

Jack C. Richards & Chuck Sandy

An upper-level multi-skills course

Passages

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Introduction

Passages is a two-level multi-skills course for upper-intermediate to advanced-level students of North American English. It provides an ideal follow-up for students who have completed a beginning to intermediate course, and is carefully coordinated to function as a sequel to *New Interchange*, one of the world's most successful English courses for adult and young adult learners of English.

The course covers the four skills of listening, speaking, reading, and writing, while giving systematic attention to grammar and vocabulary. *Passages* seeks to develop both fluency and accuracy in English through a topic-based syllabus. The topics are of high interest to students and provide maximum opportunities for personalization and discussion, promoting the development of both linguistic and communication skills.

Course Length


Each level of *Passages* provides material for 60 to 90 hours of class instruction. In situations where more time is available, the Teacher's Manual provides Optional Activities to extend each unit. Classes with shorter semesters can reduce the amount of time spent on Reading, Writing, Optional Activities, and the Workbook.

Course Components

The **Student's Book** contains 12 eight-page units and four review units. The exercises in each unit are grouped into two thematic lessons. There is a review unit after every three units; there's also a set of Grammar Extensions at the back of the book.

The **Teacher's Manual** contains detailed suggestions on how to teach the course, unit-by-unit notes, numerous suggestions for optional follow-up activities, complete answer keys, and transcripts of the listening activities. Answers to Workbook exercises are found at the back of the book.

The **Workbook** provides a variety of exercises that develop students' proficiency with the grammar, reading, writing, and vocabulary in the Student's Book. Each six-page unit follows the same teaching sequence as the Student's Book. The Workbook can be used for classwork or for homework.

The **Class Audio Cassettes** or **CDs** are for use in the classroom or language laboratory. They contain the recordings for the listening exercises. Although the speakers primarily model North American accents, nonnative varieties of English are also used where appropriate. Exercises that are recorded are indicated with the symbol .

A package of four **Review Tests** is available to enable the teacher to evaluate students' progress and to determine if any areas of the course need further study. There is one achievement test following every three units of the Student's Book. The test booklet is accompanied by an audio cassette for the listening sections; all tests may be photocopied for class use. Test answer keys as well as complete information on administering and scoring the tests are included in this booklet.

Unit Organization

Each unit of the Student's Book is organized around a central topic or theme and is divided into two four-page lessons (Lessons A and B), which complement each other by treating the unit topic from a different perspective. For example, Unit 9 in Level One is entitled "Putting the mind to work." The first four-page lesson, "Exploring creativity," focuses on the topic of creativity and jobs. In this lesson, students describe jobs that require creativity, take a quiz, and find creative solutions to difficult problems. In the second four-page lesson, "Ideas that work," products and services that have changed our lives are highlighted. For this lesson, students explain why new products are invented and choose inventions that have had a great impact on society.

The following unit structure is used throughout the course:

Lesson A

page one: Fluency activities introduce the topic of the first lesson through listening and oral work.

page two: Grammar exercises provide controlled practice leading to communicative activities.

page three: Fluency pages provide further listening practice and oral work.

page four: Writing exercises teach practical writing and composition skills.

Lesson B

page one: Fluency activities introduce the topic of the second lesson through listening and oral work.

page two: Grammar exercises provide controlled practice leading to communicative activities.

page three: Fluency pages provide further listening practice and oral work.

page four: Reading passages develop reading skills and stimulate discussion.

Passages seeks to develop both fluency and accuracy at the upper-intermediate to advanced level of proficiency. The course is based on the assumption that students have studied English for a number of years and have a good foundation in general language skills. They now need to extend their communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- extend their knowledge and use of grammar
- broaden their knowledge and use of vocabulary
- speak English fluently, i.e., express a wide range of ideas without unnecessary pauses or breakdowns in communication
- speak English accurately, i.e., use an acceptable standard of pronunciation and grammar when communicating

To teach these skills, *Passages* uses a communicative methodology that centers around:

- presenting topics that extend students' oral and grammatical skills
- providing students with opportunities to carry out communicative tasks in pairs and groups that require exchange of information and negotiation of meaning

- developing students' control of grammar and conversational language through activities that present and model language patterns, and then provide opportunities to practice them in authentic communicative contexts

At the same time, the topic-driven syllabus provides a rich source of information as a source for language lessons that allow the maximum amount of student personalization and response.

The following exercise types are used throughout *Passages*:

Information-based tasks

These tasks present real-world information (e.g., surveys, realia, short texts). They often begin a lesson and are designed to generate students' interest in and reaction to a topic that forms the basis of the lesson.

Oral exercises

These exercises consist of fluency-focused pair and group activities, including discussion tasks, ranking activities, class surveys, and other activities that encourage an exchange of information.

Listening exercises

These exercises appear on fluency pages (page one or page three of each lesson) and develop a variety of listening skills, such as listening for general ideas, listening for specific information, and inferencing. The listenings are based on authentic recordings of interviews and discussions with native and second-language speakers of English. They have been edited and rerecorded for clarity.

Grammar exercises

The grammar exercises focus on areas of grammar that are important at the upper-intermediate to advanced levels. These include exercises that seek to:

- illustrate how structures and grammar items that students may have previously encountered can be used in more complex ways
- expand students' grammatical resources as the basis for both speaking and writing

The grammar sections in *Passages* begin by showing how a structure is used and then take students from controlled practice to use of the structure in a communicative context.

Reading exercises

Readings are adapted from a variety of authentic sources and edited for clarity. Pre-reading and post-reading tasks allow students to fully utilize the reading passages and to develop reading skills, such as skimming, scanning, and making inferences. They also stimulate class discussion.

Writing exercises

Each unit contains one page of writing activities. In Level One, students learn about using topic sentences, identifying main ideas and supporting details, and organizing paragraphs. They move from writing short paragraphs to composing a three-paragraph composition by the end of the book.

Vocabulary exercises

Vocabulary exercises in each unit develop

students' knowledge of lexical sets, synonyms and antonyms, as well as idioms and collocations.

Grammar extensions

Grammar extensions are located at the back of the book. They expand on the grammatical structures introduced in the Student's Book.

It has been our goal with *Passages* to provide stimulating subject matter that will make learning English fun while at the same time giving students the tools they need to communicate in the real world. We hope that you enjoy *Passages* and look forward to hearing your comments on the course.

Jack C. Richards
Chuck Sandy

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Plan of Book 1

	FUNCTIONS	GRAMMAR	VOCABULARY
Unit 1 • Friends and family			
<p>A What kind of person are you?</p> <p>B Every family's different.</p>	<ul style="list-style-type: none"> Describing personalities Expressing likes and dislikes Describing personal change Stating advantages and disadvantages Talking about rules 	<ul style="list-style-type: none"> Gerunds Noun clauses after <i>be</i> 	<ul style="list-style-type: none"> Adjectives describing personality traits
Unit 2 • Education and learning			
<p>A How can schools be improved?</p> <p>B What's the best way to learn?</p>	<ul style="list-style-type: none"> Stating facts Making recommendations Describing processes and strategies Giving reasons and purposes Talking about hopes and dreams 	<ul style="list-style-type: none"> <i>Should</i> and <i>ought to</i> in the active and passive Infinitives and gerunds to talk about how to do things <i>In order to</i> and <i>so that</i> 	<ul style="list-style-type: none"> Collocations relating to goals
Unit 3 • Cities			
<p>A Fascinating destinations</p> <p>B It's my kind of city.</p>	<ul style="list-style-type: none"> Describing and giving information about places Stating preferences Presenting contrasting information Categorizing and evaluating issues 	<ul style="list-style-type: none"> Defining and non-defining relative clauses Order of adjectives Connecting contrasting ideas 	<ul style="list-style-type: none"> Nouns referring to features of a city Nouns relating to quality-of-life issues
Review of Units 1-3			
Unit 4 • Day and night			
<p>A Your energy profile</p> <p>B Sweet dreams</p>	<ul style="list-style-type: none"> Describing daily routines and habits Giving advice Explaining reasons and conditions Giving interpretations of meaning 	<ul style="list-style-type: none"> Time relationships Clauses stating reasons and conditions 	<ul style="list-style-type: none"> Collocations referring to sleep and dreams
Unit 5 • Generally speaking			
<p>A What's typical?</p> <p>B Topics of concern</p>	<ul style="list-style-type: none"> Comparing customs and habits Presenting contrasting information Making generalizations Discussing concerns and offering solutions Describing a mental process 	<ul style="list-style-type: none"> Showing contrast and exception Quantifiers Conditional sentences 	<ul style="list-style-type: none"> Adjectives describing emotional reactions Nouns referring to public concerns
Unit 6 • Interpersonal communication			
<p>A Making conversation</p> <p>B Personal secrets</p>	<ul style="list-style-type: none"> Describing types Talking about appropriate behavior Starting a conversation Making small talk Reporting what someone else has said 	<ul style="list-style-type: none"> Infinitive and gerund phrases Reported speech 	<ul style="list-style-type: none"> Adjectives describing positive and negative feelings
Review of Units 4-6			

DISCUSSION

LISTENING

WRITING

READING

- Finding out what personality traits you have in common with your classmates
- Studying personality profiles
- Talking about how you have changed or how you would like to change
- Comparing families
- Talking about rules in your family

- Three young people describe how they have changed
- Two people compare similarities and differences between their families

- Identifying the main idea in a paragraph
- Writing a paragraph about your most positive or negative quality

- "Upside-Down Families": Families where the children have too much control

- Making suggestions to improve schools
- Explaining how school prepares young people for life
- Stating your goals for the future
- Discussing different ways to learn something

- Two young people explain how they developed personally at college
- Three people describe the strategies they used to learn something new

- Choosing topic sentences
- Writing a paragraph about your educational beliefs

- "Home Schooling: A Growing Trend": Advantages and drawbacks of educating children at home

- Explaining why you'd like to visit a particular city
- Choosing the right city for a particular purpose
- Deciding which city is best to live in
- Evaluating your hometown
- Discussing quality-of-life issues

- A TV show introduces two exciting cities
- Two foreign students explain what they like about their host city
- Two New Yorkers talk about life in their city

- Creating topic sentences
- Writing a paragraph about a place you know

- "Get Yourself Lost": The best way to enjoy sight-seeing in a new place

- Discussing personal energy levels
- Classifying activities that raise or lower your energy level
- Giving advice on a radio call-in program
- Talking about sleeping habits
- Interpreting dreams

- Three people describe methods they use to lower stress
- Two people describe their dreams and try to figure out what they mean

- Choosing the best topic sentence
- Writing a paragraph about times of day, daily schedules, or relaxation

- "Ten Keys to a Better Night's Sleep": Tips on fulfilling a basic human need

- Talking about what's average
- Discussing what makes you typical or unique
- Talking about future concerns
- Explaining your personal concerns

- Three teenagers compare themselves to other people their own age
- Three people describe their different approaches to solving problems

- Identifying supporting statements
- Developing a paragraph with supporting statements

- "Statistically Speaking": The living arrangements, education level, and beliefs of the average American

- Discussing conversational styles and habits
- Giving advice for awkward social situations
- Determining appropriate topics for small talk
- Deciding if it's appropriate to tell secrets
- Reporting news about your classmates

- Several people make small talk at a party
- Three people tell some interesting news

- Keeping a journal
- Writing your reaction to a good piece of news

- "Don't Be a Bone": How to be a good conversationalist

Unit 7 • Telling the news

<p>A Storytelling</p> <p>B What's in the news?</p>	<ul style="list-style-type: none"> Presenting information in chronological order Narrating news events Organizing and presenting topical information 	<ul style="list-style-type: none"> Adverbs with the past and past perfect Present perfect vs. past Past vs. past continuous 	<ul style="list-style-type: none"> Nouns referring to events in the news
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Unit 8 • Values

<p>A Growing up</p> <p>B The wisdom of age</p>	<ul style="list-style-type: none"> Expressing regrets about the past Referring to fortunate events in the past Evaluating traits of character Describing people's attitudes and beliefs 	<ul style="list-style-type: none"> <i>Should have</i> and <i>ought to have</i>; wishes about the past Adjectives of emotion + past time clauses Noun clauses introduced by <i>it</i> Noun clauses introduced by verbs 	<ul style="list-style-type: none"> Nouns referring to values and traits of character Adjectives describing personal attitudes Collocations relating to positive actions
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Unit 9 • Putting the mind to work

<p>A Exploring creativity</p> <p>B Ideas that work</p>	<ul style="list-style-type: none"> Describing job qualifications Offering solutions to problems Commenting on facts Analyzing reasons 	<ul style="list-style-type: none"> Reduced relative clauses Non-defining relative clauses as sentence modifiers 	<ul style="list-style-type: none"> Nouns referring to creative qualities Collocations related to problem-solving Nouns referring to inventions
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Review of Units 7-9

Unit 10 • The art of complaining

<p>A That really bugs me!</p> <p>B Let's do something about it!</p>	<ul style="list-style-type: none"> Describing everyday irritations Describing personal styles of complaining Making complaints Responding to complaints Identifying problems and offering solutions Giving advice 	<ul style="list-style-type: none"> Noun clauses containing relative clauses Noun clauses beginning with question words, <i>whether</i>, and <i>if</i> 	<ul style="list-style-type: none"> Nouns referring to consumer and purchases
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Unit 11 • On the other side of the world

<p>A Culture shock</p> <p>B Globe-trotting</p>	<ul style="list-style-type: none"> Comparing and contrasting customs Predicting the future Making hypotheses Giving advice Explaining preferences 	<ul style="list-style-type: none"> Future perfect and future perfect continuous Gerunds as the objects of prepositions Mixed conditionals 	<ul style="list-style-type: none"> Compound adjectives relating to personal characteristics
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Unit 12 • Dilemmas

<p>A Public concerns</p> <p>B How honest are you?</p>	<ul style="list-style-type: none"> Stating and supporting opinions Describing personal characteristics Discussing hypothetical situations Explaining decisions 	<ul style="list-style-type: none"> Adding information and showing conclusions The passive of the present continuous Conditions with <i>if</i>, <i>only if</i>, <i>unless</i>, and <i>even if</i> 	<ul style="list-style-type: none"> Adjectives and nouns describing people and how they view the world
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Review of Units 10-12

Grammar Extensions

DISCUSSION

LISTENING

WRITING

READING

- Telling stories about uncomfortable situations
- Talking about personal experiences
- Creating a story with your classmates
- Studying the different sections of a newspaper
- Presenting a news story of local interest

- Two people describe personal dilemmas
- An actress describes her most embarrassing moments
- A radio broadcast highlights the top news stories of the day

- Putting events in order
- Writing a narrative paragraph

• "Nitty News": Humorous news articles about some strange events

- Talking about values you've learned
- Describing personal memories and regrets
- Giving advice to young people on getting the most out of life
- Stating personal beliefs

- An interviewer asks people about personal values
- Three people describe their role models

- Choosing a thesis statement for a multi-paragraph composition
- Writing a composition about a significant time in your past

• "It's Not So Bad to Be Middle-Aged": Some of the rewards of middle age

- Describing jobs that require creativity
- Taking a creativity quiz
- Finding creative solutions to difficult problems
- Choosing inventions that have had a great impact on twentieth-century life
- Explaining why new products are invented

- Three employees explain how their jobs are creative
- Three people devise imaginary inventions

- Choosing new paragraph beginnings
- Writing a composition about someone who is creative or unique

• "Silly Questions, Brilliant Answers": The strange history of three influential products

- Complaining about everyday annoyances
- Comparing styles of complaining
- Finding solutions to problems in your community
- Stating consumer complaints
- Giving advice on avoiding consumer problems

- Two people describe irritating situations
- Two friends compare the problems in their neighborhoods

- Writing a letter of complaint

• "Can't You Just...?": How to deal with annoying consumer problems

- Giving advice on moving overseas
- Comparing customs between North America and your country
- Imagining the experience of living abroad
- Telling how a trip you took could have been better
- Explaining your travel preferences

- Three young people talk about the positive and negative aspects of living abroad
- Three travelers describe personal mishaps

- Planning a composition
- Brainstorming ideas and organizing an outline
- Writing a composition about traveling or living abroad

• "Smooth Talking": Overcoming the language barrier when traveling abroad

- Describing controversial issues
- Giving opinions about current issues
- Giving reasons for behavior
- Explaining how you would solve personal dilemmas

- Three people explain what issues they think are important
- Two people describe being confronted by an ethical dilemma

- Presenting persuasive evidence to a specific audience
- Writing a paragraph about a public concern

• "Little, Less Common": The benefits of common life