I come home! Here's a picture of my favorite spot in the city. I would never have discovered it if I hadn't gotten lost in the park one day. Oh, it's beautiful there. You would love it . . .

May

Monica: So, by this time next week, I will have said good-bye to Berlin, and I'll be back at home. I'm looking forward to coming home and seeing everybody again. By Tuesday, I will have been here for . . . eight months! Can you believe it? But I would probably be less sad about leaving if I hadn't met . . . the best sausages and fresh sauerkraut in the world! You wouldn't believe how good this stuff is! I didn't think I would like it at first, but then I tried it and it was amazing. It was so fresh and vinegary and . . .

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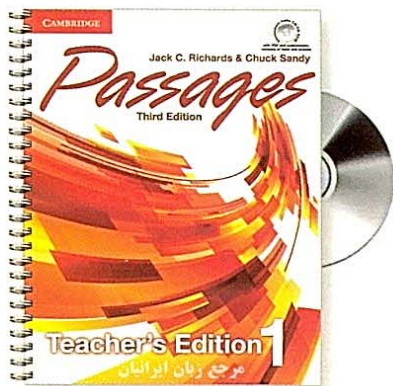
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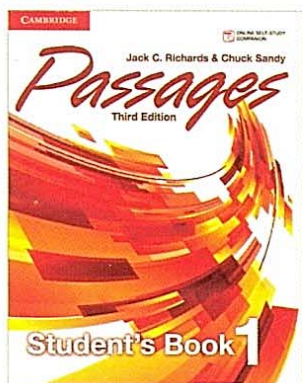
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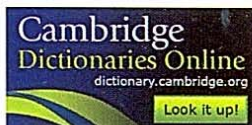


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