

Rites of passage

- ▶ Discuss life events and milestones
- ▶ Describe regrets and hypothetical situations

1 SNAPSHOT

UNFORGETTABLE FIRSTS

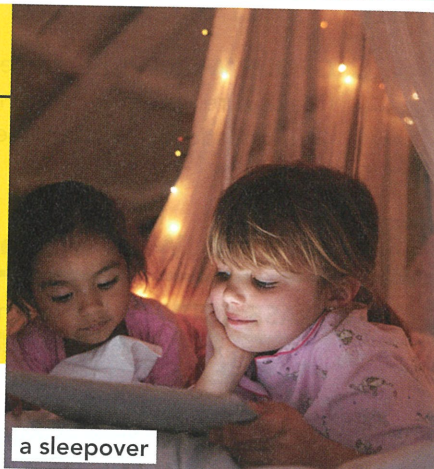
Some moments that matter

- | | |
|--|--|
| <input type="checkbox"/> first sleepover | <input type="checkbox"/> first trip with friends |
| <input type="checkbox"/> losing your first tooth | <input type="checkbox"/> high school graduation |
| <input type="checkbox"/> first day at school | <input type="checkbox"/> first paycheck |
| <input type="checkbox"/> first pet | <input type="checkbox"/> getting your driver's license |
| <input type="checkbox"/> first swim in the ocean | <input type="checkbox"/> entering college |
| <input type="checkbox"/> first crush | <input type="checkbox"/> first heartbreak |

Which of these first experiences were important for you?
Check (✓) them.

How did you feel when you had these experiences?

What other first experiences have you had that you will never forget?



a sleepover

2 CONVERSATION I was so immature.

▶ A Listen and practice.

Jim: Congratulations, graduate! What's next for my favorite nephew?

Luke: I'm your only nephew, Uncle Jim!

Jim: But you're still my favorite! Anyway, what are your plans?

Luke: I'm looking for a job, so I can make some money before I go to college.

Jim: Ah! After I graduated, I went to Alaska to work as a fisherman. It was a tough job, but it helped me grow up.

Luke: How do you mean?

Jim: Until I started working, I'd never had any important responsibilities. I was so immature. But once I moved away from home, I learned to take care of myself.

Luke: So you became independent.

Jim: Yeah, but not for very long, actually. After two months, I moved back home . . . and got a job at your grandfather's store.

Luke: Hey, I think my search just ended. I'm going to talk to Grandpa about a job.



▶ B Listen to the rest of the conversation. What was an important turning point for Jim? for Luke?

3 GRAMMAR FOCUS

▶ Time clauses

Before I graduated from high school, I had never worked.

After I graduated, I went to Alaska to work as a fisherman.

Once I moved away from home, I learned to take care of myself.

The moment I moved away from home, I felt like a different person.

As soon as I got my own bank account, I started to be more responsible.

Until I moved to Alaska, I had never been away from home.

By the time I went to college, I had already lived away from home.

GRAMMAR PLUS see page 142

A Match the clauses in column A with appropriate information in column B. Then compare with a partner.

A

1. Until I went to college, _____
2. Before I became a parent, _____
3. Once I joined a sports team, _____
4. The moment I had a car accident, _____
5. As soon as I got my first paycheck, _____
6. By the time I was 15, _____
7. After I began a relationship, _____
8. Until I left home, _____

B

- a. I learned the importance of teamwork.
- b. I understood why you shouldn't text and drive.
- c. I realized that I wasn't a child anymore.
- d. I learned that love can hurt!
- e. I had never taken school very seriously.
- f. I began to understand the value of money.
- g. I had never cooked a real meal.
- h. I had never worried about the future.

B Which of the clauses in column A can you relate to your life? Add your own information to those clauses. Then compare with a partner.

"Until I left home, I had never bought my own clothes."

C GROUP WORK What do you think people learn from these events? Write sentences using time clauses in the present. Then take turns reading and talking about them.

1. moving in with roommates
2. buying your own home
3. having a pet
4. getting a credit card
5. getting your first paycheck
6. getting your driver's license
7. getting married
8. becoming a parent

1. "Once you move in with roommates, you have to learn to work together."



4 LISTENING Turning points

- ▶ **A** Listen to three people describe important events in their lives. Complete the chart.

	Turning point	How it affected him or her
1. Nari		
2. Anthony		
3. Karina		

- ▶ **B** Listen again. What do these three people have in common?
- C PAIR WORK** What has been a turning point in your life? Discuss with a partner.

5 SPEAKING Milestones

- A PAIR WORK** In your country, how old are people when these things typically happen?

get a first job	graduate from college
get a driver's license	get married
move out of their parents' home	retire

- B GROUP WORK** Choose three milestones. What do you think life is like before and after each one? Join another pair and discuss.

"Before you get a job, you depend on your family for everything. The moment you get your first paycheck, you . . ."



6 WORD POWER Personal characteristics

- A PAIR WORK** At what age do you think people possess these traits? Check (✓) one or more ages for each trait.

	In their teens	In their 20s	In their 30s	In their 40s	In their 60s
ambitious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
argumentative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
carefree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dependable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
naive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pragmatic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rebellious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sophisticated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B GROUP WORK** Use the words in part A to describe people you know. "My mother is dependable. I can always count on her when I need help."

7 PERSPECTIVES That was a mistake.

- ▶ **A** Listen to two recent college graduates talk about their regrets. Do you have any similar regrets?



1 I should have done an internship while I was in college.

3 If I hadn't been so irresponsible, I could have gotten better grades.

5 If I'd listened to my professors, I would have taken some additional courses.



2 If I'd been more ambitious in college, I could have learned to speak another language.

4 I shouldn't have taken out a student loan to pay for college.

6 If I hadn't wasted so much money last year, I would have saved enough to start graduate school.

- B GROUP WORK** What advice would you give to these recent grads?

8 GRAMMAR FOCUS

- ▶ **Expressing regret and describing hypothetical situations**

Use *should have* + the past participle to express regret.

I **should have done** an internship while I was in college.

I **shouldn't have taken out** a student loan.

Use *would have* + the past participle to express probable outcomes in hypothetical situations.

Use *could have* + the past participle to express possible outcomes.

If I'd **listened** to my professors, I **would have taken** additional courses.

If I **hadn't been** so irresponsible, I **could have gotten** better grades.

GRAMMAR PLUS see page 142

- A** For each statement, write a sentence expressing regret. Then talk with a partner about which statements are true for you.

- I didn't play any sports when I was younger.
- I was carefree with money when I was a teenager.
- I didn't stay in touch with my school friends after I graduated.
- I was naive when I first started working.
- I didn't study hard in school.

1. I should have played sports when I was a teenager.

- B** Match the clauses in column A with appropriate information in column B.

- A**
- If I hadn't gone to so many parties, _____
 - If I'd been more careful, _____
 - If I'd been wiser, _____
 - If I'd listened to my financial advisor, _____
 - If I hadn't been so rebellious, _____

- B**
- I would have been nicer to my parents.
 - I wouldn't have borrowed money for a new car.
 - I would have done better in school.
 - I wouldn't have lost all my documents.
 - I wouldn't have argued with my boss.

- C** Add your own information to the clauses in column A. Then compare in groups.

9 INTERCHANGE 11 Good choices, bad choices

Imagine if things were different. Go to Interchange 11 on page 125.

10 PRONUNCIATION Reduction of *have* and *been*

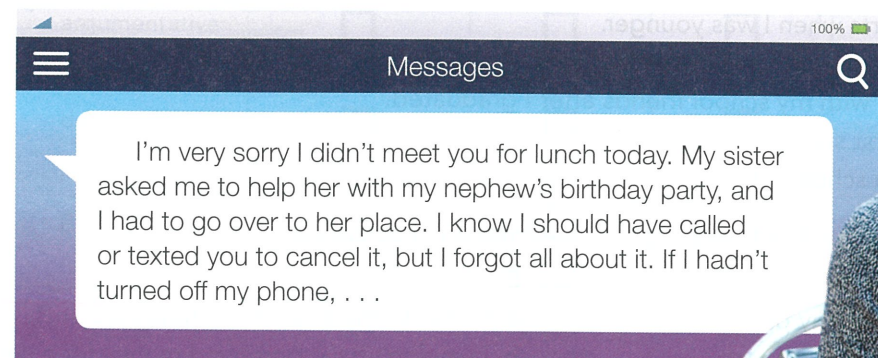
- A** Listen and practice. Notice how **have** and **been** are reduced in these sentences.
- I should **have been** less selfish when I was younger.
If I'd **been** more ambitious, I could **have** gotten a promotion.
- B PAIR WORK** Complete these sentences and practice them. Pay attention to the reduced forms of **have** and **been**.
- I should have been . . . when I was younger. If I'd been more . . ., I could have . . .
I should have been . . . in school. If I'd been less . . ., I would have . . .

11 LISTENING My biggest regret

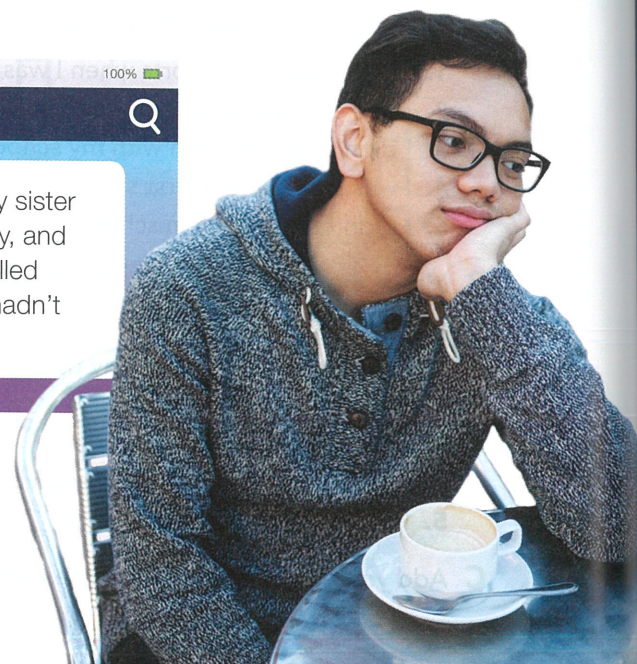
- A** Listen to a conversation between three friends about regrets. Write two regrets that each person has.
- | | Regrets |
|-----------|---------|
| 1. Ariana | |
| 2. Ray | |
| 3. Kira | |
- B** Listen again. Which friend feels differently about regrets? How does he or she feel?
- C PAIR WORK** Do you agree with the attitude about regrets in part B? Why or why not?

12 WRITING An apology

- A** Think about something you regret doing that you want to apologize for. Consider the questions below. Then write a message of apology.
- What did you do? What were the consequences?
Is there any way you can undo those consequences?



- B PAIR WORK** Read your partner's message. Talk about what you would have done if you'd had a similar regret.



13 READING

- A** Skim the advice column. What is Paul's problem? What does he ask Stella?

[HOME](#)
[ABOUT](#)
[ADVICE](#)
[ASK STELLA](#)
[COMMUNITY](#)
[FOLLOW STELLA](#)

Dear Stella,

I have a problem, and I'm not sure what to do about it. I was studying with my friend Karl, and he let me use his laptop for a minute to look something up. He had been busy typing an essay, so I opened the document again when I was done. But somehow I hit the wrong button, and I deleted the document. All of his work was gone. It was a total accident, and I did say, "Sorry," just so he wouldn't yell at me. But he got really angry and accused me of doing it on purpose. Now Karl is acting really cold towards me, and I can tell he's still angry. It really wasn't my fault, but I still feel bad. Should I apologize anyway just to make him feel better?

Paul in Philadelphia

Dear Paul,

When you've done something that hurt a friend, even by accident, it can be really uncomfortable. You obviously feel bad about deleting Karl's essay, and you didn't mean for it to happen. Unfortunately, it sounds like Karl has a pretty short fuse. Sure, if you'd apologized better at the time, and if you had offered to help him recover his work, it might have smoothed things over. After being accused of sabotage, however, I understand why you didn't apologize again.

What should you do now? First, ask yourself if an apology is necessary. If you don't feel you did anything wrong, it wouldn't mean very much. An apology has to be sincere and heartfelt to be effective. Second, if someone stops treating you like a friend because you made a mistake – which is a form of emotional blackmail – they probably won't believe your apology anyway. Third, a two-way discussion is often more effective than an apology. I think you need to sit down with Karl, tell him how badly you feel, avoid making excuses or trying to blame him, and get on with your friendship. If he still won't forgive you after that, maybe he's not such a great friend after all.

- B** Read the advice column. Find the words in *italics* in the text. Match the definitions to the words.

- | | |
|----------------------------|--|
| 1. <i>short fuse</i> _____ | a. act of demanding something from someone in exchange for a benefit |
| 2. <i>sabotage</i> _____ | b. quick or violent temper |
| 3. <i>heartfelt</i> _____ | c. decide not to be angry at someone |
| 4. <i>blackmail</i> _____ | d. act of destroying something to get an advantage |
| 5. <i>forgive</i> _____ | e. very sincere |

- C** Check (✓) True, False, or Not given for each statement.

- | | True | False | Not given |
|--|--------------------------|--------------------------|--------------------------|
| 1. The two boys are best friends from childhood. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Paul mistakenly deleted some of Karl's work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Karl reacted very calmly at the time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stella thinks Paul could have improved the situation at the time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Stella believes that both friends need to apologize. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Stella thinks even an insincere apology is helpful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Karl's behavior shows that he is not very forgiving. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Stella says that Paul and Karl's friendship is over. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- D PAIR WORK** Do you agree with the advice Stella gave Paul? If not, what advice would you give him?