

# A.3 A Job for Talia

## Listening

**A. Listen to Track 7.** Talia is listening to the tape. Tony is talking with her. Who or whose does each underlined word refer to?

- We'll pay you \$50,000. Nick
- Do that, and \$50,000 is yours. Nick's
- When will we have the results? \_\_\_\_\_  
and \_\_\_\_\_
- He's going to call me back this afternoon. \_\_\_\_\_
- What do you mean? \_\_\_\_\_
- Why would he do something to hurt his career? \_\_\_\_\_
- Is he a friend of yours? \_\_\_\_\_
- We had English together for 2 semesters. \_\_\_\_\_ and \_\_\_\_\_



**B. Listen to Track 8.** Tony and Talia are talking about Talia's job. Complete this part of the conversation. Use the words in the box.

big	break	chance	day	sorry	story	what	yours
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- Talia:** Give me a chance. What do you have to lose?
- Tony:** I'll give you 1 more \_\_\_\_\_.
- Talia:** You won't be \_\_\_\_\_.
- Tony:** You deserve a \_\_\_\_\_.
- Tony:** I'll tell you \_\_\_\_\_: Come up with something \_\_\_\_\_ and the story is \_\_\_\_\_.
- Tony:** Don't let him charm you out of a \_\_\_\_\_.

**C. Listen to Track 9.** You will hear 3 phone messages. Claire needs to tell Talia, Tony, and Amy their messages. Complete the sentences.

- Talia:** Did anyone call me?

**Claire:** Yes, Bill Brown from \_\_\_\_\_ called you. He said that he has \_\_\_\_\_ you requested. He wants you to \_\_\_\_\_ before tomorrow \_\_\_\_\_. His number is \_\_\_\_\_, extension \_\_\_\_\_.

2. **Tony:** Anybody call while I was out?

**Claire:** Yes, \_\_\_\_\_ from \_\_\_\_\_ in \_\_\_\_\_. He said that he has some \_\_\_\_\_ about a story. He said to call him on his \_\_\_\_\_, between \_\_\_\_\_ and \_\_\_\_\_ today.

3. **Amy:** Were there any calls for me?

**Claire:** Yes, you got a call from \_\_\_\_\_. He said that he lost \_\_\_\_\_. He also wants to know if \_\_\_\_\_. He said you can call him back at \_\_\_\_\_.

## Vocabulary

See Appendix 2 to review the vocabulary terms.

*Read parts of an interview with Nick Crawford's parents. Choose the correct vocabulary word from the box. You won't use all of the words. Be careful to choose the correct form (noun or adjective).*

Noun	Adjective	Noun	Adjective
business	businesslike	competition	competitive
emotion	emotional	injury	injured
professional	professional	confident	confidence
innocence	innocent	nation	national
pleasure	pleasant	shame	shameful
truth	truthful	surprise	surprised / surprising

**Interviewer:** How do you feel about all the attention Nick has received?

**Mary Crawford:** This is just such an (1) emotional experience for us. It's hard to believe Nick is playing against the best players in the (2) nation!

**Interviewer:** You sound (3) s\_\_\_\_\_. Didn't you think Nick would someday be a star soccer player?

**Harold Crawford:** To be honest, I knew he was good, but I never thought he would make it to the (4) n\_\_\_\_\_ team. It was truly a (5) p\_\_\_\_\_ surprise the day we found out he made the team.

**Interviewer:** What was Nick like as a child? Was he a good soccer player back then?

**Mary:** Nick was always (6) c\_\_\_\_\_ as a child. He liked to win. We put him on junior soccer teams, and he even entered several soccer (7) c\_\_\_\_\_ as a teenager.

**Interviewer:** When Nick went to college, what did he study?

**Harold:** Well, he always knew he wanted to be a (8) p\_\_\_\_\_ soccer player, but he majored in (9) b\_\_\_\_\_ so he would have another option.

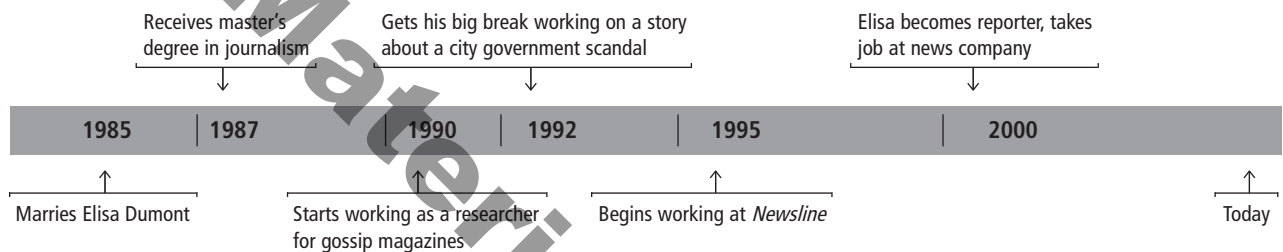
**Interviewer:** Tell me, how do you feel about Nick's recent (10) i\_\_\_\_\_?

**Harold:** Well, it's really a (11) s\_\_\_\_\_ that Nick was (12) i\_\_\_\_\_ and had to sit out the last game, but I'm (13) c\_\_\_\_\_ he'll be back out there on that field in no time.

## Grammar 1

### Present Perfect and Simple Past

Complete the paragraphs about Tony and his wife, Elisa. Use the present perfect or past tense of the verbs in parentheses, for or since, and numbers. Check the timeline to help you fill in dates.



Tony Grimaldi (1) **(marry)** \_\_\_\_\_ married \_\_\_\_\_ Elisa Dumont in June of 1985. This year is (2) \_\_\_\_\_, so Tony and Elisa (3) **(be married)** \_\_\_\_\_ for (4) \_\_\_\_\_ years. Tony (5) **(receive)** \_\_\_\_\_ his master's degree in journalism in (6) \_\_\_\_\_, and his wife Elisa (7) **(go)** \_\_\_\_\_ to the graduation ceremony. Tony and Elisa (8) **(always try)** \_\_\_\_\_ to support each other's careers (9) \_\_\_\_\_ the day they married.

Tony (10) **(not start)** \_\_\_\_\_ as a successful reporter. In fact, he (11) **(start)** \_\_\_\_\_ working as a researcher for the gossip magazines, *Loose Lips* and *Under Cover*. About (12) \_\_\_\_\_ years later, Tony (13) **(get)** \_\_\_\_\_ his big break. He investigated a city government scandal and did a story on it for the local newspaper. Finally, in (14) \_\_\_\_\_, *Newsline* (15) **(hire)** \_\_\_\_\_ him for serious news work. Tony says the *Newsline* job is the best job he (16) **(ever have)** \_\_\_\_\_. He (17) **(learn)** \_\_\_\_\_ a lot since his first days working as a researcher for a gossip magazine. In (18) \_\_\_\_\_, Elisa (19) **(become)** \_\_\_\_\_ a reporter, too, and (20) **(take)** \_\_\_\_\_ a job with *NewsFront*, one of *Newsline's* competitors. Tony and Elisa Grimaldi enjoy working in the media industry. They work for two different news companies, but they don't mind a little healthy husband-wife competition!

## Grammar 2

### Modals of Ability

Amy has been interviewing successful people in her community for a story about “big breaks.” Rewrite Amy’s summary of this interview with Qi-Ping Li, a Chinese-American tailor, replacing the boldfaced phrases. Use a positive or negative modal of ability. Be sure to use the appropriate tense.



- Qi-Ping Li **learned to sew** when he was 10.  
(sew) Qi-Ping Li could sew when he was 10.
- Qi-Ping’s parents **didn’t have enough money** to buy their children expensive clothes.  
(afford) Qi-Ping’s parent weren’t able to afford to buy their children expensive clothes.
- By the time he was a teenager, he **was creating** fashionable dresses and suits.  
(create)
- Once when he was 16, he broke his clothing-making record: He **finished** 10 outfits in 1 day!  
(finish)
- So many people started coming to his workshop that Qi-Ping **had trouble handling** all the orders.  
(handle)
- Qi-Ping **borrowed** money from a bank and opened a small factory. That was his big break.  
(borrow)
- Today, Qi-Ping and the employees of his company, Key Originals, **produce** 500 garments a day.  
(produce)

## Grammar 3

### Possessive Pronouns

Dean Bishop is a popular player on the national soccer team. Read about Dean’s past. Complete the sentences on page 21. Use the words in the box.

he	him	his	Dean
Dean’s	them	they	their
theirs	us	our	you
your	yours	yourself	me
my	mine		



What makes national soccer star Dean Bishop so successful? He just turned 30 years of age, and the world is (1) \_\_\_\_\_ his \_\_\_\_\_. Everybody wants to see (2) \_\_\_\_\_. On a recent trip to Asia with the national team, Japanese and Korean fans fell in love with (3) \_\_\_\_\_. Young women especially love (4) \_\_\_\_\_. And both young men and women love to buy (5) \_\_\_\_\_ #8 soccer jerseys.

Fans of top British club Manchester United thought he was (6) \_\_\_\_\_ forever, until he moved to the United States in 2002. That was (7) \_\_\_\_\_ big break. Now Bishop is a member of the U.S. national team, sharing the spotlight with (8) \_\_\_\_\_ fellow star Nick Crawford.

Life isn't always as easy for (9) \_\_\_\_\_ idols as we think. Dean started at Manchester when he was 16, but (10) \_\_\_\_\_ didn't play a full game for 3 years. Once (11) \_\_\_\_\_ coach told him he was too short and too slow to play professional soccer. But Dean has refused to give up. (12) \_\_\_\_\_ spirit is too strong to quit!

In a recent interview with *Dash*, a reporter asked Dean, "What is (13) \_\_\_\_\_ most important goal right now?" Dean answered, "The national championship. That's all that matters to (14) \_\_\_\_\_."

## Language Functions

See Appendix 3 to review the language function charts.

Complete the conversations. Use appropriate phrases for proposing an idea, hesitating, and convincing.

1. **Emilio** (*proposing an idea*): Say, Dad, can I \_\_\_\_\_ by you?

**Dad:** OK. What is it?

**Emilio:** Well, I know you're thinking of hiring a painter to paint the house?

**Dad:** Yes . . .

**Emilio** (*convincing*): Well, maybe I could paint the house, and you can pay me! \_\_\_\_\_ . What do you think?

**Dad** (*responding, not yet convinced*): Hmmm. I'm \_\_\_\_\_ . . .

**Emilio** (*convincing*): Oh, \_\_\_\_\_, Dad! \_\_\_\_\_. I know I can do it.

**Dad:** (*responding, not yet convinced*) \_\_\_\_\_ . . . Well, all right, then. I'll give you a chance.

2. **Laila** (*proposing an idea*): Hey, Mom, \_\_\_\_\_ about something.

**Mom**: You have? What is it?

**Laila**: I'm thinking about taking a kick boxing class after school.

**Mom** (*responding, not yet convinced*): Kick boxing? \_\_\_\_\_ . . .

**Laila** (*convincing*): \_\_\_\_\_. It'll be fun!

**Mom**: All right. But you'll have to be careful.

### BONUS

Write a dialog between you and your mother/father, your spouse/boyfriend/girlfriend, or your boss. Propose a new idea and be convincing!

**You** (*proposing an idea*): \_\_\_\_\_

**Your** \_\_\_\_\_ (*responding, not yet convinced*): \_\_\_\_\_.

**You** (*convincing*): \_\_\_\_\_

**Your** \_\_\_\_\_ :

**You**: Thanks! I knew you'd understand!

## Application Activities

### Study Tip

Don't forget! Use the Progress Checks on pages xix–xxiv. Add notes: new expressions.

1. **Vocabulary.** Find the *noun* forms of these adjectives: *urgent, creative, difficult, bored*. Find the *adjective* forms of these nouns: *stress, risk, influence, talent*. What other adjective/noun pairs do you know? Make a list of at least 20 pairs.
2. **Writing.** Have you ever had “a big break”? It could be anything positive and important that has happened in your career or in your personal life. Write a paragraph about it.
3. **Speaking.** Talk about your abilities now, in the past, and in the future. What *can/can't* you do now? What *could/couldn't* you do as a child? What do you hope you *will be able to do* in the future?
4. **Project.** Go on the Internet to find out about the background of your favorite singer, actor, or athlete. How did this person prepare for his or her career? When did this person get his or her “big break”?



# Grammar Explanations

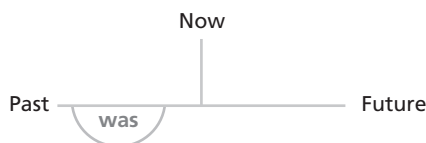
This section contains the same grammar explanations that are found in the lesson. They are included here for your quick reference. To view the animated presentation, go to the Grammar section of Unit A.3.

## Grammar 1: Present Perfect and Simple Past

- We use the **present perfect** to talk about something that started in the past and continues to the present.  
Talía **has been** a researcher **for 3 years**.  
This means that Talía started her job as a researcher 3 years ago and she is *still* a researcher.  
We use **for** to express the length of time.  
I've been here **for 5 hours**.  
We use **since** to say when something started.  
I've been here **since 8:00**.  
I've been here **since my boss arrived**.



- We use the **simple past** to talk about something that happened in the past and is finished.  
Talía **was** in the same English class as Nick for 2 semesters.  
This means that Talía is not in the same class as Nick now. The class is finished.



- We can also use the **present perfect** to talk about something that happened in the indefinite past. We learned about this in Unit A.2.  
Talía **has investigated** other scandals.  
Remember, we do not use time expressions with the present perfect for the indefinite past.  
We do **NOT** say: ~~Talía has investigated other scandals last year.~~
- We use the **simple past** to talk about something that happened at a specific time in the past.  
Nick **came** here from England about **10 years ago**.  
We often use **time expressions** with the simple past.  
The conversation **took place several months ago**.  
Talía **got** to the office **at 8:00**.  
Amy **went** to a party **last week**.

## Grammar 2: Modals of Ability

- We use **can** to talk about **present ability**. It is followed by the base form of the verb.  
The audio expert **can decide** if the tape is real.  
Talía **can't tell** if the tape is real. She's not an expert.

**Can't** is the contraction for *cannot*. We usually use the contraction.

cannot → **can't**

We use *can* with all subjects.

**I can** record the conversation.  
**You can** record the conversation.  
**He can** record the conversation.  
**She can** record the conversation.  
**It can** record the conversation.  
**We can** record the conversation.  
**They can** record the conversation.

- We also use **be able to** to talk about **present ability**, but *can* is more common.  
The audio expert **is able to decide** if the tape is real.  
Talía **isn't able to tell** if the tape is real.  
Remember, the verb *be* changes form with different subjects. It is followed by the base form of the verb.

**I'm able to** do it.  
**You're able to** do it.  
**He's/She's/It's able to** do it.  
**We're able to** do it.  
**They're able to** do it.

- We use **could** to talk about **past ability**.  
Talía **could read** when she was just 4 years old.
- We also use **was or were able to** to talk about **past ability**.  
Talía **was able to read** when she was just 4 years old.  
When we talk about a specific, one-time achievement in the past, we use **was or were able to**. We do not use *could*.  
Talía **was able to finish** Sunday's crossword puzzle in just an hour.  
We do **NOT** say: ~~She could finish Sunday's crossword puzzle in just an hour.~~
- We can use **couldn't or wasn't (or weren't) able to** to talk about **past inability**—including specific, one-time events.  
Talía entered a crossword contest last year. But she **wasn't able to finish** the puzzle.  
She **couldn't figure** out one of the words.
- For all other forms and tenses we use **be able to**, not *can* or *could*. We use it after *to* for the infinitive, with the present perfect, and with the future.  
Talía hopes **to be able to** give Tony an answer soon.

Our expert **hasn't been able to** solve the problem since this morning.  
I hope he'll **be able to** solve it by tomorrow.

### Grammar 3: Possessive Pronouns

1. There are several ways to talk about **possession**. You already know that we can use possessive adjectives, such as *my* and *your*.

**Talia:** This is **my** story.

We can also use **possessive pronouns**, such as *mine* and *yours*.

**Talia:** The story is **mine**.

Possessive adjective	Possessive pronoun
<b>my</b>	<b>mine.</b>
<b>your</b>	<b>yours.</b>
This is <b>her</b> story.	The story is <b>hers</b> .
<b>its</b>	
<b>our</b>	<b>ours.</b>
<b>their</b>	<b>theirs.</b>

Notice that there is no **possessive pronoun** for *it*.

2. We use a possessive pronoun instead of a possessive adjective plus a noun.  
The story is **your** story.  
The story is **yours**.  
In this example *yours* means *your story*.  
Possessive pronouns are never followed by nouns.  
We do **NOT** say: ~~The story is yours story.~~

3. We often use **possessive pronouns** with *of* after a noun in expressions like *a friend of mine*.  
Talia is **a friend of mine**.  
Nick was **a classmate of hers**.

4. We use the same possessive pronoun for singular and for plural nouns. The form of the pronoun doesn't change.

That report is **mine**.

Those reports **are mine**.

We do **NOT** say: ~~Those reports are mines.~~

5. Possessive pronouns can go at the beginning or end of a sentence.

This isn't Amy's hat. It's my hat.

**Hers** is new. **Mine** is old.

Those aren't Amy's gloves.

**Hers** are red. The blue ones are **mine**.

6. We often use possessive pronouns to answer questions starting with **Whose**.

**Amy:** **Whose** job is this?

**Talia:** It's **his**.

Note that *whose* is not the same as *who's* (*who is*).

We do **NOT** say: ~~Who's job is this?~~



## B.3 An Endorsement Deal

### Listening

**A. Listen to Track 19.** Talia is talking to Nick at the health club. Cross out the extra word in each line from the conversation.


1. Talia: There you are! Nick, ~~when~~ are you going to stop lying to me?
2. Nick: Hello, Talia. And how are you? Where would you like to have a seat?
3. Talia: No, actually, I would prefer to stand.
4. Nick: OK. Whatever. So now what's been going on?
5. Talia: This! \$50,000 has appeared in your bank account just before the qualifying match. \$50,000!
6. Nick: So what?
7. Talia: So? So that's exactly the amount of money they say you accepted for throwing out that game.
8. Nick: It's also the exact amount of money I got for endorsing a great new line of athletic shoes.



**B. Listen to Track 20.** Nick is telling Talia what happened when he met Jackie Baker. Complete the conversation between Nick and Jackie.

- Jackie: Excuse me. (1) \_\_\_\_\_ Nick Crawford?
- Nick: Yes, that's right. (2) \_\_\_\_\_?
- Jackie: No. (3) \_\_\_\_\_, that is. I'm Jackie Baker. I'm the VP of (4) \_\_\_\_\_ for Kicks Shoes.
- Nick: Uh-huh.
- Jackie: And I have a very interesting (5) \_\_\_\_\_ for you.
- Nick: Keep going. I'm (6) \_\_\_\_\_.
- Jackie: Why don't we (7) \_\_\_\_\_ at (8) \_\_\_\_\_ tomorrow? Let's say, 12:30. We can have lunch nearby, and I'll (9) \_\_\_\_\_ you all about the (10) \_\_\_\_\_.



 **C. Listen to Track 21.** You will hear some product jingles. Find the words that rhyme (have the same sound).

**Sweet-Aid**

*pink* rhymes with drink

*wow* rhymes with \_\_\_\_\_

**Laura's Secret**

*fine* rhymes with \_\_\_\_\_

*compare* rhymes with \_\_\_\_\_

**Auntie Nell Donuts**

*be* rhymes with \_\_\_\_\_

**Vocabulary**

See Appendix 2 to review the vocabulary terms.

**A.** Put an N by the nouns and a V by the verbs in the box.

analyze V	appointment	criticize	combination	announce
develop	pressure	proposal	react	recommend

**B.** Nick told Talia about his mysterious meeting with Jackie Baker. Later, Talia is imagining what Nick and Jackie might have said. Complete the conversation. Use the words from the box in Exercise A. Change the verbs to the appropriate tenses.

**Jackie:** Thanks for keeping our (1) appointment, Nick. As I told you yesterday, I have a (2) \_\_\_\_\_ to present to you. A few days ago, Kicks, the athletic shoe company, (3) \_\_\_\_\_ that they're looking for a talented athlete to do a commercial. I (4) \_\_\_\_\_ you because you're talented, smart, funny, and handsome. That (5) \_\_\_\_\_ of qualities sells products!

**Nick:** It sounds great, Jackie, but I don't know. Maybe I should run this deal by an agent first.

**Jackie:** I don't want to put too much (6) \_\_\_\_\_ on you, but we're considering some other athletes, too. The company has already (7) \_\_\_\_\_ the ideas for the commercial. They want to start filming very soon. You have until 4:00 p.m. to decide.

**Nick:** 4:00 p.m.! There's no way I could get an agent to help me before then! I don't know, Jackie. Working with an agent is important. It's an agent's job to (8) \_\_\_\_\_ endorsement deals. They make sure the company is being fair.

**Jackie:** Doesn't \$50,000 for a few hours of your time sound fair? I don't mean to (9) \_\_\_\_\_ you, Nick, but you're thinking too much about this. You'd be crazy to miss this opportunity—and you *will* miss it if you wait too long.

**Nick:** I didn't mean to (10) \_\_\_\_\_ that way. I guess I'm just naturally skeptical. But you're right. I don't need an agent to help me make this decision. OK—I'll do it!

## Grammar 1

### Study Tip

Volunteer! Say 3 things in class every day. Ask questions.

### Past Continuous

**A.** *The employees at Newsline decided to play a little trick on Tony. (It was April 1—April Fools' Day—a day when people often play tricks on each other). Complete the story. Fill in the blanks with the correct form of the verbs in parentheses. Choose the simple past or the past continuous.*

When Tony (1) **(walk)** \_\_\_\_\_ into the room, no one  
(2) **(work)** \_\_\_\_\_. Talia (3) **(watch)** \_\_\_\_\_ a DVD  
when Tony (4) **(approach)** \_\_\_\_\_ her desk. When Tony  
(5) **(look)** \_\_\_\_\_ around the room, Ms. Boyd  
(6) **(read)** \_\_\_\_\_ a romance novel, and Jeremy and Ryan  
(7) **(laugh and make)** \_\_\_\_\_ photocopies of their hands. Jorge  
and Amy (8) **(play)** \_\_\_\_\_ a video game.  
Tony (9) **(stop)** \_\_\_\_\_ and his eyes (10) **(grow)** \_\_\_\_\_  
very large. When Tony (11) **(see)** \_\_\_\_\_ his staff, he  
(12) **(yell)** \_\_\_\_\_, "What are you doing, people? We've got a 2:00 deadline!"

The *Newsline* employees (13) **(stare)** \_\_\_\_\_ at him while he  
(14) **(yell)** \_\_\_\_\_. Then everyone (15) **(start)** \_\_\_\_\_  
laughing. And suddenly everyone (16) **(shout)** \_\_\_\_\_, "April Fool!"  
Then they (17) **(go)** \_\_\_\_\_ back to work.

**B.** *Write sentences about what you were doing at different times, such as at 6 o'clock this morning, at 9 o'clock last night, at this time last year, 2 hours ago, 10 minutes ago.*

*EXAMPLE:* \_\_\_\_\_ Two hours ago, I was riding on the train.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Grammar 2

### Modals of Preference

*Talia, Amy, Josh, and Tom are trying to decide on a good restaurant for dinner tonight. Correct the mistakes in the use of would rather, prefer, and would prefer. Some sentences have no mistakes.*

1. **Tom:** Where should we go for dinner tonight?  
**Amy:** Hmm. I'd like a nice steak dinner tonight, but I don't have much money.  
~~What would~~  
~~What'd~~ you prefer, Talia?
2. **Talia:** Steak sounds OK. If possible, I wouldn't rather go to a noisy restaurant.
3. **Amy:** Oh, come on, Talia. How about a little excitement tonight? I prefer some entertainment while I eat. I know Tom usually is preferring that, too.
4. **Tom:** Yes, I am prefer that! You know me so well!
5. **Amy:** How about you, Thomas? Do you rather have sports entertainment or music entertainment tonight?
6. **Tom:** Either is all right. What about you, Josh? What you prefer?
7. **Josh:** I don't care about the entertainment. But I'm really not in the mood for a barbecue tonight. I'd prefer some nice seafood, even if it means going to a more expensive restaurant.
8. **Talia:** Seriously, guys. I'd definitely rather having some peace and quiet. No entertainment for me!
9. **Amy:** Maybe we should split up tonight since we prefer different things. Tom and I can go to one place and you two can go to another. Would you preferred that?
10. **Josh:** Yes, I'd, if that's OK with you guys.

## Grammar 3

### Comparative Adjectives

Nick likes to go snowboarding during the off-season. He is shopping for snowboards. Compare the two snowboard models below. Then complete the sentences with the correct comparative form of the adjectives in parentheses.

*The Stylin' 4000 (\$\$\$)*

Length: 158 cm Width: 24.9 cm



- Available in bright colors
- For snowboarders with skill level beginner-intermediate
- Made of a combination of wood and carbon fiber. Weight: 6.5 pounds
- Flexible (board bends easily)
- Control—very good

*The Big Kahuna (\$\$\$\$\$)*

Length: 168 cm Width: 26.4 cm



- Available only in black and white
- For advanced snowboarders
- Made of wood only. Weight: 6 pounds
- Stiff (board does not bend easily)
- Control—difficult; takes an advanced snowboarder

- Nick:** Is The Big Kahuna (**cheap**) cheaper than The Stylin' 4000?

**Salesperson:** No. The Stylin' 4000 is (**expensive**) less expensive than The Big Kahuna.
- Nick:** I don't really like black and white.

**Salesperson:** If you'd prefer a (**colorful**) more colorful board, The Stylin' 4000 is a better choice.
- Nick:** I see that The Stylin' 4000 is (**short**) \_\_\_\_\_ The Big Kahuna.

**Salesperson:** Yes, that's right. It's 10 centimeters shorter.
- Nick:** Is The Big Kahuna (**wide**) \_\_\_\_\_ The Stylin' 4000?

**Salesperson:** Yes. Snowboarders who have (**big**) \_\_\_\_\_ feet prefer The Big Kahuna. The Stylin' 4000 is (**narrow**) \_\_\_\_\_ than The Kahuna.
- Salesperson:** Are you a good snowboarder?

**Nick:** I'm pretty good. Why do you ask?

**Salesperson:** Snowboarders who use The Big Kahuna are usually (**advanced**) \_\_\_\_\_ snowboarders who use The Stylin' 4000.
- Nick:** Is The Stylin' 4000 (**heavy**) \_\_\_\_\_ The Big Kahuna?

**Salesperson:** Yes, a little. But it is (**stiff**) \_\_\_\_\_ The Big Kahuna. Because The Stylin' 4000 is (**flexible**) \_\_\_\_\_, it is also (**easy**) \_\_\_\_\_ to control.

## Language Functions

See Appendix 3 to review the language function charts.

**A.** *React to each piece of news. Use responses like Great, How awful, or I see to show your reaction. More than 1 response is possible.*

1. **Your classmate:** There's no English class next week.

**You:** \_\_\_\_\_

2. **Your friend:** Sorry I'm late. The traffic was terrible.

**You:** \_\_\_\_\_

3. **Your roommate:** There was a call for you while you were out.

**You:** \_\_\_\_\_

4. **Your friend:** I was in a little traffic accident last night.

**You:** \_\_\_\_\_

5. **Your colleague at work:** I think I'm going to get a big promotion!

**You:** \_\_\_\_\_

**B.** *Respond and ask follow-up questions to the pieces of news.*

1. **Your friend:** I went to a movie last night.

**You:** \_\_\_\_\_

2. **Your co-worker:** I went to Max's party last night. It was a terrible party.

**You:** \_\_\_\_\_

3. **Your friend:** I had a job interview this morning.

**You:** \_\_\_\_\_

4. **Your boyfriend/girlfriend:** I don't think we should see each other anymore.

**You:** \_\_\_\_\_



## Application Activities

1. **Vocabulary.** One way to increase your vocabulary is to learn verb-noun combinations, such as *combine* (verb) and *combination* (noun). Keep a list of noun-verb combinations. Try to include at least 5 new combinations each week. Write sentences with each pair of words.
2. **Grammar.** Choose 2 similar products (such as electronic items), 2 similar places (such as vacation spots), and 2 similar people (such as popular entertainers). For each pair, write at least 5 sentences to compare them. Use expressions with *-er*, *more*, and *less*.
3. **Writing.** Write about a commercial that you like. Describe it in detail and tell what you like about it. *Or* make up a jingle for a product that you often use (for example, a food item or a cosmetic item) or a place you often visit (for example, a restaurant or amusement park).
4. **Speaking.** Ask someone about recent news in their lives. Suggest different topics if they don't have any news! Possible topics: study, work, family, entertainment, trips, future plans. For each piece of news, try to ask at least 3 follow-up questions.
5. **Project.** Find a newspaper or magazine. Cut out 2 of your favorite ads and bring them to class to share. Present them to your classmates. What are the differences between ads from your country and ads from other countries (like the United States or the United Kingdom)?

# Grammar Explanations

This section contains the same grammar explanations that are found in the lesson. They are included here for your quick reference. To view the animated presentation, go to the Grammar section of Unit B.3.

## Grammar 1: Past Continuous

1. We use the **past continuous** to talk about something that was in progress at a specific time in the past. When we use the past continuous, we are not interested in when the activity ended.

**Nick:** It was about 10:00. I **was having** something to drink at my health club.

In the example, Nick started having something to drink before 10:00. We do not know what time he stopped drinking.



### The Past Continuous

I **was working**.

You **were working**.

He/She/It **was working**.

We **were working**.

They **were working**.

2. We form the past continuous with **was** or **were** + the base form of the verb + **-ing**.  
I **was working**.  
They **were working**.  
Just as we usually do not use non-action verbs in the present continuous, we do not use non-action verbs in the past continuous.  
We do **NOT** say: Nick ~~was having~~ a headache.
3. We can use the **past continuous** with **while** to talk about 2 activities in progress at the same time in the past.  
Nick was playing with the ball. He was talking to Talia.  
Nick **was playing** with the ball **while** he **was talking** to Talia.  
You can also begin the sentence with **while**.  
**While** Nick **was playing** with the ball, he **was talking** to Talia.
4. Remember, we use the **past continuous** to focus on the activity, not the end of the activity. Often the activity is not finished.  
**Talia:** What **was I saying**?  
In this example, Talia was interrupted by Nick's commercial before she finished talking about the investigation.

We use the **simple past** to focus on the completion of the activity.

What **did** Talia **say**?

In this example, Talia finished talking.

## Grammar 2: Modals of Preference

1. We use **prefer** and **would prefer** to talk about preferences—things we like better than other things.

**Nick:** Would you like to have a seat?

**Talia:** No, I **prefer** to stand.

**Prefer** and **would prefer** can be followed by a noun.

**Amy:** Would you like a cup of tea?

**Talia:** Thanks, but I'd **prefer coffee**.

**Prefer** and **would prefer** can also be followed by the gerund. Remember, the gerund is formed with the verb + **-ing**.

Talia doesn't have time to shop at stores. She **prefers shopping** online.

**Prefer** and **would prefer** can also be followed by the infinitive (**to** + the base form of the verb).

She **prefers to shop** online.

2. We can also make suggestions with **would rather** plus the base form of the verb.

**Talia:** I'd **rather pay** her a visit.

The **negative form** for **would rather** is **would rather not**.

**Talia:** I'd **rather not** sit down.

We do **NOT** say: I ~~wouldn't rather sit down~~.

We often use **I'd rather not** as a short answer.

**Amy:** Maybe you should ask John for help with this story.

**Talia:** I'd **rather not**. I want to cover this story by myself.

3. We use **would** to form **questions** with **prefer** and **rather**.

**Nick:** **Would you prefer** to sit down?

**Nick:** **Would you rather** sit down?

But we can also use a form of **do** to form **questions** with **prefer**.

**Nick:** **Do you prefer** to stand?

## Grammar 3: Comparative Adjectives

1. We use **comparative adjectives** to talk about the **differences** between people, places, or things.

Kicks are **cooler than** your old shoes.

They're **more comfortable**, too.

They're **better than** other shoes.

2. There are several ways to **form the comparative**. For **short adjectives**, we usually add *-er*.

cool—cooler  
short—shorter  
tall—taller

Sometimes, when we add *-er*, there are **spelling changes**.

nice—nicer  
hot—hotter  
happy—happier

3. A few adjectives have **irregular comparative** forms.

good—better  
bad—worse

4. For **long adjectives**, we usually form the comparative with *more*.

**Nick:** Kicks are **more comfortable**, too.

We can also make a comparison with *less* (the opposite of *more*) and long adjectives.

**Nick:** They're **less expensive** than they look.

5. Some adjectives have 2 possible comparative forms.  
quiet—quieter OR **more** quiet

6. We use *than* when we mention the things we are comparing.

**Nick:** These shoes are **more comfortable than** my old shoes.

Notice that we don't always need to use the comparative with *than*. Sometimes it is clear what we are comparing.

**Nick:** They're **more comfortable**, too.

In the example, it is clear that Nick is talking about 2 pairs of shoes. Because Nick doesn't mention the second pair of shoes, he does not use *than*.

## C.3 The Truth Revealed

### Listening

**A. Listen to Track 31.** Talia and Amy are talking about the Nick Crawford story. Complete this part of the conversation.

**Talia:** I'm so glad I went to that class last night. It was really (1) \_\_\_\_\_.

**Amy:** Well, Talia, you do look a little (2) \_\_\_\_\_ today.

**Talia:** Well, I don't feel (3) \_\_\_\_\_ better.

**Amy:** You know what? You missed a (4) \_\_\_\_\_ party the other night. Josh's friend, Matt, was there. I really want to introduce you to him. He's . . .

**Talia:** I completely believed him. He can be so (5) \_\_\_\_\_. So convincing. I am so (6) \_\_\_\_\_. I feel like such a fool.

**Amy:** Look, Talia, you're no fool. Don't be so (7) \_\_\_\_\_ on yourself.

**Talia:** But I was (8) \_\_\_\_\_ that Nick was being (9) \_\_\_\_\_.



**B. Listen to Track 32.** Nick is explaining to Talia what happened with Jackie Baker. Complete this part of the conversation with the correct form of the verbs in parentheses.

**Talia:** I'll (1) **(give)** \_\_\_\_\_ you 2 minutes.

**Nick:** You (2) **(not be)** \_\_\_\_\_ sorry. OK, I

(3) **(go)** \_\_\_\_\_ to see her. I

(4) **(go)** \_\_\_\_\_ to (5) **(see)** \_\_\_\_\_

Jackie Baker.

**Talia:** There is no Jackie Baker.

**Nick:** That's right.

**Talia:** So you admit that you (6) **(lie)** \_\_\_\_\_?

**Nick:** No, I (7) **(not lie)** \_\_\_\_\_. No, listen, this is what happened. . . . She

(8) **(trick)** \_\_\_\_\_ me. She and her brother Dean. They (9) **(want)**

\_\_\_\_\_ me out of the way. Dean is next in line to be the star player.

**Talia:** Wow! This is amazing. So, what (10) **(you do)** \_\_\_\_\_ now?

**Nick:** I'll (11) **(go)** \_\_\_\_\_ to the team office to talk to the coach. I've got to make sure he believes me.



**C. Listen to Track 33.** You will hear a news story about a soccer player's contract. Correct the errors in the sentences.

- Gomez is now signed through the <sup>2007</sup>~~2008~~ season.
- Gomez's annual salary will be \$5.4 million.
- Gomez said she will receive a bonus of \$1.5 million each year that the Orbits are in first or second place.
- Gomez will receive 2.5 percent of the Orbits ticket sales for home games and 1.5 percent of sales of Orbit sweaters with her number, zero-zero.
- Gomez agrees to appear in 2 new Orbits Shoes TV commercials.
- Gomez will not appear in any other promotional material for the team.

## Vocabulary

See Appendix 2 to review the vocabulary terms.

Amy and Claire are planning a party. Complete the conversations with the appropriate idiomatic expressions in the box.

out of control	out of date	out of it	out of place	out of sorts
out of work	out of the blue	out of the question	out of the way	out of this world

- Claire:** What's wrong, Amy? You seem \_\_\_\_\_ out of it \_\_\_\_\_ today. Are you getting enough sleep?

**Amy:** Oh, I'm fine, just really tired.

- Amy:** You know, I'd love to have a party here in the apartment.

**Claire:** That's a great idea. But it's a little \_\_\_\_\_.

**Amy:** I know. I guess I've been feeling \_\_\_\_\_ because of all the work at the office. But I want to have fun this Friday.

- Claire:** Last time we had a party, it got \_\_\_\_\_. Remember—a couple of guys were jumping off the roof into the swimming pool!

**Amy:** Yes, I remember! *This* time jumping off the roof is \_\_\_\_\_! Our landlord says if one more party gets out of hand, I'm out of here!



4. **Claire:** Well, let's start planning. Who should we invite?

**Amy:** We've got to invite Andy Nomura to the party this time. He's been

\_\_\_\_\_ since his company went out of business last month, and he's depressed. Maybe the party will help him feel better.

5. **Amy:** A lot of the guests won't know each other, so we'd better plan some get-to-know-you games. I don't want anyone to feel \_\_\_\_\_.

6. **Claire:** Good thinking. Let's see. What else? Ah! We'll need a place to dance.

**Amy:** I think we'll have enough room for dancing if we move the furniture

\_\_\_\_\_.

7. **Claire:** Don't forget the music!

**Amy:** I think we need to buy some new CDs. Our music collection is \_\_\_\_\_.

No one wants to listen to 1980s music any more.

8. **Claire:** Wait! I think 1980s music would be perfect for the party! Let's ask everyone to come dressed in 80s clothes.

**Amy:** Then I guess I'd better look in the back of my closet for my old parachute pants! This party's going to be \_\_\_\_\_!

## Grammar 1

### Infinitives of Purpose

*A. Write short answers to the questions using an infinitive of purpose. Use your imagination.*

1. Why did Talia go shopping at the department store last week?

To buy a gift for her friend

2. Why did Amy call Talia last night?

3. Why did Josh turn on the television?

4. Why did Claire take the bus?

5. Why did Tony go to France?

6. Why was Talia hurrying Monday at exactly 8:00 a.m.?

### BONUS

*Write all the underlined letters in the Exercise A questions in the blanks below. Keep the same order. The result will be the answer to the riddle. Do you understand it?*

**Riddle:** Why did Talia give her watch to the bank?

**Answer:** To \_\_\_\_\_!



**B.** Choose 2 actions that you did recently from the list below. Write complete sentences telling the purpose of those activities.

move to (place)  
go (city)

change jobs  
call (name of someone)

go to (name of a store)

EXAMPLES: Five years ago, I moved to Dallas to be near my parents.

Last night, I went to the grocery store to buy some milk and vegetables.

1.

2.

## Grammar 2

### Modals of Necessity

**A.** Nick's friend Katy Golden is a star soccer player on the women's national team. She is considering signing a contract with You Go Girl! sports clothing. Her agent is telling her about the contract. Circle the correct form of the verb in each sentence.

1. You can't **doing** / **do** commercials or advertisements for other clothing or shoe companies during the 1-year contract.
2. You **have** / **'ve** to wear You Go Girl! fashions for at least 75% of your games and for 100% of your television interviews.
3. You can wear other clothing, but the brand name **must not** / **doesn't have to** be visible. You Go Girl! **doesn't** want your fans to see the name of another company.
4. You **'ve got** / **must** to do at least 3 commercials and 3 print ads for You Go Girl!
5. There will be 6 company events. You **don't have** / **doesn't have** to attend more than half of these events.
6. You Go Girl! **must** / **has** to provide you with a different outfit for every television interview. You **doesn't** / **don't** have to return the outfits to the company.
7. If you are involved in a scandal, You Go Girl **doesn't have** / **hasn't** to wait until the end of the contract. It may end the contract immediately if it believes the scandal will hurt the company.
8. This happened to Jen Starr. Last year, Ms. Starr was accused of stealing some jewelry from a department store. You Go Girl! **had** / **has** to end Jen's contract early to protect itself.
9. You're going to **have to** / **must** think about this contract carefully before deciding.

**B. Based on the information in Exercise A, decide whether the sentences are true (T) or false (F).**

- T   1. Katy may do ads for Fender Blender, the smoothie company, during her 1 year contract with You Go Girl!, but she may not do ads for Step on It!, the athletic footwear company.
2. Katy must wear only You Go Girl! fashions.
3. If Katy wears a sweatshirt with the name of another company across it during a soccer game, You Go Girl! might end the contract with her.
4. Katy can attend more than 3 company events if she wants to.
5. If Katy is involved in a scandal, You Go Girl! cannot end the contract until the 1 year is finished.

### Grammar 3

#### Participial Adjectives

**A. Complete the sentences with the adjectives that best describe each situation. Choose a verb from the box and add the correct participial ending (-ed or -ing) to make it into an adjective.**

exhaust	bore	amuse (entertain)	disgust	confuse
frustrate	disappoint	surprise	shock	interest

- Talia told some funny stories at the party. The guests laughed all night long.  
Talia was amusing. The guests were amused.
- The soccer team didn't play very well today; they didn't score even 1 goal. Everyone felt really bad about it. The players and fans were disappointed. The game was boring.
- Soccer practice was difficult today. Coach Haskins made the team run a few extra miles. Then he made the team practice on the field for 3 extra hours. The practice was exhausting.  
The frustrated players couldn't wait until it was over.
- There was a guest speaker in last week's journalism class. Mr. Manzoni gave a very long, serious speech about reporting. Some students fell asleep. The journalism students were not at all interested. In fact, they were really bored. The guest speaker was so surprised.
- Mr. Manzoni's lesson was also hard to understand. He couldn't make his idea clear. The students were completely confused by the lecture. It was very frustrating.
- Jen Starr, the famous female soccer player, was interviewed on TV today. Suddenly, she became very angry and started shouting. No one could believe it! Jen's behavior was very shocking. The fans were amused.
- Jen said some terrible things about the league's soccer officials. She used a lot of bad words. Many people thought Jen's language was disgusting. They were shocked by it.

**B.** Write sentences about yourself. Use the participial adjectives from Exercise A.

*EXAMPLE:* Lord of the Rings was entertaining. I was entertained because of the great special effects.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Language Functions

See Appendix 3 to review the language function charts.

*Rearrange the words to make conversations.*

1. **Tony:** anything / Do / me / you / to / need / do  
\_\_\_\_\_?

**Elisa:** really / I / you / to / with / need / Yes / me / this / help  
\_\_\_\_\_.

2. **Talia:** to / work / essential / finish / me / for / It's / this / today  
\_\_\_\_\_.

**Amy:** do / me / What / do / you / to / need  
\_\_\_\_\_?

3. **Coach Haskins's assistant:** do / you / need / to / me / Is / anything / there  
\_\_\_\_\_?

**Coach Haskins:** I / It's / these / important / to / send / documents / that / really / *Newsline*  
\_\_\_\_\_.

4. **Talia:** think / idea / I've / of / good / really / got / a / to  
\_\_\_\_\_.

**Claire:** help / to / me / to / something / you / Do / do / need  
\_\_\_\_\_?

## Application Activities

### Study Tip

Find a study partner. Choose 3 dialogs from the exercises in this book and act them out. Use appropriate gestures!

- 1. Grammar.** Make a list of participial adjectives. Divide the list into 2 columns, one for those ending in *-ed*, the other for those ending in *-ing*. For each pair of adjectives, write two sentences to illustrate the meaning. For example, *My brother is amazing. I am amazed by my brother.*
- 2. Vocabulary.** Collect expressions and idioms beginning with prepositions (*in, on, under, out of, through*), like *out of this world*. Start with these (use your dictionary to check meaning): *in touch/over a barrel/up in arms/under the weather/down and out/through and through/at a loss*. Use each expression in a sentence.
- 3. Writing.** Write about a time you negotiated with someone. It could be a parent, a friend, a business client, or someone else. What did you want? What did the other person want? What did you do? What was the result?
- 4. Speaking.** Talk to someone about his or her plans in life. What things will make that person happy (or unhappy) if they don't have them? Think about relationships, money, possessions, where they live, the state of the world. Use expressions of purpose, such as *Do you (study English) to (get a better job)?*
- 5. Project.** Use the Internet, TV, billboards, and magazines to find 5 famous people who endorse products. Why do you think the companies involved wanted these people? Do you think product endorsement by other people makes a difference in what you buy or to people in general? Should famous people advertise things that are outside of their own profession? Discuss your findings and your opinions with your class.

# Grammar Explanations

This section contains the same grammar explanations that are found in the lesson. They are included here for your quick reference. To view the animated presentation, go to the Grammar section of Unit C.3.

## Grammar 1: Infinitives of Purpose

1. We use **infinitives of purpose** to give the **reason** for something. They answer the question *Why*?  
**John:** Why is Nick Crawford here?  
**Amy:** He's here **to talk** with Talia.  
In the example, the infinitive (*to* plus the base form of the verb) explains why Nick is here.
2. In conversation, you can answer *Why* questions with the infinitive of purpose. You can give long or short answers.  
**Talia:** Why did you go to the Gower Building?  
**Nick:** I went there **to see** Jackie Baker.  
**To see** Jackie Baker.
3. We sometimes use the longer form **in order to** plus the base form of the verb to give reasons. This form is more formal.  
The Soccer Federation is investigating Nick Crawford **in order to determine** if he accepted a bribe.
4. To talk about a **negative purpose**, use **in order not to** plus the base form of the verb.  
Jackie took Nick out to lunch **in order not to reveal** that she didn't have an office.

## Grammar 2: Modals of Necessity

1. We use **have to** plus the base form of the verb to talk about **necessity**—things people need to do.  
**Nick:** I **have to leave**.  
Notice that there is no contraction for *have to*.  
We do **NOT** say: ~~I've to leave~~.  
We also use **have got to** plus the base form of the verb to talk about necessity. *Have got to* often expresses **strong feelings**.  
**Nick:** I'm going to talk to the coach. I've got to **make sure** he believes me.  
We usually use the contraction for *have got to*.  
**Nick:** I have got to speak to Talia.  
I've got to speak to Talia.
2. We can also use **must** plus the base form of the verb to talk about necessity. *Must* is stronger than *have to* and *have got to*.  
**Nick:** I **must prove** that I'm innocent!  
We often use *must* to write or talk about rules.  
Athletes **must wear** special shoes for running.

3. We use **don't have to** or **doesn't have to** to talk about things that are **not necessary** to do.  
**Nick:** I **don't have to speak** to you. I'll give my story to that other reporter.  
This means that it isn't necessary for Nick to speak to Talia. He has another choice.
4. We use **must not** or **cannot** to talk about things that are **prohibited**. This means that they are **not allowed**. They are against the rules or against the law.  
Athletes **must not accept** bribes. It's against the law. This means that athletes *can't* accept bribes.  
We do not usually use contractions for *must not*, but we often use the contraction *can't* for *cannot*.
5. When we **ask** questions about necessity, we usually use **have to**. We don't usually use *must* or *have got to*.  
**Does** Talia **have to work** late tonight?
6. We use *must* and *have got to* only for **present** and **future** necessity. For **all other tenses** and forms we use a form of **have to**.  
Talia **has had to** work late every night this week. (present perfect)  
She **had to** work late last week, too. (simple past)  
She **doesn't want to have to** work late again. (after infinitive with *to*)

## Grammar 3: Participial Adjectives

1. **Participial adjectives** end in **-ed** and **-ing**. They usually describe feelings or reactions.

Participial Adjectives	
amazed	amazing
depressed	depressing
surprised	surprising

2. We use **-ed adjectives** to talk about how someone **feels**.  
**Talia:** I am so **disappointed**.  
Oh, I'm so **depressed**.
3. We use **-ing adjectives** to talk about someone or something that **causes a feeling or reaction**.  
**Talia:** I went to class last night. It was really **interesting**.  
In the example, the class was *interesting*. As a result, Talia was *interested*.  
**Talia:** This is **amazing**.  
In the example, Talia is talking about Nick's story. The story is *amazing*. As a result, it makes her feel *amazed*.