

A.3 Jackie, the Actress

Listening

A. Listen to Track 7. Amy is at the university waiting for Talia. She begins a conversation with Jackie. Fill in the blanks in the conversation.

Talia: Well, just go over to her and start a conversation.

(1) _____ You've done _____ your homework, haven't you?

Amy: My homework?

Talia: I mean, (2) _____ what courses she's taking, and everything?



* * *

Jackie: (3) _____ classes here for about a year and I think he's been my best teacher.

Amy: I know what you mean. He's very . . . inspiring.

Jackie: Yes, absolutely. (4) _____ a much better actor since I started taking his classes . . .

Amy: Yes, I'm sure you (5) _____.

B. Listen to Track 8. Amy and Jackie continue to talk. Fill in the blanks in the conversation.

Amy: Oh, I'm Amy Lee, (1) _____.

Jackie: Hi. I'm Jackie Bishop. Well, that's my (2) _____. My (3) _____ is Jackie Baker.

Amy: So do you have an (4) _____?

Jackie: As a matter of fact, I spoke to an agent last week. I just (5) _____ him a (6) _____, and he thought it was (7) _____.

Amy: I'm (8) _____. You do seem . . . incredible.

C. Listen to Track 9. You will hear an explanation of how to register for classes. Check (✓) the verbs you hear.

_____ register	_____ verify	_____ means	_____ look up	_____ enter	_____ wait
_____ go	_____ bring	_____ take	_____ need	_____ select	
_____ show	_____ give	_____ ask	_____ log on	_____ hurry	

Vocabulary

See Appendix 2 to review the vocabulary terms.

A. Put the words in the box into the following lists according to their form or spelling. Words may be used more than once. (Compound words are made up of 2 words joined together.)

agent	film director	producer	set designer
cameraperson	makeup artist	scriptwriter	stuntperson
costume designer			

Compound word

Two separate words

Ends in -er

Ends in -or

cameraperson

B. On the Set is a magazine for people who work in film and theater. In the back of the magazine, there are job advertisements. Read the advertisements, and write the name of the job they describe.

ON THE SET

AN ACTOR'S RESOURCE

1. scriptwriter

Looking for someone to change a popular novel into an exciting script. Must be creative.

2.

Rosewood Players will present *Into the Woods* this summer. Looking for someone to build the scenery.

3.

Looking for someone to perform a dangerous motorcycle act for new action movie. Must be in great condition and have experience in sport safety.

4.

I am an actress looking for someone to manage my career. Must be organized and have a lot of contacts in the movie industry.

5.

Looking for an extra person to operate modern digital camera on location. Must have experience.

6.

Looking for someone who knows a lot about fashion of the early 1900s and all European styles.

7.

I'm finally making my novel into a movie. I wrote the script, and I'm looking for someone to direct it.

8.

Challenging work for *Monster Ball!* Cast of 100 needs to be made up to look like monsters.

9.

We are making a film about our travels through Asia. We have a scriptwriter, a director, and all of our actors. We are looking for a sponsor.

Grammar 1

Present Perfect and Present Perfect Continuous

A. *Talia, Amy, and Josh are celebrity-watching at Valentino's restaurant. Fill in the blanks with the present perfect or present perfect progressive of the verbs in parentheses.*



Josh: (1) **(notice)** _____ Has _____ anyone _____ noticed _____ Evangelina Belle over there at the corner table? She **(talk)** _____ 's been talking _____ to that mysterious man for over an hour. Do you think they're a couple?

Amy: I (2) **(watch)** _____ her, too. I don't know if they're a couple, but they certainly **(discuss)** _____ something very serious.

Talia: Do you realize that she (3) **(not touch)** _____ her plate of pasta?

Amy: Evangelina may not be hungry, but Myra Banks sure is. She (4) **(eat)** _____ an entire steak, 2 bowls of salad, and a basket of bread.

Josh: And she (5) **(work on)** _____ that piece of double fudge cake for only a few minutes; it's almost half gone!

Amy: Look! There's that Australian playboy, Russel Byrd! He (6) **(live)** _____ in the United States since 2001.

Amy: Russel (7) **(date)** _____ at least 7 different famous women. The last one was Evangelina Belle. You know, Talia, I think he likes you. He (8) **(smile)** _____ at you for the past couple of minutes.

Talia: Get outta here! He (9) **(be)** _____ happily married for 2 years now.

Josh: (10) **(listen)** _____ anyone _____ to the argument between that waiter and that customer over there?

Amy: Yes. How could we miss it?! They (11) **(shout)** _____ at each other for 10 minutes. Wait . . . oh, my gosh! That's Bryce Sprillis yelling at the waiter!

Talia: Oh, look! The manager's coming out. He's talking to the waiter and the waiter looks really upset. I think he (12) **(be)** _____ fired!

B. *Write 3 sentences about yourself using the present perfect and present perfect progressive.*

EXAMPLE: _____ I've been studying English for about 8 years.

1. _____
2. _____
3. _____

Grammar 2

Embedded *Wh-* and *Yes/No* Questions

In Jackie's class today, Professor Roberts is explaining how to improvise (how to act without a script). Correct the mistakes in the questions.

1. Do you know why ~~is learning improvisation techniques important?~~
learning improvisation techniques is important?
2. Sometimes a casting director wants to know do you understand the character?
3. The director may ask you to improvise to see are you able to develop a natural feeling for the character?
4. You might ask how can you know what to say?
5. First, you must really get to know your character. When you have discovered who is really the character, you will know how does the character behave. Then improvisation will be easy.
6. I wonder would anyone in the class like to try it?

Grammar 3

Participial Adjectives

A. Below and on the next page are the reviews for 3 movies and the reactions of people who saw them. Complete the ending of each verb with -ed or -ing to make participial adjectives.

The Green Eye of Jealousy is a story about a woman, Jean Knight, whose jealousy ruins her life and the lives of others around her. You will be moved by this Oscar-winning movie, which reveals the shocking truth about the power of human emotions to inspire good or evil.

1. **Dean Bishop:** What a bor ing story! I almost fell asleep. This stuff never happens in real life!
2. **Roshawn:** I found the main character very irritat _____. I couldn't stand the way she talked.
3. **Coach Haskins:** I would have been more interest _____ if a better actress had played the part of Jean's sister.

Hearts on the Line is a fantastic romantic comedy about 3 lonely women who agree to team up in their search for love. Inspired by the romantic tales of an old gypsy neighbor, the women agree to play “matchmaker” for each other. However, their choices for each other turn out to be better choices for themselves.

4. **Claire:** The ending was really satisf____. All the main characters find true love.
5. **Ms. Boyd:** The man who plays Judith’s true love is amaz____! He is so good-looking and charming. He reminds me of John Donnelly . . .
6. **Amy:** I’m a little embarrass____. I don’t want the people at work to know I saw this!

Dead End is about a group of vampires who take over a town in North Carolina. Our hero must spend a horrifying night battling the evil vampires for control of the town. Beware: The action scenes are probably the most terrifying yet in a vampire movie!

7. **Talia:** I was really disappoint____. I thought there would be a lot more action.
8. **Ms. Boyd:** Of course, I wasn’t frighten____. I had to leave the theater in the middle of the battle scenes because I needed some more popcorn. And I wasn’t screaming because I was afraid—I was just excit____.

Study Tip

Use the Progress Checks on pages xvii–xxii. Look at your Review Quiz scores to see where you need more practice.

B. Describe 2 of your favorite movies or books. Use participial adjectives and some of the verbs in the box.

touch	move	inspire	satisfy	amaze	interest
relax	horrify	frighten	entertain	amuse	bore

EXAMPLE: Forrest Gump was a moving film. I was touched by Forrest’s simple but amazing life.

1. _____
2. _____

Language Functions

See Appendix 3 to review the language function charts.

Replace the phrases in bold in each conversation with an expression from the language function charts. Use the cues in parentheses.

Marie: **What do you think of** the play you're acting in now?

1. (impression) _____ What's your impression of _____

Jackie: It's great. I really like it. I think the director is wonderful.

Marie: **What do you like about** that director?

2. (special) _____

Jackie: Well, he really knows how to draw emotion from the actors.

Marie: **What is your opinion of** the changes to the script?

3. (take) _____

Jackie: I think the changes make the whole play better.

Elisa: Did you like the movie we saw last night?

Tony: Some parts I did, and some parts I didn't.

Elisa: And the music? How did you like it?

Tony: The music was **so-so**, in my opinion.

4. (right) _____

Application Activities

1. **Grammar.** Pick a famous movie or book you have never seen or read. Write statements and questions about it using embedded questions: For example, *Can you tell me how the heroes win the battle at the end of Lord of the Rings?* *I wonder if the third Lord of the Rings movie is better than the second.*
2. **Vocabulary.** Build a "word web" for a profession. Start with the entertainment industry: filmmaking. Use the vocabulary list from the unit: *agent, cameraperson, film director*, and so on. How many new job titles can you think of? Find out new jobs by looking at magazines or film websites.
3. **Writing.** Write a movie review of a movie you have seen recently. Take notes after you see the movie. Talk to other people who have also seen the movie. Be sure to include your ideas about the story, the actors, and the music.
4. **Speaking.** Ask several people their impressions of current events or people in the news (for example, an actor, a politician, or a big event) or anything in your personal life (a teacher, a piece of clothing you're wearing, and so on). Use expressions for asking about impressions and responding to questions about impressions.
5. **Project.** The reading in this unit is about new communications technologies. What kinds of communication technologies do you think have a bad effect on society? Do you think the government should regulate technology? For example, should cell phone use in public places be banned by the government? Prepare an argument and present it to the 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 A.3.

Grammar 1: Present Perfect and Present Perfect Continuous

1. We often use the **present perfect** to talk about something that was completed at some time in the past (but not at a specific time). With the present perfect, we are focusing on the **completion and result** of an action.

Talia: Have you **found out** Jackie's schedule?

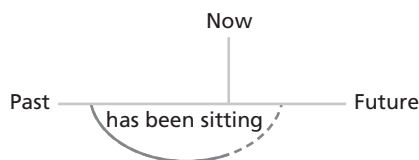
In the example, Talia wants to know about the result of Amy's search.



2. We often use the **present perfect continuous** to talk about something that happened in the past and is **still happening**. With the present perfect continuous, we are focusing on the **continuation** of an action.

Amy: She's **been sitting** in the lounge for about 10 minutes.

In the example, Amy means that Jackie is still sitting in the lounge.



3. We often use the **present perfect** to talk about amounts—**how much**, **how many**, and **how many times**.
Jackie: We've **read 3 books** in Professor Roberts's class.
4. We often use the **present perfect continuous** to talk about **how long**.
Amy: I've **been studying** journalism for about 6 months.
5. Sometimes you can use either the **present perfect** or the **present perfect continuous**. With verbs such as *live*, *work*, *study*, *play*, *take*, or *teach* with *for* or *since*, there is often no difference in meaning between the present perfect and the present perfect continuous.
Amy **has studied** journalism **since** last year.
Amy **has been studying** journalism **since** last year.
These 2 sentences have the same meaning.

Grammar 2: Embedded *Wh-* and Yes/No Questions

1. An **embedded question** is a question that's **inside another sentence**.

Amy: What do you mean?

I know **what you mean**.

What you mean is an embedded question.

2. **Embedded *wh-* questions** begin with a **question word**.

Amy: When does the class begin?

Can you tell me **when the class begins**?

3. **Embedded *yes/no* questions** begin with ***if***.

Talia: Is she there?

Do you know **if she's there**?

4. Notice that we use **statement word order**, not question order, in embedded questions.

Talia: Where is she?

Do you know **where she is**?

Is she there?

Do you know **if she's there**?

5. We do not use a form of the **auxiliary verb *do*** in the embedded question.

Amy: What do you mean?

I know **what you mean**.

We do **NOT** say: I know ~~what do you mean~~ OR

~~I know what you do mean~~.

Amy: Does she have an agent?

I wonder **if she has an agent**.

We do **NOT** say: I wonder ~~does she have an agent~~ OR

~~I wonder she does have an agent~~.

6. You can have an embedded question inside a statement or inside another question.

When the **embedded question is in a statement**, use a **period** at the end of the sentence.

I know **what you want**.

When the **embedded question is in a question**, use a **question mark** at the end of the sentence.

Can you tell me **what you want**?

Grammar 3: Participial Adjectives

1. **Participial adjectives** end in ***-ed*** and ***-ing***. They usually describe feelings or reactions, but the two forms have different meanings.

Examples of participial adjectives are *bored* and *boring*.

Participial Adjectives	
amazed	amazing
depressed	depressing
surprised	surprising

2. We use **-ed adjectives** to talk about how someone **feels**.

Amy: I'm not **surprised**.

In the example, Amy is talking about how she feels.

3. We use **-ing adjectives** to talk about someone or something that **causes a feeling or reaction**.

Jackie: I saw Madonna. It was so **exciting**!

In the example, Jackie is talking about how seeing Madonna in a restaurant caused a reaction in her. Seeing Madonna was *exciting*. As a result, Jackie felt *excited*.

B.3 Another Confession

Listening

A. Listen to Track 18. Nick and Talia are talking in the restaurant. Match the beginnings and endings of the sentences.



- | | |
|---|---|
| <u>d</u> 1. Nick: How did you know | a. we'll still be able to catch Tony. |
| — 2. Talia: I knew she would tell Dean about it | b. we were studying together in the library . . . |
| — 3. Nick: I was beginning | c. by mid-semester. |
| — 4. Talia: Are you ready | d. they were going to talk about me? |
| — 5. Talia: If we leave now, | e. to enjoy ourselves? |
| — 6. Nick: Why don't we just take a little time now | f. as soon as she could. |
| — 7. Nick: I have a confession | g. but we split up during that semester. |
| — 8. Nick: And do you remember when | h. to think it was all over for me. |
| — 9. Talia: I had a boyfriend, | i. to make. |
| — 10. Talia: In fact, we had split up | j. to go? |

B. Listen to Track 19. You will hear an excerpt from a lecture about memory. Complete the ideas from the lecture. Use the words in the box.

imagination

combination

emotions

images

change

influenced

- Our memories are a _____ of several mental processes.
- Our memories are constructed out of _____ from the original event, plus our _____, beliefs, _____, dreams, and the many things we have heard or read.
- Our memories _____ over time.
- Our memories are _____ by the situation and the people around us.

Vocabulary

See Appendix 2 to review the vocabulary terms.

ask someone out

be in a serious relationship

have a crush on somebody

be seeing somebody

fix somebody up

be on the rebound

go on a blind date

play the field

split up

play hard to get

Read these sections from an advice column by Dr. Love. Replace the phrases in bold with expressions from the box. Use the correct form.

Be clear!

If you (1) ^{have a crush on somebody} ~~really like someone~~, don't be shy about it. Tell the person how you feel. Then (2) **invite him or her to go somewhere together!** You'll never know how that person will respond until you ask. Just get out there and give it a try!

If someone asks you out, be honest. If you're already (3) **in a romantic relationship with someone**, it's important to say that. It's not right (4) **to make it difficult for the person to start a relationship with you**. If you're interested, say yes. If you're not, say no. (But do it politely!)

Beware . . . !

Ladies, this tip is for you. Beware of guys who (5) **are having more than one romantic relationship at the same time**. There are many men who want lots of short-term relationships. Also beware of men who have just (6) **ended a serious relationship** with another woman and (7) **are still upset by the end of the relationship**. If you want to (8) **be with someone for a long time**, these are probably not the men you should date.

Just ask!

If you are having trouble meeting that "special someone," talk to your friends. Ask if they can introduce you to someone. Maybe they can (9) **find someone who might be suitable for you** or arrange for you to (10) **meet and go out for the first time**. Who knows? It may just work out!

Grammar 1

Future Conditional

Talia and Amy are listening to Dr. Love's radio advice show. Fill in each blank with the future (will or be going to) or simple present form of the verb in parentheses. Use a modal (might, may, or can) where appropriate.

Caller 1: Hi, my name is Natalie. I have a crush on a co-worker. We talk a little bit during our lunch break, but I've never had the courage to tell him how I feel. Dr. Love, I don't know what to do. Is it OK for a girl to ask a guy out?

1. If you (**not tell**) _____ don't tell _____ him your true feelings, you (**regret**) _____ 'll regret _____ it. You may lose your chance forever.
2. It's OK for a girl to ask a guy out in today's society. He (**probably feel**) _____ thrilled if you (**ask him out**) _____.
3. On the other hand, if you (**date**) _____ him and the two of you (**split up**) _____, you (**have**) _____ difficulty working together in the same office.

Caller 2: Hi, my name is Philip. There's a girl in my college dorm I'm really interested in, but I've never even spoken to her. I've been following her around campus and trying to learn more about her. What should I do now?

4. If you (**continue**) _____ to spy on her, she (**find out**) _____. Then you might never get a date with her.
5. Take a deep breath and just introduce yourself. The world (**not end**) _____ if she (**not be**) _____ interested in you. There are "other fish in the sea."

Caller 3: Hello, this is Antonio. I've known this woman, I'll call her "Alicia," for a few months. I'm not sure if she likes me or not. Sometimes she seems interested, and sometimes she acts like she doesn't care about me. How in the world do you handle someone who's playing hard to get?

6. The next time you talk to "Alicia," try observing her body language. If you (**observe**) _____ carefully, you (**see**) _____ how she reacts to you.
7. For example, if she (**laugh**) _____ at your jokes and (**make**) _____ a lot of eye contact, she (**probably agree**) _____ to go on a date with you.
8. If she (**avoid**) _____ eye contact, (**check**) _____ her watch often, or (**not show**) _____ much interest in what you're saying, she probably (**not go out**) _____ with you.

BONUS

Give your own advice to Natalie, Philip, and Antonio. Use future conditionals (If . . . , + will . . .)

1. Natalie: _____
2. Philip: _____
3. Antonio: _____

Grammar 2

Past Perfect

Nick and Talia are remembering the time they studied together for their college Shakespeare exam. But their memories don't exactly match. Circle the correct way to express their past actions.

1. Nick: I was just thinking about the time we studied for our Shakespeare exam. I **had just come / just came** from soccer practice.
Talia: Really? I thought that soccer season **was / had been** over in June.
2. Nick: It **had started / was starting** to rain and my hair was completely wet and messy. I was a little embarrassed to meet you looking like that.
Talia: Raining? I don't think so. It **had been / had to be** sunny all week. I remember it clearly. It **was always / had always been** sunny that time of year.
3. Talia: **Were we getting / Had we gotten** lunch before we started studying?
Nick: Before? No. We studied for a while, and then we **went / had gone** to lunch around noon.
4. Talia: Oh. Anyway, **didn't we have / hadn't we had** a great time eating at the library café?
Nick: Yeah, we did! We made jokes about our professors. I **said / have said** that I **always want / had always wanted** to bring a pillow and an alarm clock to Dr. Custer's class . . .
Talia: Wait a minute! I **think / had thought** I was the one who said that!
5. Nick: Well, the only thing I remember for sure is that after I . . . or you . . . said it, I **turned / had turned** around and . . .
Talia: We **saw / had seen** Professor Stevens sitting right behind us at the café!
6. Talia: How could I forget that? . . . Wow! Well, that was a busy day. I **have never studied / had never studied** so hard in my life until that day! I don't think we even took a break.
Nick: I'm pretty sure we took a break. We **had had / had** coffee on the library veranda, didn't we?
7. Talia: It was a long time ago; I think **we've forgotten / we'd forgotten** a lot, but I **haven't forgotten / hadn't forgotten** how I felt about you . . .

Grammar 3

Infinitives after Adjectives and Nouns

A. Fill in the first blank in each sentence with the correct adjective. You won't use all the adjectives in the box. Then put the verb in parentheses in the correct form. Add for + an object pronoun where possible. (Note: The for phrase isn't necessary, but it emphasizes the subject of the infinitive.)

anxious	difficult	easy	embarrassed	ready
lucky	pleased	right	wrong	

- Talia:** I'm embarrassed (admit) to admit that during this investigation I doubted both myself and Nick. But I never gave up hope that he was innocent.
- Coach Haskins:** It's (believe) Dean would do something like this. I've never had legal problems with any of my players before.
- Nick:** I'm (have) a second chance with you. I made a big mistake not asking you out back in college.
- Talia:** It would be (regret) the past. Aren't you (move) forward now?
- Amy:** I'm so (find out) how this whole investigation turns out. I can't wait!

B. Fill in the first blank in each sentence with the correct noun. You won't use all the nouns in the box. Then put the verb in parentheses in the correct form.

permission	time	money	potential	person
ability	courage	decision	thing	

- Amy:** Nick and Talia will have plenty of time (get) to get to know each other once they've proven Dean's involvement in this scandal.
- Nick:** Oh! I'm so embarrassed. I don't have enough (leave) a 20 percent tip.
- Talia:** Don't worry; I've got the tip, Nick. Tony gave me (use) the *Newsline* expense account.
- Tony:** Talia, to be perfectly honest, I wasn't sure you had the (pull) this investigation off. Now I realize you're the 1 researcher at *Newsline* who has the (become) a really good reporter.

C. Use the adjectives and nouns from the boxes in Exercises A and B to write sentences about yourself.

EXAMPLE: It's not possible for me to play a lot of sports because I don't have much time to spend on activities right now.

1. _____
2. _____

Language Functions

See Appendix 3 to review the language function charts.

Talia and an old friend, Anne, are remembering a trip they took together.

Answer the questions about their conversation. Rewrite the boldfaced sentences using the cues in parentheses.

1. Talia: Do you remember when we went to France in high school on an exchange program?

Anne: Oh, yeah. That was a lot of fun, wasn't it?

How else could Talia bring up the memory? (I was just)

2. Talia: Do you recall the weather we had?

Anne: **Don't remind me.** It rained every day. And we had to walk to school!

What else could Anne say? (nightmare)

3. Talia: I remember that you met a nice French guy.

Anne: I remember that. How could I forget?

Talia: What was his name?

Anne: Jean-Michel. **I wish I had stayed in touch with him.**

What else could Anne say? (should have)

4. Anne: Remember how long the flight was?

Talia: **Sure, I remember.** You slept the whole time, but I couldn't sleep.

What else could Talia say? (how could)

Study Tip

Review the Language Functions charts on pages 121–128. Write dialogs with the new phrases. Act them out!

Application Activities

1. **Writing.** In the story, Nick says he regretted that he didn't ask Talia out for a date when they were in college. Write about something important you wanted to do but decided not to do. Why did you want to do it? Why did you decide not to do it? Was it a good decision? Or do you regret not doing it?
2. **Vocabulary.** Think about vocabulary to describe relationships between people. Write sentences about a couple / couples you know *or* research celebrity gossip pages and write about celebrity couples. Use expressions from this unit and other new expressions to tell about the couple's relationship.
3. **Speaking.** Talk to people about their memories. Use expressions for asking about memories and recalling events. For example, talk to a couple who have been together a long time. Ask them to tell you about how they met, how they decided to stay together, and so on. Are their memories of the events the same or different?
4. **Project.** Research different kinds of advice on dating. Use newspaper or magazine advice columns or advice services on the radio, TV, or Internet. Report some things you learned. Possible topics include finding someone special, breaking up, knowing if someone likes you, and office romances. Use the things you learned to put on a dating advice show in front of the class. "Callers" can ask a panel of experts for their advice. Use future conditionals in your comments to the callers.

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: Future Conditional

- We use the **future conditional** to talk about results that will happen under certain conditions. The *if*-clause (the clause beginning with *if*) states the condition. The result clause (the clause that does not begin with *if*) states the result.
If Nick asks Talia out, she'll say yes.
- The verb in the *if*-clause is in the **present**—even though we are talking about the future.
The verb in the **result clause** is in the **future** with *will* or *be going to*.
Talia: If we leave now, we'll catch Tony.
If we don't leave now, we're going to miss Tony.
- You can also use a **modal**, such as *might* and *can*, in the result clause.
Talia: If we leave now, we **might** see Amy.
If we see Amy, we **can** tell her what happened.
- The *if*-clause can come at the beginning or the end of the sentence. The meaning is the same. When the *if*-clause comes first, we put a **comma** after it. When the main clause comes first, we do not use a comma between the 2 clauses.
Talia: If we go now, Tony will still be at the office.
Tony will still be at the office if we go now.

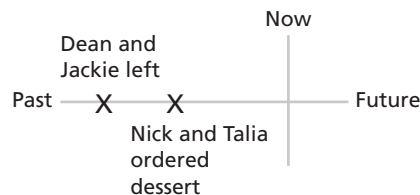
Grammar 2: Past Perfect

- We use the **past perfect** to talk about something that happened before a specific time in the past.
It was 8:30. Jackie and Dean **had left** Valentino's.
This means that Jackie and Dean left before 8:30.



- We form the **past perfect** with *had* + the past participle. We often use the contraction *'d* with pronoun subjects.
Nick and Talia already knew each other. They'd **taken** classes together in college.
- We often introduce the specific time with *by*.
Talia: My boyfriend and I **had split up by the middle of the semester**.
In the example, the specific time was the middle of the semester. Talia broke up with her boyfriend before then.

- We also use the past perfect to show a relationship between 2 past events. We use the **past perfect** for the earlier event and the **simple past** for the later event.
Dean and Jackie **had left** the restaurant by the time Nick and Talia **ordered** dessert.
This means that first Dean and Jackie left. Then Nick and Talia ordered dessert.



- We often use *already*, *yet*, and *never* with the past perfect. These words **emphasize** that the event in the past perfect occurred first.
By the time Talia **studied** for the exam with Nick, she **had already broken up** with her boyfriend.
- We can use the **simple past** for 2 past events when it is clear which came first. This is often the case when you use *after*, *before*, or *as soon as* to connect the events.
Nick **had decided** not to ask Talia out **as soon as** he **heard** that she had a boyfriend.
Nick **decided** not to ask Talia out **as soon as** he **heard** that she had a boyfriend.
Both sentences mean that Nick decided not to ask Talia out when he heard that she had a boyfriend.

Grammar 3: Infinitives after Adjectives and Nouns

- As you know, we can use the infinitive after certain verbs. But we can also use the infinitive after certain adjectives.
Talia: Are you **ready to go**?
Many of these adjectives describe a feeling about the action in the infinitive.
Talia was **anxious to work** on the story.

Other Adjectives That Can Be Followed by the Infinitive

embarrassed	surprised
happy	pleased
lucky	sorry

2. We can also use the infinitive after some nouns. The noun + infinitive combination often expresses necessity or advice.

Nick: I have a **confession to make**.

Why don't we just take a little **time to enjoy** ourselves?

Here are some more examples:

Do you have **permission to go**?

She's the **person to ask**.

I have a **test to study for**.

It's **time to leave**.

3. We also use **infinitives** after **adjective + noun** combinations.

Nick: That's an **easy mistake to make**.

Talia: Jackie really wants to be famous.

Nick: But it's a **high price to pay** for fame.

4. We often use **for + a noun or pronoun** before the infinitive when we include the subject of the infinitive.

Nick: It's **important for the federation to hear** the tape.

Talia: It's **time for us to go**.

C.3 Hard Evidence

Listening

A. Listen to Track 27. Nick is talking with Coach Haskins and Dean. Write the name of the speaker in front of each line: **Nick, Dean, Coach, or Jackie.** Then find the best paraphrase (line with similar meaning in this situation).


Original line

- Nick 1. You're just the 2 people I wanted to see.
2. Sorry, man, tough break.
3. "Don't do the crime if you can't do the time."
4. That's the smartest thing I've ever heard you say.
5. I was very convincing, if I must say so myself.
6. Dean took care of that.
7. I'd keep quiet if I were you.
8. My conversation with her was not the only one she recorded.
9. This is crazy!
10. I don't know what to say.
11. Thanks, Coach.
12. There's someone I have to go talk to.




Paraphrase

- 6 a. He's the one who actually did it.
- b. I can't really express my feelings about this.
- c. I appreciate your sympathy.
- d. I can't believe this is happening to me.
- e. I'm a great actor, actually.
- f. I really want to talk with both of you.
- g. You shouldn't talk about it.
- h. Other recordings were made also.
- i. If you're not willing to take responsibility for the results of your action, don't try it.
- j. I have to go see a special person now.
- k. You don't realize that you'll have to take your own advice.
- l. Too bad!

 **B. Listen to Track 28.** Nick is in the Newline office talking with Talia, Tony, and Amy. Match each expression to a statement describing the speaker's feeling or reaction.

- | | |
|-----------------------------------|---|
| <u>c</u> 1. Depends on what? | a. Nick is relieved. |
| ___ 2. No problem. | b. Amy is happy for Talia. |
| ___ 3. This has been a nightmare! | c. Tony is wondering what Nick is thinking. |
| ___ 4. Just remember . . . | d. Tony is reminding Talia of some advice. |
| ___ 5. Of course he does! | e. Tony is happy to schedule the interview for later. |

 **C. Listen to Track 29.** A man is talking about a dream. Check (✓) 1 phrase in each pair that the man uses.

- | | |
|--|--------------------------------------|
| 1. <input checked="" type="checkbox"/> recurring nightmare | ___ repeating nightmare |
| 2. ___ it ended differently | ___ it ended in a different way |
| 3. ___ I start to feel lost | ___ I start to feel I'm getting lost |
| 4. ___ out of the corner of my eye | ___ off to the side |
| 5. ___ heart beating wildly | ___ heart beating fast |
| 6. ___ narrow, crowded stage | ___ wide, empty stage |
| 7. ___ waiting for me to speak | ___ waiting for me to perform |
| 8. ___ blue velvet robe | ___ red velvet cape |
| 9. ___ this incredible song | ___ this beautiful song |
| 10. ___ starts shouting | ___ starts applauding |
| 11. ___ shaking hands with everyone | ___ congratulating everyone |
| 12. ___ looking into my eyes | ___ looking at my face |
| 13. ___ hit it on the head | ___ pat it on the head |

Vocabulary

See Appendix 2 to review the vocabulary terms.

Talia and her friends are at a family wedding reception, talking about different people. Fill in the missing words in the figurative expressions in the conversation with words from the box.

eye	fit	hot	looks	loud
smooth	soft	thin	tired	warm

- Talia:** Look at Andy's suit. Bright red!

Amy: I've never seen such a _____ color for a suit!
- Amy:** Did you notice Olivia's new hair style?

Talia: Yes, that caught my _____ right away. Very cool.
- Josh:** Why is your Uncle Harry so upset?

Talia: I don't know, but he's always angry. He has such a _____ temper. He's always throwing a _____ about something!
- Josh:** Well, Harry's wife is really different. She's so nice.

Amy: Yes, she is. She gave me such a _____ welcome when I arrived.
- Josh:** Is that Amy dancing with your cousin Wally?

Talia: Yes, he's such a _____ talker. He just asks for something, and everyone immediately says "yes."
- Celia:** What do you think of the band?

Josh: Actually, I don't care for this kind of _____ rock. I like music with a stronger beat!
- Amy:** Uh-oh, here comes Wally Stevens. He's been stealing _____ at you all night.

Wally: Well, hello. You must be one of Talia's friends from work. Would you care to dance?

Celia: Oh, thank you, but I can't. I have a . . . a sprained . . . wrist . . .

Amy: A sprained wrist? Celia, that's a pretty _____ excuse!
- Josh:** Are those your parents over there, Talia? They're very attractive.

Amy: Yes, Talia got her good looks from her father. He's a plastic surgeon.

Talia: Oh, Amy. Very funny! You always tell such _____ jokes!

Grammar 1

Future Continuous

A. Dean, Jackie, Talia, Nick, and Tony are doing things 1 week from now. All of these activities take place in the near future. Write future statements. Choose between the simple future and future continuous.

One week from now

1. Dean is sitting at home alone. He's thinking, "Why me?" He is thinking about another scheme to frame Nick.
2. Jackie is doing interviews for 5 national talk shows. Everyone in the country knows who she is.
3. Talia and Amy are sunbathing on a beautiful beach. They are sipping cold lemonade.
4. Talia is thinking about her new position as a reporter at *Newsline*.
5. Tony is reviewing resumes from background researchers who want Talia's old job.
6. Nick is practicing with the soccer team. His teammates are happy for him.
7. Nick is thinking about Talia and wondering if he should call her.
8. Nick is discussing an endorsement deal with Steps, a *real* athletic shoe company.

Statements about actions next week

1. Next week, Dean will be sitting at home alone. He will be thinking, "Why me?" He will decide to
plan another scheme to frame Nick.
2. Next week, Jackie _____
3. Next week at this time, Talia and Amy _____
4. One week from now, Talia _____
5. At this time next week, Tony _____
6. A week from today, Nick _____
7. Next week, Nick _____
8. At this time next week, Nick _____

B. Write about some plans or predictions for next week. Use the future continuous to talk about things that will be in progress at a specific time in the future.

EXAMPLE: On Sunday afternoon, I'm going to be playing tennis with my friend Ana.

1. _____
2. _____
3. _____

Grammar 2

Object Adjective Clauses

Talia had an unusual dream a few nights ago. She is telling Amy about the dream. Correct the errors in the object adjective clauses.

1. In my dream, I was on a black sand beach **that I had never been to the beach** before.
2. I bent down and picked up some sand. The sand **that I picked it up** turned a silver color.
3. I looked up and a white castle in the distance caught my eye. A man **which I had seen earlier** came to me and told me that the castle was a gift **a kind king had given it to me**. I started walking toward the castle.
4. When I got to the castle, I walked into the garden. Suddenly, a bird grabbed a green apple from a tree and let it fall in front of me. I ate some of the green apple **whom the bird had dropped it**.
5. At this point, I realized that something strange was happening. My beautiful teeth, **I had brushed them so carefully for years**, were falling out! I felt horrible. Then I woke up.

Talia told her dream to Amy. Here is Amy's interpretation. Correct the errors in the object adjective clauses.

6. The black sand beach represents a mystery **that you have been experiencing it**. The silver sand represents a feeling of justice in your life **who you are having right now**.
7. The castle **about that you dreamed** is a reward for your recent success. The white color **that is it painted** represents truth and optimism.
8. The green apple **that was being eaten it** reveals a new love in your life.
9. The teeth **whom you lost** symbolize that you are fearful about something—maybe about your relationship with Nick. But this is a good sign—it is a warning not to be afraid of what happens between you and him.



Grammar 3

Passive Modals

Read each conversation. Make a passive sentence using the cues in parentheses.

1. **Roshawn:** Nick, do you want to go out for dinner after practice?

Nick: Sorry, I can't. (**I / going to / interview / Talia Santos from Newslive**).

I'm going to be interviewed by Talia Santos from Newslive.

2. **Nick:** I'm really glad I'm back on the team again.

Brian: So are we, Nick. (**We / can't / beat / with you on the team**).

3. **Amy:** Are you going to record the interview?

Talia: Of course, I am. (**The interview / has to / record / on video**). This time, I'll be very careful.

4. **John:** Are we ready to air the Nick Crawford story tonight?

Tony: Not yet. (**The story / can't / air / without Talia's interview**).

5. **Talia:** Tony, I can't make it back to the office for the 5 o'clock meeting.

Tony: That's OK, Talia. (**The meeting / can / reschedule / for tomorrow morning**).

6. **Talia:** I found out a lot of information about the scandal. Should I tell the police?

Tony: Not yet. (**Coach Haskins / ought to / tell / first**).

Language Functions

See Appendix 3 to review the language function charts.

Complete each conversation with the best phrases. Use the phrases in the boxes.

believe that

get so upset

That really burns

Patty: Mark, I have some bad news. I lost that Express Mail envelope you asked me to send.

Mark: What? I can't (1) _____! That was an application to a summer program in Japan!

Patty: I'm sorry. It was a mistake.

Mark: (2) _____ me up.

Patty: Calm down, don't (3) _____. Look, I'll make it up to you. I'll help you fill out another one right now.

How dare he

ticks me off

won't do any good

an outrage

Adam: Professor Smith has decided to give the exam tomorrow instead of next week.

Terry: What? (4) _____?

Adam: I know. Looks like we'll have to start studying right now.

Terry: This is (5) _____! I can't study everything for tomorrow!

Adam: Look, getting angry (6) _____. Let's just get our books and head to the library right now.

Terry: This really (7) _____.

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.** Pick 1 topic and write a paragraph suggesting some possible changes and discussing their outcomes. Use *modals* and *passive modals* in your paragraph. Possible topics include improving your home, fixing problems in the city you live in, improving the city transportation system, adding interesting night life, improving your English class. For example (my city): *More student housing needs to be built. The bridge should be repaired.*
2. **Vocabulary.** Many words have both figurative and literal meanings. Pick 5 of the expression pairs from the Vocabulary section. Write 10 sentences using both the figurative and literal expressions from the unit. Can you find other pairs of figurative and literal expressions?
3. **Writing.** Choose 1 of the proverbs below. Write a paragraph to explain your interpretation. Compare your paragraph with a classmate. Do you agree on the meaning?
 - Fall 7 times, stand up 8. (from Japan)
 - Aiming isn't hitting. (from Uganda)
 - A fly does not mind dying in coconut cream. (from Tahiti)
 - A rich heart may be under a poor coat. (from Ireland)
 - Money is a good servant but an evil master. (from Mexico)
4. **Speaking.** The Spanish writer Cervantes said, "Proverbs are short sentences drawn from long experience." Tell about your favorite proverb. What is it and why do you like it? What does it mean to you?
5. **Project.** In Listening C, you hear about a person's nightmare. Describe a dream that you or someone you know has had. Research some possible meanings of this dream. Use sites on the Internet or books about dreams. Report what you found out.

Grammar Explanations

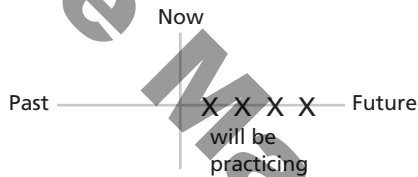
This section contains the same grammar explanations that are found in the lesson. They are included here for your quick reference. To view the animated presentation, go to the Grammar section of Unit C.3.

Grammar 1: Future Continuous

- We use the **future continuous** to talk about something that will be in progress at a specific time in the future.

Dean: We'll be practicing this afternoon.

When we use the future continuous, we aren't interested in when the activity will start or end. It may start before or after the specific time mentioned.



- Remember, we usually don't use continuous forms with non-action verbs.

We do **NOT** say: Dean ~~will be having~~ a headache tomorrow.

Future continuous with *Will*

I **will (not) be playing** soccer tomorrow.
 You **will (not) be playing** soccer tomorrow.
 He/She/It **will (not) be playing** soccer tomorrow.
 We **will (not) be playing** soccer tomorrow.
 They **will (not) be playing** soccer tomorrow.

- We form the future continuous with **will be** + the **base form** of the verb + **-ing**.

We often use contractions with this form.

Tony: She will be waiting for you.

She'll be waiting for you.

Nick: Dean will not be playing in the next game!

Dean **won't be playing** in the next game!

- We can also form the future continuous with **be going to** + **be** + the **base form** of the verb + **-ing**. The meaning is the same.

Nick **will be playing** in the next game.

Nick **is going to be playing** in the next game.

Remember, in conversation and informal writing, we usually use contractions with **be going to**.

He's **going to be playing** in the next game.

He **isn't going to be sitting** the game out.

Future continuous with *Going to*

I **am (not) going to be playing** soccer tomorrow.

You **are (not) going to be playing** soccer tomorrow.

He/She/It **is (not) going to be playing** soccer tomorrow.

We **are (not) going to be playing** soccer tomorrow.

They **are (not) going to be playing** soccer tomorrow.

Grammar 2: Object Adjective Clauses

- Adjective clauses** (also called **relative clauses**) identify nouns or indefinite pronouns such as *one*, *someone*, and *something*. Adjective clauses often answer the question *Which one?* or *Which ones?*

Nick: You're the 2 people **I wanted to see**.

I wanted to see is an adjective clause. It identifies the 2 people. In other words, Nick wanted to see these particular people.

Nick: You're the 2 people **I wanted to see**.

- Adjective clauses often begin with a **relative pronoun**, such as *who* or *that*.

The **relative pronoun** refers to a noun or pronoun outside the adjective clause. The rest of the adjective clause tells more about that noun or pronoun.

Talia: This is the tape **that I told you about**.

The relative pronoun is *that*. It refers to *tape*. The adjective clause is *that I told you about*. It gives information about the tape.

Talia: This is the tape **that I told you about**.

- The relative pronoun combines 2 sentences into 1 sentence.

That's the video. Talia made the video.

That's the video **that Talia made**.

- In **object adjective clauses**, the **relative pronoun** is the **object** of the verb in the adjective clause.

In the following sentence, the verb is *heard*. The object of the verb is *conversation*.

Talia: We heard the **conversation**.

The **conversation** will clear Nick's name.

The **conversation that we heard** will clear Nick's name.

When the sentence changes to an adjective clause, the object of the verb is the relative pronoun *that*.

Notice that the relative pronoun **always comes first** in an adjective clause.

5. We can use the relative pronoun **who** or **that** when the object of the adjective clause is a **person**.

Nick: There's **someone who I have to go see**.
There's **someone that I have to see**.

We can also use the relative pronoun **whom** when the object is a person, but this is very formal.

The **soccer player whom the Federation is investigating** is the very popular Nick Crawford.

6. We use the relative pronoun **that** or **which** when the object is a **thing**.

Nick: My conversation wasn't the only **one that she recorded**.

My conversation wasn't the only **one which she recorded**.

That is more common than *which* in informal conversation.

7. Relative pronouns **don't change forms**. They're the same for singular and plural objects. They're also the same for male and female subjects.

That's the **man who I saw**.

Those are the **women who I saw**.

8. We often **leave out the object relative pronoun**. This is very common in informal conversation and writing.

Talia's the one **who** Nick wants to see.

Talia's the one **Nick wants to see**.

Newsline is the show **that** I always watch.

Newsline is the show **I always watch**.

Grammar 3: Passive Modals

1. Verbs can have either an **active** or a **passive** form. We use the active form of a verb when we want to focus on the agent (the "doer") of the action.

Talia **is going to interview** Nick later in the day.

The example focuses on Talia, the one who may interview Nick.

We use the **passive** form of the verb when we want to **focus on the receiver** of the action.

Nick **is going to be interviewed by** Talia later in the day.

The example focuses on Nick.

2. All verb forms (present, past, present and past continuous, present and past perfect, etc.) can be used in the passive. We can also use **modals** in the passive. To form a passive modal, we use a **modal + be + the past participle**.

The tape **can be edited**.

3. We use **can** with the passive to talk about **present or future ability**.

Nick: The World Cup matches **can be seen** all over the world.

We use **could** with the passive to talk about **past ability**.

Nick's innocence **couldn't be proven** without Talia's help.

4. We use **could, may, might, and can't** with the passive to talk about **future possibility or impossibility**.

Dean **might be sent** to jail for framing Nick.

The interview **may be scheduled** for later today.

5. We use **should, ought to, and had better** with the passive to talk about **advice**.

Tony: The Soccer Federation **ought to be told** right away about Nick's innocence.

6. We use **have to and must** with the passive to talk about **necessity**.

Jackie: The tape **had to be edited**.