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Jack C. Richards & Chuck Sandy

Passages

Third Edition

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Video Activity Worksheets

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2

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Passages

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 CAMBRIDGE
UNIVERSITY PRESS

Video Activity Book

2

1 DO OPPOSITES ATTRACT?

Before you watch

A What do people need to have in common for a harmonious relationship? Choose the three most important things partners should share in your opinion.

- cultural background past experiences religion
 hobbies/interests personality type tastes in books and movies
 outlook on life political views values

B Pair work Compare and discuss your choices in part A. Then decide upon the most important thing people should have in common. Share your choice with the class. Give reasons and examples to support your opinion.

A: We think the most important thing people should have in common is their values. If your values are different, it can affect a lot of areas in your life, like your future plans or how you raise your family.

While you watch

A Take notes to answer the questions in your own words.

1. What do experts think people need to look for in friendships and love relationships?

2. What may the differences that are attractive at first cause a couple to do later on?

3. Why is it harder for people with opposite personalities to form a relationship?

B Write the letter of the correct video character to complete each sentence. Use each letter twice.



a. The good girl



b. The laid-back artist



c. The outgoing boyfriend



d. The type-A businesswoman

1. ___ should find someone with relaxed energy.
2. ___ is not a good match for a shy partner.
3. ___ may be better off dating a businessperson.
4. ___ would enjoy being with a highly social person.
5. ___ is preferred by the laid-back artist but is not a good match for one.
6. ___ may tend to fall for the rebel.
7. ___ may feel a businessperson has traits that are helpful.
8. ___ will have a harmonious relationship with a nice person.

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

- Research shows that people may admire _____.
 - people like them
 - expert opinions
 - people who have skills they lack
- We need to date people whose _____ are similar to our own.
 - experiences and values
 - personality and attitudes
 - religious and political beliefs
- People on dating websites usually decide to go out with people who _____ them.
 - complement
 - are similar to
 - are the opposite of
- If you end up dating someone who is your opposite, you should _____.
 - remember to reconnect after arguments
 - say good-bye
 - examine the differences in attitude and personality
- Differences in views on things like politics and movies are usually differences in _____.
 - attitude
 - personality
 - values
- Once opposite personalities clash, it may be harder for them to _____.
 - reconnect with each other
 - rehash old times
 - share relaxed energy

After you watch

A Pair work The video states that there is a big difference between opposite attitudes and opposite personalities in relationships. Look at the personal aspects in *Before you watch* part A. Write *A* next to those related to attitude and *P* next to those related to personality. Discuss your choices.

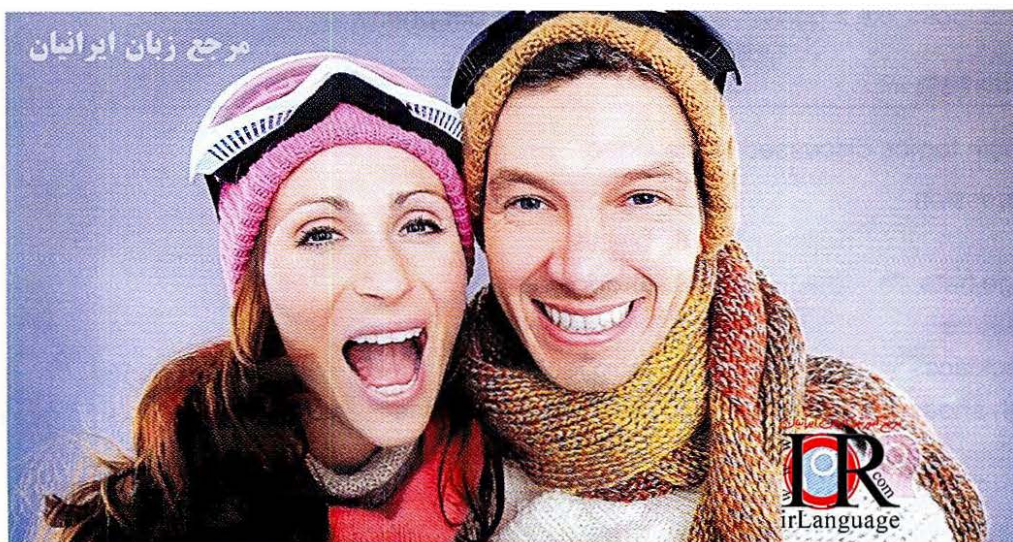
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B Pair work List the 10 most important things for you in a mate. Exchange lists and classify your partner's choices into traits relating to attitude, appearance, or personality. Then discuss the questions below.

- Do you agree or disagree on the classifications?
- Do you feel either list should be adjusted? If so, how and why?

A: The trait "likes sports" is an attitude, so it may not be very important.

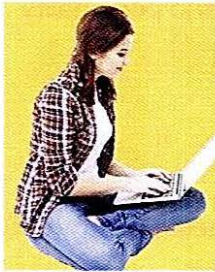
B: I have to disagree. For me, sports are everything! If my partner didn't go to sporting events with me, he'd be very lonely!



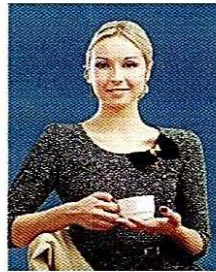
Before you watch

A Pair work Match the adjectives with the pictures. Then compare your answers. Did you choose the same images? Discuss your choices.

conservative	flashy	futuristic	quirky
dignified	functional	over-the-top	sloppy



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B Pair work Look at the styles in part A. Talk about your impression of each person based on what he or she is wearing.

A: I think number two looks elegant, but she may be a bit stuffy.

B: I agree. She looks like a person who might be nice but phony.

While you watch

A Choose the main topics discussed in the video.

- | | |
|---|--|
| <input type="checkbox"/> 1. self-expression | <input type="checkbox"/> 7. Egyptian eye makeup |
| <input type="checkbox"/> 2. royalty | <input type="checkbox"/> 8. bikinis |
| <input type="checkbox"/> 3. very large hats | <input type="checkbox"/> 9. shopping |
| <input type="checkbox"/> 4. youth culture | <input type="checkbox"/> 10. sweatshirts |
| <input type="checkbox"/> 5. large necklaces | <input type="checkbox"/> 11. retro looks |
| <input type="checkbox"/> 6. very high shoes | <input type="checkbox"/> 12. quirky combinations |

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

- ___ 1. Clothing has only recently become important to people.
- ___ 2. People dress for self-expression and are often inspired to dress like famous people.
- ___ 3. When we think of over-the-top seventeenth-century fashions, we tend to think of Queen Elizabeth.
- ___ 4. One of the biggest influences on fashion since the 1960s has been comfort.
- ___ 5. High shoes were invented to make people feel taller.
- ___ 6. The heavy eye makeup Egyptians wore served a functional purpose.
- ___ 7. In the future, we probably won't be permitted to choose what to wear.

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

1. Our clothing tends to tell the world _____.
 - a. how we think
 - b. what our job is like
 - c. who we think we are
2. Fashion has been about self-expression _____.
 - a. for about 3,000 years
 - b. since King Louis XIV
 - c. since the 1960s
3. Men were encouraged to wear powdered wigs _____.
 - a. because the king did
 - b. because they wanted to be king
 - c. to cover their bald spots
4. An aspect of 1960s youth culture is that people decided to _____.
 - a. dress more like celebrities
 - b. be comfortable
 - c. create their own styles
5. Usually the latest trend is a look that rebels against _____.
 - a. revealing the body
 - b. the established look
 - c. sloppy looks
6. After a frumpy style has been around a while, the next look will probably be _____.
 - a. quirky
 - b. futuristic
 - c. dignified

After you watch

A The video points out that the following things have been behind creating fashions. Give an example of a fashion item created for each reason.

1. People we look up to: _____

2. Comfort: _____

3. Necessity: _____

B Group work Discuss your answers to part A. What are the group's best examples? Share them with the class.

C Writing What is the biggest influence on your fashion choices? Why is it important to you? Write a paragraph explaining your view.



3

PAST AND FUTURE PREDICTIONS

Before you watch

Pair work What will the world be like 100 years from now? What new things will we have? What will we do differently? What will stay the same? Discuss the questions for each category. Then write your predictions.

1. Travel

2. Technology

3. Health

4. Education

5. (Other area / Your choice) _____

While you watch

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

- ___ 1. Very few predictions for the future that were made 100 years ago were accurate.
- ___ 2. Predictions that came true included the invention of certain types of communication and travel.
- ___ 3. Predictions that didn't come true included certain changes to education and special medical advancements.
- ___ 4. Two of the predictions that were somewhat true were about travel and communication.
- ___ 5. The modern-day people in the video make very different predictions for the future than the people of 100 years ago.
- ___ 6. Four of the modern-day people make predictions about transportation.

B Complete the predictions made in the past that were mentioned in the video.

1. People thought telephones would be _____.
2. They predicted that we would be able to communicate worldwide using _____.
3. They thought we would tour the country driving _____.
4. They suggested that we would clean our homes automatically using _____.
5. They thought that a college education would be _____.
6. They believed we would have killed all the _____.
7. They were certain we would have put an end to _____.
8. They thought we would get our shopping delivered by _____.
9. They thought students would learn because of _____ connected to their heads.

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

- | | |
|------------------------------------|----------------------------------|
| a. cars will drive themselves | d. robots will do all the work |
| b. people will choose their dreams | e. people won't get sick anymore |
| c. there won't be any cars | f. we will have flying cars |

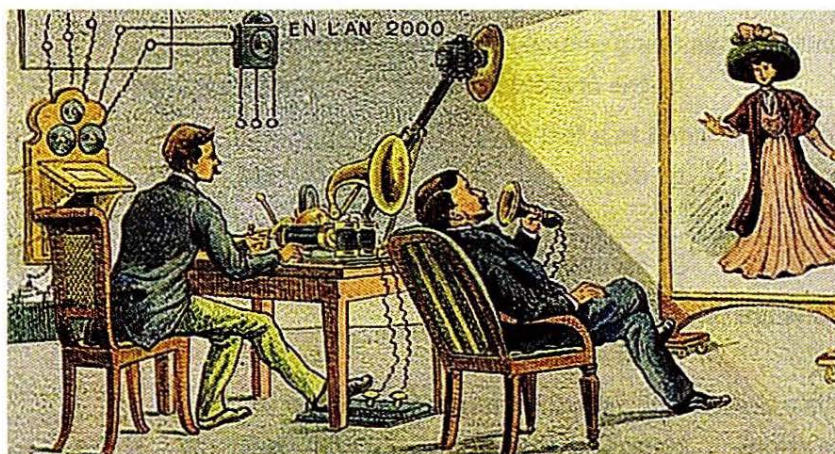
1. Joshua predicts that in the future ____.
2. Bao thinks that ____.
3. Yasmin expects that ____.
4. Mike thinks that ____.
5. Patricia believes ____.
6. Shane predicts that ____.

After you watch

A Pair work Look at your partner's predictions from *Before you watch*. How are they the same or different from the ones at the end of the video? How likely do you think they are to come true? Rate the predictions from 0 (very unlikely) to 10 (very likely).

B Group work Compare your predictions from part A. Choose a favorite prediction for each category and present it to the class. Do they think it will come true? Why or why not?

C Writing Write a paragraph about the three technological advances made in the last 100 years that you consider the most important. Give facts, reasons, and examples to support your opinion.



4 SUPERSTITIONS AROUND THE WORLD

Before you watch

A Pair work Answer the questions about common superstitions. Then interview a partner about his or her beliefs. Discuss your answers.

Do you . . .	Me		My partner	
	Yes	No	Yes	No
1. believe the number 4 is unlucky?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. believe the number 13 is unlucky?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. assume black cats are good or bad luck?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. carry a rabbit's foot for luck?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. avoid walking under ladders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. avoid writing your name with red pen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. cross your fingers for good luck?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. think breaking a mirror is unlucky?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. think that an itchy palm means you will lose or gain money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work Can you think of any other superstitions? Make a list and share it with the class.

While you watch

A Choose the superstitions that you hear mentioned in the video.

- | | |
|--|--|
| <input type="checkbox"/> 1. wearing red for good luck | <input type="checkbox"/> 6. tossing a coin in a fountain |
| <input type="checkbox"/> 2. crossing fingers for luck | <input type="checkbox"/> 7. leaving chopsticks in a bowl of rice |
| <input type="checkbox"/> 3. the thirteenth floor of tall buildings | <input type="checkbox"/> 8. dumping coconuts off a boat |
| <input type="checkbox"/> 4. Loki the Norse god of evil | <input type="checkbox"/> 9. leaving shoes overturned |
| <input type="checkbox"/> 5. the number 7 being lucky | <input type="checkbox"/> 10. walking under ladders |

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

- Most cultures have _____ ideas about luck.
 - very different
 - very similar
 - several
- The origin of number 13 as being unlucky may originate from _____.
 - historians
 - the ancient Persians
 - tall buildings
- Many superstitions are related to a fear of _____.
 - ladders
 - death
 - rats
- In some places, _____ is considered bad luck.
 - how you eat
 - serving rice
 - placing certain eating utensils incorrectly
- Some superstitions are based upon _____.
 - real situations
 - travel restrictions
 - the style of objects
- In Hawaii, there is a practice of dumping bananas off a boat as it is _____.
 - arriving at the shore
 - sailing at sea
 - leaving the shore

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

1. Name three superstitions that are considered lucky.

2. What are three possible origins for the fear of the number 13?

3. Why is the number 4 considered unlucky in some places?

4. What is the reason for the Hawaiian superstition of dumping bananas off a boat?

After you watch

A Pair work The video mentions some reasons behind superstitions. List three superstitions and possible reasons behind them. You can make the reasons up, but try to make them believable.

1. Superstition: _____
Reason: _____
2. Superstition: _____
Reason: _____
3. Superstition: _____
Reason: _____

B Group work Which reasons from part A seem the most convincing? The most unbelievable? Share your most believable reasons for the superstitions with the class. Which group's reasons are the best?

C Writing Do you think superstitions and good luck charms actually influence outcomes in life? Write a paragraph about your opinion. Give reasons and examples to support your view.



5 MEET THE DIRECTOR

Before you watch

A Which of these steps involved in making a movie do you think would be difficult to do? Which would be easier to do? Which do you think you might enjoy doing? Complete the chart.

	Difficult	Easier	I might enjoy doing
1. coming up with a good idea for the movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. writing the script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. finding actors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. financing the movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. shooting the movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. directing the movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. getting the movie into theaters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work Compare your answers in part A. How similar or different are your choices? What are the reasons behind them?

While you watch

A Number the steps for making the movie *Rot* from 1 to 7 in the order the director mentions them.



- ___ using crowdfunding to get money for the movie
- ___ trying to raise money for the movie by showing people the unfinished script
- ___ more and more people connecting with the film idea
- ___ scouting locations and talking to people
- ___ paying for part of the movie with his own money
- ___ having small ideas that connected with a number of other ideas
- ___ putting the movie in film festivals

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

- The director knew he had to make the movie when _____.
 - the ideas connected
 - he realized it had a great metaphor
 - everyone said it was a strong, moving idea
- The director was _____ as he was writing the first draft of the script.
 - scouting locations and trying to raise money
 - asking studios for money
 - living in a cabin
- One challenge a new director faces is getting _____.
 - support from family and friends
 - funding for a movie
 - good ideas to connect
- The director found it surprising that so many people _____.
 - thought the movie sounded cool
 - helped pay for an unknown movie
 - were making inexpensive movies
- By putting his movie in as many film festivals as possible, the director hopes to _____.
 - encourage studios to make his next movie
 - get his message across
 - win lots of awards
- One problem for new filmmakers nowadays is that _____.
 - there are not a lot of good ideas left
 - people donate smaller amounts of money
 - it is harder to get noticed

C Match the underlined words with the items to which they are referring.

- | | |
|----------------------------------|----------------------------------|
| a. the movie | d. the first ideas for the movie |
| b. get a movie noticed | e. the main character |
| c. the first draft of the script | f. universal themes |

- “I wanted it to be touching.”
- “... but I wanted to do them in a more original way ...”
- “... some of them go back over a year ago ...”
- “... I thought that was a great metaphor for just what’s going on with him ...”
- “So I would give it to people, and at this point it probably wasn’t that good ...”
- “But I feel that with the right idea and the right story, there’s no reason why you can’t do it.”

After you watch

A Pair work Answer the questions and discuss the video. Then share your discussion with the class.

- What things did you learn about making a movie as a new director?
- What information from the video did you find the most interesting or surprising? Why?

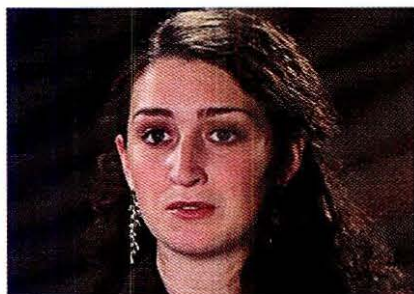
B Pair work The video shows a few clips from the movie. Based on those clips, how do you think the story goes? Take turns summarizing your ideas about the story.

C Writing Crowdfunding is now being used to fund movies, art projects, travel plans, and special products. What would you like to raise money to do? Write a paragraph explaining your idea and why people might connect with it.

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

- ___ 1. The Hillary Reynolds Band met at the Berklee College of Music.
- ___ 2. The band combines catchy pop melodies with electric instruments.
- ___ 3. Trevor plays the mandolin, Jeff plays the ukulele, Hillary plays the cello, and Chris plays the upright bass.
- ___ 4. Sometimes Hillary and the band write an entire song in one session.
- ___ 5. According to the band, a big résumé makes it easier to get more high-profile gigs.
- ___ 6. The band enjoys making music but also hopes that they will sign with a major label and become really famous.

C Who says it? Write *H* for Hillary, *T* for Trevor, or *J* for Jeff.



Hillary



Trevor



Jeff

- ___ 1. "... so we try to use those kinds of instruments and those kinds of sounds and textures to get across pop songwriting."
- ___ 2. "Most signed artists have a whole team of people that are dedicated to making the 'machine' work."
- ___ 3. "And that is what makes our songwriting so complex and so . . . so great."
- ___ 4. "And I think the more we play covers, the more they are willing to give our original songs a chance."
- ___ 5. "In the past, we would make a lot of cold calls because we wouldn't have a lot of contacts around the country . . ."
- ___ 6. "... bands would define success, by signing with a major label, becoming really famous . . ."

After you watch

A In the video, the band gives their opinions about what bands can do to be successful. What is your opinion on the following points related to this topic?

- 1. Does playing cover songs make a band more popular? Why or why not?
- 2. What does it take to be successful in the music business?
- 3. How would you define a successful band?

B Pair work Discuss your answers to part A. Then compare and contrast the Hillary Reynolds Band with a band that you think is successful. How are they the same? How are they different?

C Group work What does *success* mean in the entertainment industry in general? Choose a successful entertainer and describe why he or she has done well.

7 CHANGING GENDER ROLES

Before you watch

A Look at the jobs. Which are for men? Which are for women? Think of your first reaction and write *M* for men, *W* for women, or *B* for both.

- | | | |
|------------------------|--------------------|-----------------------|
| ___ 1. business leader | ___ 5. hairstylist | ___ 9. police officer |
| ___ 2. doctor | ___ 6. homemaker | ___ 10. secretary |
| ___ 3. engineer | ___ 7. lawyer | ___ 11. soldier |
| ___ 4. farmer | ___ 8. nurse | ___ 12. teacher |

B Pair work Do you agree or disagree on your choices? Discuss your answers and explain your opinions.

While you watch

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

- 
 - The gender roles of men and women in the past were not that diverse.
 - For many centuries, gender roles in the home business were separated.
 - Men and children worked on the farm and women worked in the home for many centuries.
- 
 - The Industrial Revolution made people behave as though gender roles would not change.
 - During the 200 years after the Industrial Revolution, gender roles went through a big change.
 - In the twentieth century, gender roles went through a big change.
- 
 - With further education, many women entered fields dominated by men.
 - With women entering new fields, most men welcomed them.
 - Some men welcome women in the workplace, but there are still some who resist them.
- 
 - Children growing up today may not be able to decide what to do.
 - Children who are growing up today may be able to choose any career they want.
 - Attitudes and roles are likely to reverse for the new generation of children.

B Number the events from 1 to 8 in the order they are mentioned in the video.

- ___ Men left to fight in wars.
- ___ Men went to work in factories while women stayed home with the kids.
- ___ Women started to become doctors and business leaders.
- ___ Gender roles were similar, sharing work and having businesses at home.
- ___ Women started working in factories, offices, and stores.
- ___ More men started becoming teachers, nurses, and stay-at-home dads.
- ___ The Industrial Revolution created many jobs away from home.
- ___ Women sought further education.

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

1. How did many women feel after filling in for men during World Wars I and II?

2. What issues exist today for women who are in the same jobs as men?

3. What issues exist today for men whose jobs are considered feminine?

After you watch

A Pair work Ask and answer the questions about the video. Then share a summary of your discussion with the class.

1. What new things did you learn about gender roles?
2. What information did you find the most interesting or surprising? Why?

B Writing Do you think the jobs in *Before you watch* part A will always be associated with a gender, or might they change as the video infers? Write a paragraph explaining your opinion. Support your ideas with reasons and examples.



8

THE HISTORY OF ADVERTISING

Before you watch

A How many different ways to advertise can you think of? Write as many different types of advertising as you can (e.g., television commercials, magazine ads, mail, etc.).

B Pair work Compare your answers. Did your partner have any advertising media you didn't think of? Work together to think of other ways to advertise.

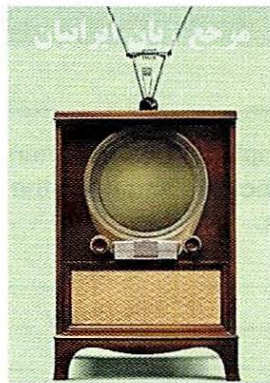
While you watch

A Watch the video and check your answers from *Before you watch* part A. How many of your answers are mentioned in the video? Watch again and write any types of advertising that you missed.

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

- Including online ads, it is estimated we see _____ of ads per day.
a. hundreds b. thousands c. millions
- Egyptian stone tablets may be considered a type of advertising because they _____.
a. sold things from time to time b. communicated messages c. were a new medium
- The first magazine was _____.
a. a magazine for hairstylists b. published in 1631 c. started in England
- With direct marketing, advertising took the form of _____.
a. recommending products
in articles b. sending postcards
and catalogs c. speaking to people individually
- Billboards were useful to _____.
a. advertise gas b. promote radio ads c. introduce television to the world
- The invention of television _____ the most effective form of advertising.
a. provided advertisers with b. created infomercials as c. entertained viewers with
- The infomercial was created _____.
a. in the 90s b. 30 years after the first
television commercial c. when cell phones became
popular
- A possible future advertising medium mentioned is _____.
a. dream commercials b. infomercials on the moon c. ads on glasses

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



	Newspaper	Mail	Television
1. This got a lot cheaper over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This is one of the most effective forms of advertising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Advertising as we know it started with this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Magazine ads came after these ads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. An ad for a watch is given as an example for this medium.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Direct marketing was born in this medium.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After you watch

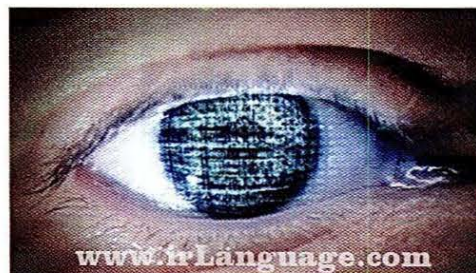
A Think about the types of advertising you saw in the video. Which (if any) do you find enjoyable? Which (if any) do you find annoying? Make lists.

Enjoyable	Annoying

B **Pair work** Compare your lists from part A. Give reasons for your classifications. How similar or different are your views?

C **Group work** Discuss these questions. Then share your opinions with the class.

1. What are the positive and negative aspects of advertising? How does advertising help us? How might it be problematic?
2. What are some changes that could be made to improve advertising in general?
3. What are some other ways people might advertise in the future?



9 HUMANS AND ANIMALS

Before you watch

A Pair work At times, people compare human traits with animals, for example: *as quiet as a mouse*. Look at the adjectives and write the animal(s) you think are associated with them. Then add your own ideas.

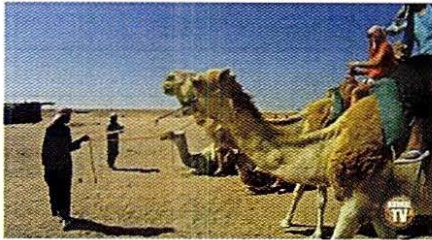
- | | | |
|---------------------|---------------|-------------------|
| 1. courageous _____ | 4. evil _____ | 7. my idea: _____ |
| 2. hairy _____ | 5. busy _____ | 8. my idea: _____ |
| 3. slow _____ | 6. wise _____ | 9. my idea: _____ |

B Group work Compare your answers. Why might these comparisons be made? What characteristics tie these animals and human traits together?

While you watch

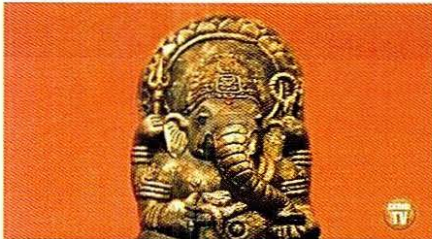
A Choose the statement that best summarizes the main idea presented at these points in the video.

1.



- a. When we have wanted animal companions, we have domesticated them.
- b. Wherever humans have wanted to go, animals have provided transportation.
- c. When we need help pulling things, animals are there.

2.



- a. When the earliest humans depicted their gods, it was usually an animal or part human and part animal.
- b. Whenever early humans depicted animals, they were really depicting humans.
- c. The earliest humans saw their gods when they looked to the skies.

3.



- a. Thousands of years ago, when humans described animals, they compared them to people.
- b. When different cultures describe humans, they usually compare humans to bears.
- c. Different cultures may use different descriptions, but we all compare humans to animals.

4.



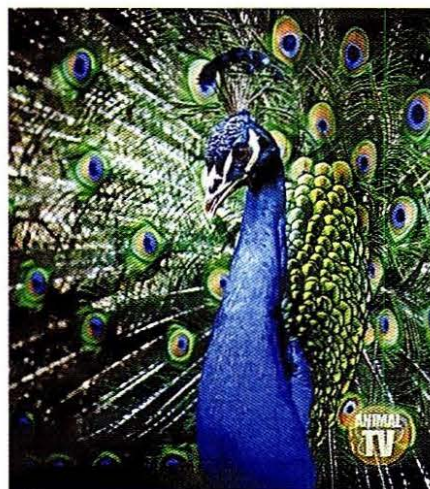
- a. When we look at owls, we compare them to humans, too.
- b. When we tell stories, we often attribute human qualities to animals.
- c. Animal-like humans are common in entertainment media.

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

- Through domestication, transportation, and survival, _____.
 - humans have depicted animals as useful
 - animals have become dependent on humans
 - humans and animals have become strongly linked
- The tradition of depicting gods as animals shows _____.
 - that people saw gods all around them
 - that all cultures are the same
 - man's deep connection to animals
- Early humans thought they saw _____.
 - humans in animals
 - animals in humans
 - gods in some people
- We use many phrases that _____.
 - contrast human and animal behavior
 - make fun of people by comparing them to animals
 - use animals to describe the essence of a person
- Cartoons and movies often show _____.
 - animal attributes in humans
 - interesting animal behavior
 - animals with human qualities

C Match the animals with their associated human traits.

- | | |
|-----------------|---------------|
| 1. snake ____ | a. vain |
| 2. lion ____ | b. wise |
| 3. peacock ____ | c. slow |
| 4. chicken ____ | d. sly |
| 5. owl ____ | e. playful |
| 6. bee ____ | f. courageous |
| 7. lamb ____ | g. scared |
| 8. fox ____ | h. hungry |
| 9. gorilla ____ | i. hairy |
| 10. horse ____ | j. evil |
| 11. kitten ____ | k. busy |
| 12. snail ____ | l. gentle |



After you watch

A Compare your list of human–animal comparisons from *Before you watch* part A with the comparisons in the video. How similar or different are they?

B Pair work Review your comparisons from part A. Then think of famous people or characters with those traits. Share your choices with the class.

C Group work Discuss possible reasons why some animal comparisons may be different around the world. Consider the influences of culture, geography, and literature in shaping our perceptions of animals. Share your discussions with the class.

10 TIPS FOR BETTER PRESENTATIONS

Before you watch

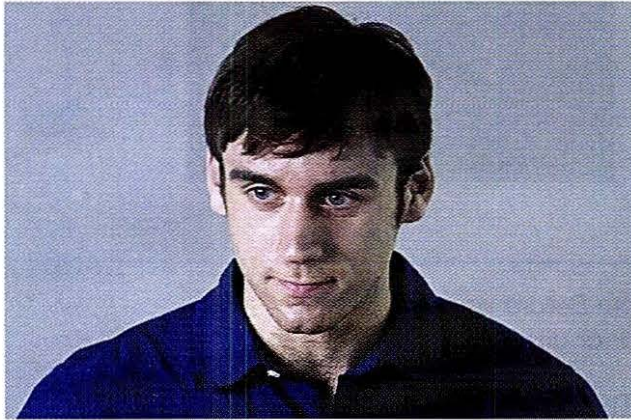
A What do you know about making a good slide presentation? Take the quiz.
Write *T* (true) or *F* (false).

- 1. It is better to stick only to the facts in a presentation and not tell stories, as they may divert listeners' attention.
- 2. It is better to read your slides to make sure you get your information correct.
- 3. If you are reading from a presentation, do not look at the screen the whole time. It can be distracting.
- 4. It is best to put complete sentences and paragraphs on the screen to ensure you present all needed information.
- 5. It is best to use a large dark font on a light background so that everyone can read your slides.
- 6. Hand out any notes and presentation materials before you begin your talk so that people can follow along.

B Pair work Discuss your answers. Were most of your answers the same or different? Would you like to change any answers?

While you watch

A Who does each action while giving their presentation? Write *M* for the man or *W* for the woman. Then check your answers to *Before you watch* part A.



- 1. uses storytelling to present information
- 2. reads the presentation word for word
- 3. talks in a conversational manner
- 4. watches the slides during the presentation
- 5. does not use bullet points
- 6. does not put everything on the slides
- 7. uses a small font
- 8. does not give a handout until after the presentation ends

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

- | | |
|------------------------------------|---|
| a. use bullet points | e. look at the screen the whole time |
| b. try to tell a story | f. talk as if you were having a conversation |
| c. post slide points one at a time | g. give handouts at the end of the presentation |
| d. watch the presenter | h. use a large, dark font on a light background |

- The audience will find it more interesting if you ____.
- No one wants to hear you read, so ____.
- You take the focus off yourself if you ____.
- A successful presentation is when people ____.
- Because paragraphs on slides are hard to read, you need to ____.
- People who sit in the back will be able to read if you ____.
- The audience will get ahead of you if you don't ____.
- To encourage people to pay attention and not write while you are speaking, ____.

C Choose the correct expressions to complete the statements according to the information in the video.

- Poor slideshows / Boring subjects* are the reason audiences dread watching presentations.
- It is tedious for people to sit there while someone *talks as if having a conversation / reads exactly what is on the screen*.
- A common problem during presentations is *looking only at the screen / talking too long about a subject*.
- It is not necessary to *look at your slides at all / put your entire speech on the screen*.
- In choosing to write the text for the slides, you should include *no more than three words / only the key words*.
- It is a good idea to view your slides from the back of the room to check if *everyone can see you / your font is too small*.
- Letting people know they will get a copy of the presentation discourages them from *taking their own notes / reading ahead on the slides*.

After you watch

A Pair work Which problems mentioned in the video have you or your partner seen or done in a presentation? How did it affect the presentation? Share your experiences with the class.

B Pair work Think of three additional tips that could improve a presentation. Prepare a presentation about your tips.

- _____
- _____
- _____

C Group work Take turns giving your presentation with another pair. Give each other tips to improve your presentation styles. Choose the best presenters and have them present the best ideas to the class.

Before you watch

A Choose the top five qualities that first occur to you when you think of people who are role models.

- | | | |
|--|---|--|
| <input type="checkbox"/> awe-inspiring | <input type="checkbox"/> highly acclaimed | <input type="checkbox"/> outspoken |
| <input type="checkbox"/> coolheaded | <input type="checkbox"/> kind-hearted | <input type="checkbox"/> positive-thinking |
| <input type="checkbox"/> easygoing | <input type="checkbox"/> near-perfect | <input type="checkbox"/> well-known |
| <input type="checkbox"/> hard-driving | <input type="checkbox"/> open-minded | <input type="checkbox"/> widely respected |

B Pair work Select three qualities you both agree are typical of most role models. Share your opinions with the class and give reasons for your choices.

While you watch



Rachel



Edgar



Sierra



Tim

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

- ___ 1. People are signing a pledge to share information about their role models.
- ___ 2. At first, Edgar does not see the connection between being a coach and being a role model.
- ___ 3. Rachel believes only celebrities can make good role models.
- ___ 4. At first, Sierra thinks nurses make better role models than pediatricians.
- ___ 5. Tim thinks Nelson Mandela was a great role model because he had an impact on a whole country.
- ___ 6. Rachel thinks a role model should try to affect everyone in the world.

B Choose the correct names to make the statements true.

1. *Rachel / Edgar / Sierra / Tim* thinks you can't feel better if you feel sad.
2. *Rachel / Edgar / Sierra / Tim* is popular with the children that live near him.
3. *Rachel / Edgar / Sierra / Tim* points out that a positive attitude is a great thing to model.
4. *Rachel / Edgar / Sierra / Tim* makes entertainment products for children.
5. *Rachel / Edgar / Sierra / Tim* has a class project and talks to people on Saturdays.
6. *Rachel / Edgar / Sierra / Tim* is too self-critical and claims to be too hotheaded.
7. *Rachel / Edgar / Sierra / Tim* takes care of people for a living.
8. *Rachel / Edgar / Sierra / Tim* is eventually convinced that role models can be online, too.

C Who says it? Write *R* for Rachel, *E* for Edgar, *S* for Sierra, or *T* for Tim.

- ___ 1. "He made you want to work harder to live up to his expectations, you know."
- ___ 2. "It's not about being the most awe-inspiring person or even a near-perfect person."
- ___ 3. "Who's going to want to take after me?"
- ___ 4. "That's very thought provoking."
- ___ 5. "But I'll bet the way you interact with them could have far-reaching effects on their lives."
- ___ 6. "I try to always be the most positive-thinking person in the room."
- ___ 7. "You might be onto something."
- ___ 8. "But don't you actually have to meet people to be a role model?"

After you watch

A Pair work List five qualities Rachel demonstrates that make her a good role model. Then compare your list with a partner and give reasons for your choices.



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

B Think about your own role model. List five qualities that make this person a good role model. Give reasons why these qualities are important.

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

C Writing Write a paragraph about your own role model. Describe the person and write about at least three qualities that make him or her a good role model and why they are important.

12 JOB INTERVIEW DOS AND DON'TS



Before you watch

A What are some dos and don'ts for a job interview? List two or three items for each category.

Should do	Should not do
<i>wear appropriate clothing</i>	<i>chew gum</i>

B Pair work Compare your lists. Are your ideas the same or different? Discuss your thoughts and think of additional suggestions.

Additional DOs	Additional DON'Ts

While you watch

A Take notes to label each picture with the tips presented at or around these points in the video.









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

- It's good to _____ and go over your notes to prepare for the interview.
 - practice
 - arrive early
 - study the company
- Staying calm and still helps you to _____.
 - have good posture
 - seem confident
 - maintain good eye contact
- Had Steve not _____, it might not have looked like he was interested in the job.
 - asked intelligent questions
 - mentioned the salary
 - talked about the marketing director
- One way Steve _____ was by mentioning the company's marketing region.
 - acted confident
 - did research
 - demonstrated initiative
- One reason Steve mentions he wants the job is because of _____.
 - his interest in the hardware industry
 - the opportunities for advancement
 - his feeling he is the right person for the job

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

- What three tips for keeping still and calm are mentioned in the video?

- What three tips for "doing your homework" are mentioned in the video?

- What is an example of a standard interview question in the video?

After you watch

A Pair work Which three suggestions from the video do you think are most important? Why? Discuss your opinions.

B Pair work Choose a job and think of details about a fictional or real company that offers the job. Prepare three questions and possible answers for a job interview with that company. Include at least one standard question.

	Question	Possible answer
1.		
2.		
3.		

C Pair work Use the questions and answers from part B to take turns role-playing a job interview. Offer helpful feedback about the interviewee's answers and performance.

Video SCRIPTS

Unit 1 Video

DO OPPOSITES ATTRACT?

Narrator: When it comes to friendship and love, they say opposites attract. You probably recall seeing this a million times in the movies and on TV: The good girl who keeps falling for the rebel. Or the sloppy guy who always seems to end up with the neat roommate. The shy young woman who tends to be drawn to the outgoing boyfriend. Or the laid-back artist who prefers dating the type-A businesswoman.

It makes for good movies. But in real life, do opposites really enjoy being together? And even more important, do they really bring the best out in each other and make for harmonious friendships, relationships, and marriages? The answer is . . . no! Or usually not, according to the experts.

Sometimes opposites really do attract. Social scientists say that we sometimes admire people who complement us, who have skills or traits that we lack, someone who can help us get through life more easily. But more often, in friendships and in love relationships, we look for someone who is just like us. We need to date people who share our values, our outlook on life, and our experiences.

On online dating sites, for example, people often say they expect to date someone who is their opposite. But studies show that the people they decide to go out with usually have personalities that are very similar to their own.

But what if you begin dating someone and then realize they're really opposite from you? Should you give it up? Or can that relationship work? Social scientists might suggest rethinking that relationship, because all those differences that attracted you at first will likely cause you to clash and drift apart later on.

But before you consider saying goodbye to your boyfriend or girlfriend, this may cheer you up: When it comes to opposites, there's a big difference between attitudes and personality.

People can have opposite attitudes about many things – from big things, like religion or politics, to little things, like movies and wall colors – and still continue to have a great relationship.

But people who have opposite personalities? Well, that's a little more difficult, because they're more likely to clash. It's much harder for opposite personalities to empathize with one another, to reconnect after arguments, and to handle all the little compromises that relationships require.

So in the end, the good girl should probably do without her rebel boyfriend and start looking for a nice guy. The laid-back artist should try to run into someone who shares his relaxed energy. And that shy young woman? She may want to be on the lookout for an equally shy young man.

Unit 2 Video

ALL ABOUT FASHION

Narrator: Since the earliest human beings first covered their bodies with woven cloth, fashion has been a big part of the human experience. Clothing has many uses, of course. It's functional: It can protect us or keep us warm. Sometimes our jobs require us to dress a certain way. But what most often determines the way people dress today is self-expression. Our clothing tends to tell the world exactly who we think we are. And our self-expression has seemed to take some pretty interesting turns over the last 3,000 years.

What's fashionable is often determined by the people we look up to: royalty, the wealthy, celebrities, and musicians. For instance, men were encouraged to wear large, powdered wigs after France's King Louis XIV began wearing wigs to cover his bald spot. And the crazy, over-the-top looks of the early seventeenth century were inspired by the extravagant fashions of Queen Elizabeth herself. But in the 1960s, people decided they could create their own styles. And ever since, what's been one of the biggest influences on fashion is youth culture.

So, how are fashions created? Who decides what is classic and what is out of style? Sometimes, what's behind a new fashion trend is comfort. But sometimes it's just the opposite. There are a lot of people who don't mind being uncomfortable – as long as they look good.

Sometimes a fashion starts as a necessity. In the fourteenth century, people started wearing very tall shoes to try to avoid stepping in the mud and animal waste that covered the streets. Some shoes were as high as 30 inches! You know what these shoes eventually turned into? High heels! That heavy eye makeup the Egyptians wore? It helped block the sun's glare and allowed people to see more clearly.

Sometimes fashions have been about making things bigger. Or smaller. Yikes! Sometimes fashion discourages people from showing skin. Other times, it's all about revealing the body.

Often, what's trendy is something that seems to rebel against the established look. Sloppy looks will follow an elegant trend. Flashy might follow conservative. And when frumpy has been chic for a while, keep an eye out for something more formal or dignified to come along. It's no wonder that styles that were cool 30 years ago often come back into fashion as retro looks.

So, what will be stylish tomorrow? Will it be a funky, futuristic look like in the movies? Or more old fashions that have been recycled? Or a quirky combination of the two? What's for sure is that as long as we're permitted to choose what we wear, we will continue to express ourselves through clothing.

Unit 3 Video

PAST AND FUTURE PREDICTIONS

Reporter: Thinking about the future, we often wonder what new technology the next 100 years will bring. But what did the public 100 years ago think the world would be like today? And did any of their predictions come true?

Some of their assumptions were remarkably accurate. For instance, people in 1900 were crazy about photography. They imagined that in the twenty-first century, we'd be able to take a picture on one side of the world, sending the same picture to the other side of the world in less than one hour. Try less than one second! They believed that telephones would be wireless, letting us talk on the phone anywhere. And that using moving pictures, we'd be able to communicate with people all over the world. They thought we would tour the country driving houses on wheels. And that, fed up with doing our own cleaning, we would clean our homes automatically using electric scrubbers.

Other predictions didn't quite work out. They thought that a college education would be free for everyone. Aware of the danger posed by mosquitoes, they believed we would have killed them all. And believing in the power of modern medicine, they were sure that we would have put an end to cancer.

Some predictions sort of came true. They were curious about air travel back then, and lots of people thought we'd have flying cars by now. And while that prediction hasn't come true, there certainly are many people commuting to work in the morning by airplane these days. They

thought store purchases would arrive quickly, traveling through tubes connected to every home. Today we get our purchases fast all right, but they usually come on a truck. And they thought students might learn by wires connecting their brains to machines. Well, there's no electricity flowing into the heads of our students, but our classrooms today are certainly "wired."

So what about the future? What do people familiar with how much has changed in the last 100 years think the world will be like in 2100?

Joshua Aquino: One hundred years from now? I think we'll all be just hanging out, letting robots do all the work.

Bao Lam: I imagine we won't get sick anymore, having figured out how to cure all diseases.

Yasmin Fernandes: Before you go to sleep, you tell a computer what you want to dream about that night. And while you're sleeping, it guides your dreams.

Mike Parker: No more cars. I'm sick of cars. We'll all be completely reliant on public transportation.

Patricia Kowalski: Cars will drive themselves.

Shane Smith: Two words: flying cars.

Reporter: It always seems to come back to flying cars, doesn't it? But who knows? Maybe this time, that prediction will come true. For *Channel 4 News*, I'm Gene Mackey.

Unit 4 Video

SUPERSTITIONS AROUND THE WORLD

Narrator: Everybody has their own idea about what brings them luck. Some believe a rabbit's foot can ward off evil. Others feel crossing their fingers improves their luck. Many agree that putting a *maneki-neko* in the window brings good luck. Some people say that finding a four-leaf clover is a good omen. Every culture has its own idea of what is lucky. But where do these ideas come from?

In many countries, it's believed that the number 13 is very unlucky. Believe it or not, people are so spooked by it that many tall buildings often skip the thirteenth floor. But why? What's so bad about the number 13? Historians explain that fear of the number 13 may come from a story in Norse mythology. It is claimed that Loki, the god of evil, was the thirteenth guest at a banquet of the gods when he caused a tragedy. Or it may come from the story of the Last Supper, where the Bible reports that Judas Iscariot, the man who betrayed Jesus, was the thirteenth guest. Or it may have come from ancient Persians, who believed that each of the 12 signs of the zodiac would rule the world for a period of one thousand years and that the sky would collapse in the thirteenth period.

Of course, 13 isn't the only unlucky number in the world. In some countries in Asia, it is assumed that the number 4 is very unlucky because the word for four in Chinese sounds very much like the word for death. A lot of superstitions have to do with death – or rather with avoiding it. In Japan, it's considered very unlucky to leave your chopsticks standing straight up in a bowl of rice because this is a traditional part of a Japanese funeral.

Some superstitions have practical origins. If you're on a boat in Hawaii, and your captain asks you to dump your bananas overboard as you're leaving shore so as not to bring bad luck, don't laugh. This superstition is assumed to have developed as a way to protect against the rats, spiders, and snakes that stow away in the bananas and that could infest the ship.

Perhaps you're one of those people who finds all this talk of superstition dubious and far-fetched. You walk under ladders without fear. You break mirrors and don't worry. You feel that you can live a life free from superstition. Well, all I can say is . . . good luck!

Unit 5 Video

MEET THE DIRECTOR

Director: The name of my movie is *Rot*. And essentially it's the story of a man who is dying of this flesh-eating disease, who, uh, before he dies, goes out to this cabin to be alone and to reflect on his life and his . . . his past mistakes and his regrets.

The idea of the movie was just to . . . to make the most moving, engrossing story I could. I wanted it to be touching. I wanted people to really connect with the story and the characters. And basically, it's a story of lost love – very universal themes that, uh, that I feel have been done before, but I wanted to do them in a more original way that they weren't as formulaic and as clichéd as stuff that's already been done, so, you know, I wanted to kind of give a fresh take on the same material.

It started more as just ideas that I've had. Uh, some of them go back over a year ago – just like a small, little idea that I thought was good, but not great, to actually pursue. But I knew it was a decent idea, so I held on to it, and then other ideas came. And finally, one day it just connected, you know, all the ideas.

The idea of a flesh-eating disease came about, and I thought that was a great metaphor for just what's going on with him, you know, through this . . . this really dark time in his life. And when I started telling people about it, they thought that it was such a good idea that I really had no choice but to make the movie, because everyone knew that it was . . . it was a really powerful idea, really moving.

I've just always . . . I've always wanted to direct, and this was the idea that I felt was the best and actually worth doing. I started scouting locations, talking to people, trying to raise money – doing all these things as I was still writing the movie, so I was still in the process of writing it. So I would give it to people, and at this point it probably wasn't that good because I was just, like . . . the first draft, and . . . like, alright, here, you know, here's

the idea. And slowly it would form and become more of a tighter movie, more compact, and . . . and much better.

Obviously studios aren't going to give me money to go make a movie. An up-and-coming director – it's just not going to happen.

The first part of *Rot* I, uh, funded myself with all my money. And unfortunately, when we got back in to complete it, I didn't have any more money, so I had to turn to crowdfunding to raise the rest of it. And I thought that it was just going to be family and friends. But surprisingly, a lot of people did donate to the movie, that just came across it and . . . and just thought it looked cool. They liked the idea, and they believed in it. And that's the only reason that they donated their money.

So many people did believe in the idea that it was easy getting help from so many different people. Everyone just kind of jumped on board and really connected with the idea. And people really believed in it, and they believed in me.

It used to be such an expensive proposition to make a movie that it was just impossible for . . . for up-and-coming filmmakers like myself. But now, uh, through crowdfunding, it's really, uh, it's really made it easier for people that really have a strong idea to get in there and raise money, uh, and get people to believe in the project.

I want to put the movie in as many film festivals as possible. I want to use it as a calling card almost, so from there I can get my next movie made. You know, I want as many people to see this movie as possible. Now, obviously, I know that might not be the case. It might take some time to get it going. There's so many filmmakers out there right now that it's, it's really hard to get your movie noticed. But I feel that with the right idea and the right story, there's no reason why you can't do it.

Unit 6 Video

HILLARY REYNOLDS BAND

Hillary: Well, we are the Hillary Reynolds Band, and we are Boston based. We're from all different parts of the country and met in Berkeley College of Music. Uh, and we've been making music together now for a couple of years.

Trevor: We're often asked to describe our music, uh, you know, in a word or a couple of words. And I suppose the easiest way to describe it would be either indie-folk or folk-pop. And what we try to do is combine catchy pop melodies, hooks, that sort of thing, with acoustic folky instruments. We try to create soothing, acoustic textures on which to put pop melodies and pop songwriting. So we have all sorts of acoustic instruments: I play the cello, Jeff plays ukulele, Hillary will play the mandolin, Chris plays acoustic upright bass. Um, so we try to use those kinds of instruments and those kinds of sounds and textures to get across pop songwriting.

Hillary: Most signed artists have a whole team of people that are dedicated to making the "machine" work. And we don't have that luxury at this point. And so we'll book our own tour; we'll book our own studio time; we'll write our own songs; we'll arrange them ourselves; and upcoming for our . . . our next album, we'll be producing as well.

Our process for writing songs is very diverse. And sometimes I will approach the band with a full song that's just needing some arrangements and needs a top and tail. Uh, there are other times where we will collaborate a hundred percent together, and we'll start off with nothing and then leave a rehearsal, leave a session with everything. Uh, and, so, between the two, there's a lot of space for variation. And that is what makes our songwriting so complex and so . . . so great.

Trevor: You know, we sort of play cover songs as a way to get people's attention, and as a way to . . . people are interested because they hear music they know. And then once they're listening to us and what we have to offer, it . . . they're in a better space to hear our original songs. And I think the more we play covers, the more they are willing to give our original songs a chance.

Jeff: In the past, we would make a lot of cold calls because we wouldn't have a whole lot of contacts around the country with whom to book engagements and all these things. So these days, it's the case that people will contact us instead, because we have then made a name for ourselves, having been around for so long. The more, um, gigs you play and the bigger your résumé is, the easier it then becomes to get more high-profile gigs and work your way up that ladder.

Hillary: Our fans reach out to us through all of the mediums of social media and all those platforms. And it's a really overwhelmingly awesome feeling to get a message from somebody who's reaching out, telling accounts of how a song has impacted them, helped them get through a tough time, or, you know, made them feel good. And we welcome all of that.

Trevor: Those are the best kinds of feedback.

Hillary: Those are the best. Yeah.

Trevor: Uh, it takes a lot of hard work to be successful in the music business. And the harder you work, the better your chances of becoming successful at what you love to do. And passion is very important. You have to love it. If you love it, it's easy to work hard.

Well, in terms of what we want for ourselves going forward . . . In the past, people would define success, or bands would define success, by signing with a major label, becoming really famous, mainstream radio. But we're really happy if we can make music for our lives and make music as friends and play our music for people. Um, so, I think, you know, how we want to come across is just as a group of friends making music together and pouring our lives and pouring our hearts into songs. And, hopefully, that comes across to the listeners and, hopefully, people can listen to our music and feel like they know us as people.

Unit 7 Video

CHANGING GENDER ROLES

Narrator: Which of these men would you say are more manly? And which of these women look as if they are more feminine? Your answer may reveal your opinion of the gender roles that define proper behavior and occupations for men and women.

For many centuries, gender roles were pretty simple and somewhat similar. In everyday life, men and women shared the work on the farm and in businesses that were run from the home.

Then, the Industrial Revolution helped bring about a pretty big change. There were new factories that needed workers, and the workplace became separate from the home. Men left the home to take jobs. Before long, people behaved as though it were absolutely natural for men to work and for women to stay home with the kids.

But then, in the twentieth century, some 200 years after the Industrial Revolution, gender roles went through another big change. When men went off to fight in World War I and World War II, women filled in at factories, offices, and stores. Many women loved these new opportunities. They felt as if they had been freed from the home and didn't want to return to homemaking when the war was over, acting as though nothing had changed. Many sought education in fields dominated by men.

Soon, they were becoming doctors, business leaders, and even heads of state. Some men who welcomed this change decided they wanted to be nurses, teachers, secretaries, and receptionists. More men started staying home with the children.

But there were people who resisted this change. Even today, some still look down on women with children who work outside the home. In many fields, women who perform the same job as men are paid less. They feel as though their employers don't value them as much. Men whose jobs are considered feminine often feel as if society doesn't take them seriously. More men hold jobs as nurses today than ever before, but some people who can't cope with these changes behave as though this is a strange job for a man to want.

And what happens next? No one knows. Perhaps children who are growing up today will be able to choose to be anything they want. Maybe there will be equal numbers of men and women who are presidents and teachers, doctors and nurses, police officers and hairstylists.

Or maybe everything will just reverse. All the roles women once held will belong to men. Women will do the things that men used to do. Whatever happens, one thing is certain: Everything is bound to change all over again.

Unit 8 Video

THE HISTORY OF ADVERTISING

Narrator: Advertising, it seems, is everywhere. Almost anywhere we go and everywhere we look, we're surrounded by ads offering us deals, suggesting products to us, and insisting we give them our attention. By some estimates, with online ads, we may see thousands of ads each day! But when did this all begin? And how did it get so crazy?

The history of advertising is really the history of communication. Every time a new technology is invented that allows people to communicate with each other, advertisers use it to sell more stuff to their customers.

It all began thousands of years ago; we don't really know when. We do know that around 2000 BCE, Egyptians were announcing messages to the public by carving on stone and wooden tablets. Heh, making a typo back then could really ruin a person's day!

Advertising as we know it today started with the invention of the printing press in the 1400s. That led to the rise of newspapers and right along with it – drumroll, please – newspaper advertisements!

The first classified ads appeared in 1631, and the world's first magazine, the *Tatler*, was published in England in 1709. Ever since, newspaper and magazine ads have recommended everything from coats to carriages to hair care products to their readers.

Mail services have been delivering letters to people for thousands of years. But by the late 1800s, modern-day efficiency meant that it cost a sender a lot less to mail

something. Companies like Montgomery Ward and Sears & Roebuck began sending postcards and catalogs as advertisements directly to customers – and direct marketing was born. Now you know who to say thanks to for that mailbox full of junk mail!

The radio came along in 1921, and it wasn't long until radio hosts were mentioning products on the air.

The automobile became widespread in the early twentieth century, and soon drivers touring the countryside were greeted by billboards telling them where to buy gas for the car.

The television was invented in 1927, and the first television commercial debuted in 1941, entertaining viewers and providing advertisers with one of the most effective forms of advertising ever created. And it was only another 30 years before that other great invention was born: the infomercial.

Then cell phones became popular in the 80s; the World Wide Web, or the Internet, in the 90s; and Facebook, Twitter, and YouTube in the twenty-first century. With each new technology, there were new kinds of ads demanding that we pay attention.

And tomorrow? Who knows? Perhaps advertisers will propose that advertisements be broadcast in our dreams, or get messages to us in our contact lenses, or show us ads on places like the moon. One thing is for sure – as long as there are things to sell and ways to communicate, advertisers will find ways to advertise.

Unit 9 Video

HUMANS AND ANIMALS

Narrator: Since the beginning of civilization, wherever you found humans, you'd find animals, as well. We are inextricably linked to animals. When we have wanted companions, we have domesticated animals like dogs and cats. When we have needed transportation, horses and donkeys, elephants and camels, and even dogs have taken us wherever we wanted to go. When we have needed help in the fields, our cattle and oxen have pulled whatever we needed them to pull. To help us survive, animals have given us milk, eggs, and meat when we needed them.

Whatever it is that draws us to animals, the connection is a deep one. Whenever the earliest humans depicted their gods, it was usually as an animal or a creature part human, part animal. They saw animals when they looked to the skies, where they believed their gods lived. And they saw animals when they looked at other human beings.

Today, thousands of years later, whenever we want to describe the essence of a person, we usually compare them to animals. The descriptions may change from culture to culture, but in English, when we think of an evil person, we think of a snake. Whoever is courageous

gets named a lion. A vain person may be called a peacock, and a scared person we liken to a chicken.

Over the years, we've developed quite a lot of ways to describe people using animals. We talk about people who are as wise as an owl. An industrious person is as busy as a bee. Whoever is kind is referred to as gentle as a lamb. When someone looks suspicious, we may say that they're as sly as a fox. Blind as a bat is what we say about whoever has terrible eyesight. We know people who are hairy as a gorilla or as hungry as a horse. Whenever we meet a really fun-loving child, we call them playful as a kitten. When we're frustrated with the pace someone is moving at, we'll call them as slow as a snail.

And while we frequently see animal behavior in our fellow human beings, we see human behavior in animals almost constantly. Since the time of Aesop's fables in the sixth century BCE, we have been telling stories that attribute human qualities to animals.

Today, humanlike animals fill our storybooks, our cartoons, our movies, and our stores. Whatever would we do without the animal world?

Unit 10 Video

TIPS FOR BETTER PRESENTATIONS

Prof. Lundgren: Over the years, a lot of presentations in my classroom have been aided by slideshows. Unfortunately, plenty of time has been spent watching poor slideshows as well. Here is some of the best advice you'll ever get on how to create good slides and give better presentations. Audiences are filled with dread every time someone uses a slideshow because plenty of presentations are incredibly boring.

Tyler: To begin, I'll talk about how the universe was formed 13 billion years ago. Next, I'm going to talk about how our solar system was being developed when the universe was cooling 9 billion years later. In conclusion, I'll talk about how the sun will be transformed into a red giant.

Prof. Lundgren: To keep it interesting, some people try to tell a story.

Laura: It's believed that 13.7 billion years ago, our universe was started with the Big Bang.

Prof. Lundgren: Don't read your slides. No one wants to hear a presentation read word for word.

Tyler: Some scientists believe that all matter is going to be pulled back together in the Big Crunch.

Prof. Lundgren: Instead, talk about the subject as if you were having a conversation.

Laura: Fractions of a second later, the universe was being pushed apart by superforces.

Prof. Lundgren: Most people make the mistake of looking at the screen the whole time.

Tyler: In addition, a majority of scientists believe galaxies are still being propelled apart, perhaps by a force called dark energy.

Prof. Lundgren: Remember: You're the star of your presentation, not your slides. You're succeeding if everyone wants to watch you, not your slides.

Laura: 4.6 billion years ago, the sun and our solar system were born from something called a molecular cloud.

Prof. Lundgren: When it comes to text, less is more. Don't use paragraphs, and definitely don't put everything you want to say on the screen.

Tyler: The universe is filled with billions of galaxies. Each galaxy may be made up of millions to trillions of stars.

Prof. Lundgren: Instead, keep it light. Each slide needs only a few words, and every word counts. Remember: Bullet points are read more easily than paragraphs.

Laura: 3.6 billion years ago, the earliest forms of life were developing.

Prof. Lundgren: Your text must be read by everyone in the room. If your font is too small, it won't be recognized by anyone who sits at the back.

Tyler: Our own galaxy, the Milky Way, was shaped into a large spiral.

Prof. Lundgren: Dark text on a light background is the best.

Laura: Likewise, we often wonder, could life have formed on any other planets?

Prof. Lundgren: Points to be covered should be posted one at a time. Otherwise, your later points will be read by the audience while you're still talking about the earlier ones, and they'll get ahead of you.

In conclusion, if you have a handout, it should be handed out at the end so your audience won't read ahead while you're talking. If you let your audience know at the start that you'll hand out the presentation at the end, anyone who wants to take notes won't feel they have to write during the whole presentation.

Laura: To sum it up, I just wanted to say thanks for listening.

Prof. Lundgren: And that's it. Now, I expect to be presented with some really good slideshows this semester. See you in class.

Unit 11 Video

ROLE MODELS

Rachel: In 2012, for a class project, I started a campaign to create more role models in the world. I spent every Saturday asking people to think of themselves as a role model.

Rachel: Hi there!

Sharon: Hi.

Edgar: Hi. What's going on?

Rachel: I'm talking to people about role models. Do you have a role model?

Edgar: Definitely. My high school baseball coach. He was great!

Rachel: What was he like?

Edgar: A much-loved guy. He was the hard-driving type, for sure, but also the most kind-hearted man you'd ever want to meet. He made you want to work harder to live up to his expectations, you know.

Rachel: And are you anybody's role model?

Edgar: Me? No. Definitely not. No. No, I'm not the role model type. Too hot-headed, you know.

Rachel: See, I think anybody can be the role model type. It's not about being the most awe-inspiring person or even a near-perfect person. It's just about committing to act in ways that someone else can look to follow.

Edgar: Huh, I'm an unemployed construction worker. Who's going to want to take after me?

Sharon: Oh, come on. You're too self-critical. He is a very warm-hearted guy. All the kids in the neighborhood love him. He is the most easygoing person when it comes to kids.

Edgar: What is this? You're siding with her?

Sharon: I'm just saying . . . Maybe you should be a little league baseball coach this year. It'll help you get through the time you're not working.

Rachel: There you go!

Edgar: A little league baseball coach is a role model?

Rachel: Sure! You just said your high school coach was your role model. What do you say?

Edgar: Sure. I'll do it.

Rachel: That's great. Would you like to sign our pledge sheet?

Sierra: Me? A role model? I don't think so.

Rachel: Anybody can be a role model to somebody. You don't have to be some highly acclaimed leader or a well-known celebrity. What do you do?

Sierra: I'm a nurse.

Rachel: What a great job! So, who could you be a role model to? Maybe your patients?

Sierra: But I'm not, like, a surgeon or a pediatrician. I just check on patients and give them medication. I help them get around.

Rachel: But I'll bet the way you interact with them could have far-reaching effects on their lives. You look after a lot of sick people, right?

Sierra: Every day.

Rachel: And how do you react? Do you get all sad-faced around them?

Sierra: No. I try to always be the most positive-thinking person in the room. I feel like you can't get better if you're always feeling down.

Rachel: That's a great thing to model! Helping people choose to have a positive attitude about a life-changing illness.

Sierra: That's very thought provoking.

Rachel: So, can I count on you to keep thinking of yourself as a role model?

Sierra: OK.

Tim: Look, when you say "role model," I think of someone who's widely respected, like Nelson Mandela. He's this soft-spoken leader who confronted injustice and got an entire nation to face up to their history and be more open-minded. That's a role model.

Rachel: So he's a role model for everyone in the world. I'm just asking you to be a role model for one person. Or 10. Or 50.

Tim: Look, I'm not against it, but I'm a game designer. I sit in front of a screen all day. The closest I get to injustice is cyberbullying.

Rachel: There you go!

Tim: What?

Rachel: Maybe you could create a game that would help stop cyberbullying or teach kids how to treat each other better online. I don't know.

Tim: Yeah. You might be onto something. I sort of like that – sort of an online role model for gamers. But don't you actually have to meet people to be a role model?

Rachel: Did you ever meet Nelson Mandela?

Tim: Good point. OK, I'll do it.

Rachel: Great! Why don't you sign our pledge.

Tim: Alright.

Rachel: In three months, I got 387 people to commit to being a role model for someone else. Who will you be a role model for?

Unit 12 Video

JOB INTERVIEW DOS AND DON'TS

Narrator: Meet Steve, a recent college graduate who just landed his first job. Steve got a great education, but had he not learned to interview well, he might still be looking for work. Here are the job interview dos and don'ts that helped Steve get his first offer.

The way you dress for the interview says a lot about how seriously you take the job. Assuming you're not interviewing to play soccer or to be a lifeguard, business attire is always the best choice.

Had Steve come late for his interview, he might never have gotten the job.

Steve: Hi. Uh, sorry, uh, I have a meeting with Ms. Bayliss. I'm really sorry.

Narrator: Arriving early lets you stay calm and gives you time to prepare should you want to go over your notes.

Steve: Hi, I'm Stephen Jones. I'm a little early.

Receptionist: Great. Ms. Bayliss will be with you shortly.

Narrator: Job interviews are stressful. And when we're nervous, our bodies do some pretty funny things, whether or not we're aware of it.

Had Steve not been able to be still and calm, he wouldn't have seemed so confident. In the interview, try to have good posture, keep your hands away from your face and hair, and maintain good eye contact. It will help you seem confident, whether or not you actually feel that way.

Ms. Bayliss: So, Mr. Jones, we should talk about you, assuming you know something about us and what this job entails.

Steve: Uh, well, um, I know your company is Acme Design, so obviously you design "acmes," right? And provided I'm not mistaken, you're looking for a sales guy?

Ms. Bayliss: Marketing, actually. There's a difference.

Narrator: Always research the company ahead of time.

Steve: I know Acme Design is a leader in creating custom software for insurance agencies.

Narrator: Understand the job description, provided there is one.

Steve: You're hiring for an entry-level position to assist the marketing director.

Narrator: And ask intelligent questions that show your interest in the company.

Steve: I notice you don't currently market your products to companies outside your region. I'd be very interested to work on that, assuming that's a direction in which you'd like to go.

Narrator: Had Steve not shown so much initiative, he might not have been the boss's first choice. The interviewer will likely ask you a few standard questions like . . .

Ms. Bayliss: Supposing I hire you, why do you feel this is the best job for you?

Steve: Well . . . Um . . . Let's see . . . Well, I'm unemployed. So I'm looking for a job that offers a high salary and great benefits.

I'm really interested in marketing in the software industry, and Acme seems like a company with a lot of opportunity for advancement, provided you think I'm the right person for the job.

Narrator: Following these tips won't guarantee you the job. But provided that you're qualified, they will give you the best chance for getting the job you want – just like Steve.

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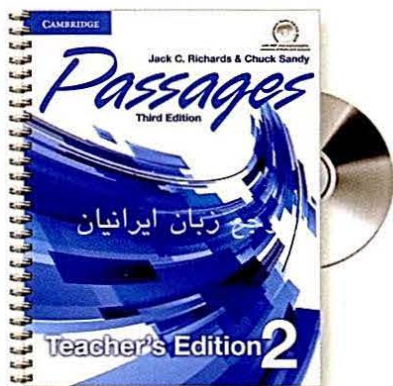
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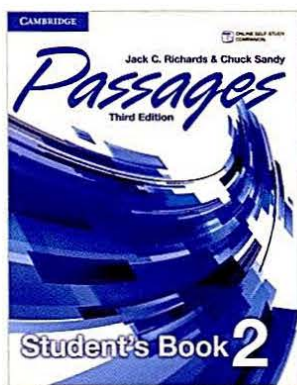
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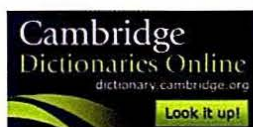
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