



A

t a Party—Taking the Initiative

Theme:
Meeting New People

Warm-Up

1. What do you prefer to do—go to a party or stay home and watch a movie? Why?
2. How do you feel at parties where you don't know many of the people?
3. When you want to start a conversation at a party with someone you don't know, what are some things you can talk about?

Focused Listening

Before You Listen

What do you think the men in the cartoon are saying to each other? What do you think the women are saying?

As You Listen

- (A) Close your book. Listen to the conversation between Al and Bill to find the answers to these questions.

What does Bill want to do?

How does Al help his friend?

- (B) Listen again, but this time read the conversation as you listen.



AL: **What's eating you?**

BILL: What do you mean? I'm fine.

AL: No, you aren't. Come on, whatever it is, **get it off your chest.**

BILL: Well . . . see that woman over there? Her name's Elizabeth. I've been trying to find a way to meet her for months, and now, here she is. But I don't **have the guts** to walk over there.

AL: Come on, Bill! This is your chance. Just **give it a shot.** What do you have to lose?

BILL: **She wouldn't be caught dead with me.**

AL: Why do you say that?

BILL: Oh, let's just **skip it**, OK? I don't know why I even told you.

AL: How do you know her, anyway?

BILL: We work in the same building.

AL: Well, I think you should just **bite the bullet**, go over there, and start a conversation.

BILL: Maybe later.

AL: Why **put it off?** Who knows? You two might **hit it off.**

BILL: **That'll be the day.**

AL: Why are you so negative all of a sudden? I've never seen you like this.

BILL: Maybe you're right. I should just **take the initiative** and walk over there. But what should I say?

AL: **Now you're talking.** Just introduce yourself and start talking about the party or mention that you've seen her at work. She's **bound to** recognize you, too.

BILL: Well, maybe. Oh . . . you're probably right. If I **pass up** this chance, I'll never forgive myself. Well, here I go. Wish me luck!

After You Listen

(A) Read the sentences about the conversation. Circle *T* for *true*, *F* for *false*, or *?* if you don't know.

- | | | | |
|-------------------------------------------------------------|---|---|---|
| 1. This is the first time that Bill has seen Elizabeth. | T | F | ? |
| 2. Bill has a lot of confidence in himself. | T | F | ? |
| 3. Al offers to tell Elizabeth that Bill wants to meet her. | T | F | ? |
| 4. Al gives Bill advice about what to say to Elizabeth. | T | F | ? |
| 5. Al wants to meet Elizabeth's friend. | T | F | ? |

B **Guess the Meanings**

When you say the same thing with different words, you are paraphrasing. Read the paraphrases below, and find an expression in the conversation that means the same thing. Make sure the paraphrase would easily fit into the conversation.

Paraphrase	Idiomatic Expression
Example: <i>What's eating you?</i>	<u>What's bothering you?</u>
1. have the courage	_____
2. try it.	_____
3. (let's) not talk about it	_____
4. that will never happen	_____
5. don't take advantage of	_____

C Say the conversation in pairs. Then have two students say the conversation in front of the class.

Understanding the New Expressions

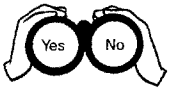
Work with Others

If you're working with a partner or in a small group, read the short dialogues and examples for each expression aloud. Also complete the Your Turn exercises together. Then, for each expression, circle *Yes* or *No* to show if you understand. If you circled *No*, highlight or underline what is unclear, and ask questions for clarification.

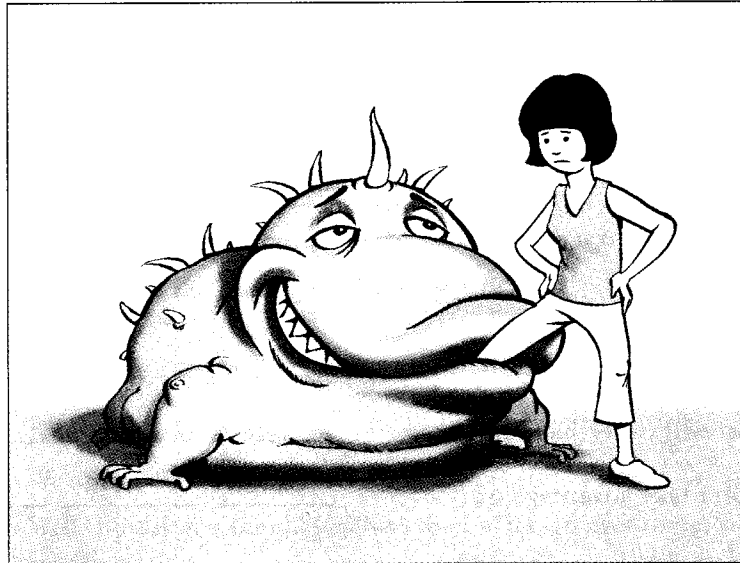
Figure It out on Your Own

Read the short dialogues and examples for each expression. Also complete the Your Turn exercises that don't need partners. Then, for each expression, circle *Yes* or *No* to show if you understand. If you circled *No*, highlight or underline what is still unclear, and ask questions in class for clarification.

ALL CLEAR ?



1. **What's éating (you)?** = What's bothering you?



A: I don't want to talk right now.

B: **What's éating you?**

A: Nothing. I'll talk to you later.

A: **What's éating him** today? He's in a really bad mood.

B: I don't know. But let's stay out of his way until he feels better.

ALL CLEAR ?



2. **gét something óff one's chést** = reveal something (usually a confession or complaint) that has been bothering you

A: I have to **get something off my chest**. It's been bothering me for a long time.

B: What is it?

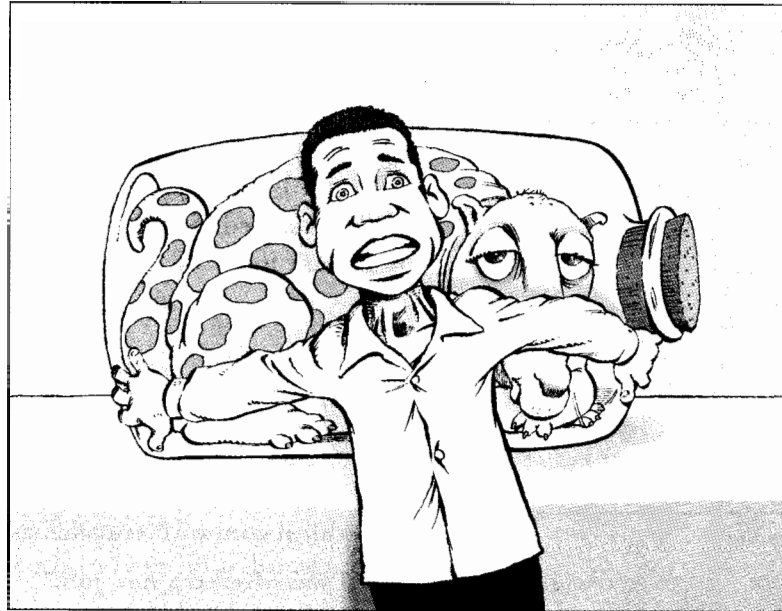
(possible responses)

- A:
- I don't want you to borrow my car anymore because you put on so many miles. (confessing first and then complaining)
 - I don't think it's fair that his salary is higher than mine. (complaining)
 - I haven't been honest with you. (confessing)
 - I lied to you. (confessing)

Contrast the Opposite:

keep something bottled up (inside) = keep something that has been bothering you inside.

- A: It's not healthy to **keep** all those feelings/problems/thoughts **bottled up inside**. You can get sick. You need to talk to someone.
- B: You're right. Can I talk to you?



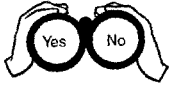
Your Turn

Imagine that you are a famous actor. You are talking to another actor. Follow the directions and complete the sentences.

Actors' names: _____ and _____

Directions for A	Lines (What you and your partner say.)
Make a confession.	A: I have to <i>get something off my chest</i> . I _____. B: Really? _____!
Complain.	A: I have to <i>get something off my chest</i> . I'm upset because you _____. B: I'm sorry. I _____!
Give advice to someone who is very worried.	A: Tell me what's wrong. It's not good to <i>keep things bottled up</i> . B: OK. I _____.

ALL CLEAR ?



3. (**n**ót) **h**áve the **g**úts (to) = (not) have the courage (to do something)

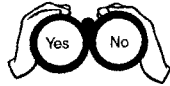
Note: When someone is afraid, it is common to use the expression *not have the guts*. The affirmative form is often used in questions.

A: Do you **have the guts** to swim there? There may be snakes.

B: No, I **don't have the guts**.

- She's scared. She **doesn't have the guts** to dive off that cliff.
- I **don't have the guts** to make a speech in front of the whole class.

ALL CLEAR ?



4. **g**ive it a **sh**ót = try something; give something a chance to happen (while knowing you can make a change if it doesn't work out)

Note: Don't use this idiom with something that requires a long-term moral or ethical commitment such as marriage or getting a pet.

A: I was offered a new job.

B: Will you take it?

A: Yeah, I think I'll **give it a shot**. (= I'll try it, and if it isn't right for me, I'll look for another job.)

A: I don't know if we should move all the way across the country.

B: Maybe you should **give it a shot** for six months, and then decide on where to live.

Your Turn: Listening Challenge

Listen to Part A of the conversation. With your partner(s), come up with possibilities about what the two friends are talking about.

We think they might be talking about _____

Now listen to Part B to see if you were correct.



I, 2

5. **(someone) wouldn't be caught dead (with someone)** = someone would never want to be with someone because of dislike, fear, or shame

Note: This is a very, very strong expression that you should learn just for comprehension.

- You know, those two politicians **wouldn't be caught dead with each other.**
- She **wouldn't be caught dead with** those fanatics.
her ex-boyfriend.

Contrast: **wouldn't be caught dead (in/at a place)**
wouldn't be caught dead (doing something)

- They **wouldn't be caught dead in** that part of town.
- We **wouldn't be caught dead at** that kind of concert.
- I **wouldn't be caught dead making** a speech in front of a thousand people.

6. **Skip it!** = Let's not talk about it anymore. = **Forget it!**

Note: "Skip it!" and "Forget it!" are commands that are not very polite. They are used by very close friends or relatives when they don't want to answer a question.

A: Come on. Tell me what's wrong.

B: Let's just **skip it**, OK? I don't want to talk about it.

Contrast: **skip something** = miss something on purpose, not by accident
skip lines = not write on every line; leave an empty space (line)
skip dessert = not eat dessert
skip over = intentionally not deal with a certain part of something or with certain people:

- When I read the book, I **skipped over** the introduction.
- They **skipped over** us, and picked Rose and Rob to do the job.

ALL CLEAR ?



ALL CLEAR ?





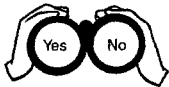
7. **bite the bullet (and do something)** = make a decision to do something after hesitating



Origin: During wars in the 1800s, doctors often had to cut off the arms or legs of soldiers. Because they didn't have medicine to help kill the pain, doctors gave soldiers a bullet to bite on. The meaning of *bite the bullet* is that a person makes a decision and does something with courage. (Source: *Morris Dictionary of Word and Phrase Origins*)

- Don't keep talking about it. Just **bite the bullet** and do it.
- They **bit the bullet** and got married.
- I'm going to **bite the bullet** and buy that new car.

Note: When you *bite the bullet*, you make a strong decision to DO something. When you *give something a shot*, you just try something and may or may not be successful.



8. **put something off** = postpone, delay until later

A: You know the expression "Don't **put off** till tomorrow what you can do today?"

B: Uh-huh.

A: I do the opposite. I don't do today what I can do tomorrow. How about you?

Grammar Notes: **Put off** is a verb with two parts. It is called a *phrasal verb*.

(1) If you use a pronoun with this expression, be sure to put the pronoun *between* the two words.

A: I have a lot of homework this weekend.

B: Don't **put it off** for too long, or you'll be sorry.

(it = homework)

(2) When a verb follows *put off*, it is necessary to add **-ing** to form a gerund:

- Don't **put off doing** your homework.
- Doing your homework on time is important. Don't **put it off**. (Use "it" as the pronoun for a gerund.)
- He **put off telling** his boss about the problem, and now he's very nervous.

Your Turn

Procrastinators are people who delay doing things. Find three or four procrastinators in your class. Complete the chart.

ASK: Are you a procrastinator? Do you often put things off?

- When a classmate says “No, I never put things off,” say “Thank you” and go talk to another student.
- When a classmate says “Yes,” ask “What kinds of things do you often put off?”

Classmates who *put things off*

What they often *put off*

Example:

1. **Andrea**

1. She often puts off doing her laundry.

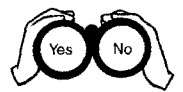
9. **hit it off** = immediately get along with someone very well (This is said about people who meet for the first time and like each other very much.)

Note: The word *hit* in this expression does not mean that someone actually hits or is hit.

Grammar Notes: The basic form of this expression doesn't change. The word *it* is always in the middle. However, the verb tense can change.

- When they met a few months ago, they **hit it off** right away, and now they see each other every day.
- I'm going to meet her parents tomorrow night. I hope we **hit it off**.
- We didn't **hit it off** very well, so I don't think we'll see each other again.

ALL CLEAR ?



Culture Note

Internet dating for people of all ages has become more and more common. Is Internet dating common in your native country?

Your Turn

Discuss with a partner what qualities you like in another person. Then complete the dialogues.

A: How do you like your new roommate?

B: He's _____. We really *hit it off* and like each other a lot.

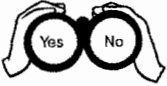
A: You joined an Internet dating service, didn't you?

B: Uh-huh. In fact, I went out with someone last week.

A: How was it?

B: Well, we didn't *hit it off*. I liked him/her on the phone, but _____

ALL CLEAR?



10. **THAT'LL be the dáy.** = That will never happen, in my opinion. This expression means "I don't expect that day to ever come."

Note: "That'll be the day" is a sarcastic expression because you are saying exactly the opposite of what you mean.

Pronunciation Note: Stress (give the most emphasis to) the word *That'll*.

A: Someday you'll be your own boss and you won't have to take orders from anyone.

B: **That'll be the day.**

A: They're trying to clean up the pollution here and plant more trees. Eventually our city will look like it did a hundred years ago.

B: **That'll be the day.**

Your Turn

What is something you don't believe will really happen? Complete the dialogue.

A: _____

B: **That'll be the day!**

11. **take the initiative (and do something)** = take the first step in doing something, take action (When you *take the initiative*, you don't wait for someone to tell you what to do.)

Pronunciation Note: The *ti* in *initiative* is pronounced like *sh*: /ɪ-ni-ʃi-e-tiv/.

A: She's very successful, isn't she?

B: She sure is. That's because she's not afraid to **take the initiative**.
She doesn't hesitate to express her ideas and suggest projects.

- Nothing is going to happen if you don't **take the initiative**. You have to take the first step, because no one is going to come to you.
- You can **take the initiative** and:
 - start something (a conversation, a business).
 - ask someone out (for a date).
 - suggest that something be done at work or in school.
 - write a proposal for a project.
 - make some phone calls to find something out.

12. **NÓW you're tálking.** = I didn't agree with what you said or were doing before, but now I completely and enthusiastically agree.

Pronunciation Note: Emphasize the word *now*. The point here is that I agree *now*, but I didn't agree before.

A: Let's take a week's vacation.

B: Only a week?

A: OK, a month.

B: **Now you're talking!**

A: You can have the car for \$6,000.

B: Thanks anyway, but I think I'll look around.

A: How about \$4,000?

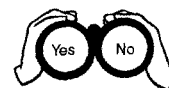
B: **Now you're talking!** I'll take it.

13. **be bóund to** = be likely to; will probably

Grammar Note: This expression has a future meaning, but the verb *be* is used in the present tense.

- It's **bound to** rain. Look at the clouds.
- Don't worry about traveling there. Someone **is bound to** speak English.
- Your candidates **are bound to** win. They have a lot of money for advertising.
- She's **bound to** go out with you. After all, you're a great guy.

ALL CLEAR ?

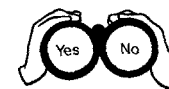


See Appendix I for a "Guide to pronunciation symbols."

ALL CLEAR ?



ALL CLEAR ?





14. pass up = to miss, not take advantage of an opportunity

Note: It is common to say *pass up an opportunity* or *pass up a chance* (to do something).

A: Can I take two weeks off?

B: When?

A: Soon. I won a free trip to Hawaii, and I have to use the ticket within thirty days. I don't want to **pass up** this great opportunity.

- You've got to say something now. It's the perfect time. Don't **pass up** this chance to talk to him.

Grammar Notes:

(1) Like **put off** (number 8), **pass up** is a phrasal verb. If you use a pronoun with this expression, be sure to put the pronoun *between* the two words:

- The dessert looks absolutely delicious. But I'm so full that I think I'll have to **pass it up**.

(2) When a verb follows *pass up*, it is necessary to add **-ing** to form a gerund:

- I don't want to **pass up going** to Disneyland® for free!

Your Turn

Put a + next to what would be hard for you to *pass up*.

Put a - next to what wouldn't be hard for you to *pass up*.

Then talk to a partner and say:

It would/wouldn't be hard for me to pass up _____ because

_____.

- | | |
|------------------------------------|--------------------------|
| ___ ice cream | ___ a big sale |
| ___ an all-you-can-eat buffet | ___ a free trip to _____ |
| ___ a chance to adopt a cute puppy | ___ _____ |
| ___ free tickets to an opera | ___ _____ |

NEW EXPRESSION COLLECTION		
What's eating you?	wouldn't be caught dead	that'll be the day
get something off your chest	skip it	take the initiative
keep something bottled up	bite the bullet	now you're talking
(not) have the guts	put it off	be bound to
give it a shot	hit it off	pass up

Exercises

(See page 150 for pronunciation exercises for Lesson 1.)

1. Mini-Dialogues

Read the sentences in Column A. Choose the *best* response from Column B. Not all responses can be used. Then say each mini-dialogue with a partner.



1A

- 1. There they are! It's our chance to get their autographs.
- 2. What's eating you?
- 3. Are you going to do it?
- 4. They're parachute jumping today.
- 5. Did she ask him out?

1B

- a. I've been keeping something bottled up for a long time.
- b. Uh-huh. She bit the bullet and did it.
- c. They wouldn't be caught dead there.
- d. I know. I could never do that. I don't have the guts.
- e. Let's go. I don't want to pass this up.
- f. Yup. I'm going to give it a shot.

Yup = Yes

2A

- 1. I think I'm going to skip it. I'm pretty tired.
- 2. Skip over the first three paragraphs, and start with the fourth.
- 3. Look at how happy they are together.
- 4. Don't call them. They're busy doing their taxes.
- 5. We want someone for this job who isn't afraid of taking the initiative.

2B

- a. What page?
- b. Tonight? Wow! They really put them off to the last minute.
- c. Let's give it a shot.
- d. No problem there. I have a lot of ideas and the guts to try new things.
- e. I don't see how you can pass this up.
- f. Yeah. I heard they hit it off right away.

2. Grammar Practice

Follow the directions and complete the sentences.

Directions

Sentences

1. Add an infinitive.

- a. He doesn't have the guts _____ *to talk* _____ to the teacher.
b. You're bound _____ a lot if you see that comedy.

2. Add a gerund.

- a. They wouldn't be caught dead _____ that mountain.
b. I don't want to pass up _____ to L.A.
c. Don't put off _____ your birthday.

3. Add an article.

- a. Give it _____ shot!
b. Bite _____ bullet!
c. That'll be _____ day!
d. Take _____ initiative!

4. Use past tense.

- a. Yesterday I finally _____ something off my chest. I _____ the bullet and told my friend the truth.
b. She _____ the initiative and started a conversation. They really _____ it off and fell in love.
c. He _____ his feelings bottled up for a long time. He always _____ off telling her the truth.

5. Add a pronoun.

- a. They put off their vacation. → They put _____ off.
b. I passed up the cookies. → I passed _____ up.

3. Error Correction

Find the errors and make corrections. One item is correct.

- I put off to do my laundry, and now I have nothing to wear.
- A: Don't you have homework to do?
B: Uh-huh. I'll do it later.
A: Don't put off it. Do it now!
- They met at a party last week and hitted it off.
- If you want a new job, then take initiative and send your resume everywhere.
- You bound understand more English if you learn a lot of idioms.
- She doesn't want to pass it up this great opportunity.
- She doesn't want to pass this opportunity up.
- I wouldn't be caught dead to have a pet snake.
- They didn't have the guts ski down that mountain.
- At first, he was afraid to talk to her. But then he gave it shot.

4. Choosing the Idiom

You're watching a very emotional TV show with your friend. This is the conversation that you hear. Fill in the blanks with the best possible expressions from the list. Pay special attention to how the expressions are used grammatically. You may need to consider verb tenses, subject-verb agreement, pronouns, active vs. passive voice, etc. Not all of the expressions can be used. After you finish, practice reading the sentences aloud.



What's eating you?	get something off one's chest
(not) have the guts to	keep something bottled up inside
give it a shot	wouldn't be caught dead
hit it off	that'll be the day
put it off	bite the bullet
be bound to	pass up



- JULIA: (1) _____ **What's eating you?** _____ You look absolutely miserable.
- JENNIE: Julia, I need some help. I've been offered the leading role in a big movie, but I (2) _____ say yes.
- JULIA: Why not?
- JENNIE: Oh, it's one of the actors. We worked on a movie together last year, and at first, we really (3) _____. But after a few weeks, I realized she was kind of crazy, and I told myself that I (4) _____ working with her ever again.
- JULIA: And now you don't want to (5) _____ this chance to be a star?
- JENNIE: You got it. What am I going to do? The movie (6) _____ be a big success. It's a great story, and the director is excellent.
- JULIA: Why don't you talk to him? Tell him that you have something to (7) _____.
- JENNIE: Yeah, right. I'm going to tell him that I won't work with his wife.
- JULIA: His wife? This is getting really complicated.
- JENNIE: I know I should (8) _____ and say something to him. And I can't (9) _____ any longer because he needs to know my decision. But what am I going to say? "Steven, I have to tell you that I want the part in the movie, but I can't work with your wife."
- JULIA: (10) _____, and maybe he'll understand.
- JENNIE: (11) _____!

5. Sentence Writing

Write three false sentences and one true sentence about yourself or your life for each group of expressions. Use any verb tense, and make some sentences negative. Read your sentences to your classmates. They will try to guess which sentence in each group is true. (*Variation:* Write three true sentences and one false sentence.)

Group 1 keep things bottled up have the guts to wouldn't be caught dead pass up	Group 2 put off hit it off with ... I said "That'll be the day" when ... take the initiative and ...
----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------

After you read your sentences to your classmates, they can say, for example:
"I think it's true that you passed up the chance to go to a concert."

You can respond with:

"Yes, that's right. I passed up the chance to go to a concert."

OR

"No, that's wrong. I didn't pass up the chance to go to a concert."



6. Dictation

You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a piece of paper. Skip lines. Third, check what you have written.

Key Words: bothering, admitted

7. Questions For Discussion and/or Writing

Discussion: Choose one of the activities below.

- Complete the *Walk and Talk* activity in Appendix B.
- In groups of three or four, answer the following discussion questions. Assign a discussion leader. The leader should make sure that everyone participates.

Writing: Choose one of the activities below.

- Write your own answers to the questions. Be sure to write complete sentences that contain the expressions in the questions.
- If you have done the *Walk and Talk* activity, write the responses of the students you talked to. Give their names and include the expressions that appear in the questions. To be sure that your sentences contain the correct information, you can *Walk and Talk* again and show your writing to the students who supplied the information.

Questions

1. Are you the kind of person who keeps things that bother you bottled up inside, or do you get things off your chest? Explain, and give some examples.
2. What are two activities or sports that scare you? Why don't you have the guts to do those things?
3. Do you generally do things on time, or do you put things off? Explain by giving some examples.
4. Have you ever hit it off with anyone immediately? Explain the circumstances.
5. What do you think life is bound to be like in fifty years?
6. What is one kind of food that you can never pass up?
7. What are two ways students can take the initiative to speak to native speakers of English?

8. Role Play or Write a Dialogue

In the cartoon, Katie is talking to her father about her job. She just found out that there is a two-year position open with her company in another country, and she is interested in applying. The problem is, she has no confidence in herself.

With a partner, role play or write the conversation between Katie and her father. Try to use some expressions from this lesson. Refer to or write on the board the list of expressions on page 12. Also, try to use other expressions that you know. But don't feel that it is necessary to have an idiom in every sentence.



Possible starting line: *So, how's work?*

9. Connection to the Real World

A. Culture and Language on the Internet

Web sites related to our lesson theme Find information on the Internet about how to start a conversation. Key words: *conversation starters; small talk*. Or, find information about dating customs in different cultures.

Informally in a group or formally in a short speech, report back to your class on some specific new information that you learned.

Idiom Web site In this lesson, you learned the idiom, *What's eating you?* Here are some more expressions with *eat*. Find out what they mean from an idiom Web site. Key words: *idioms (+ the expression that you're looking up)*.

a bite to eat have your cake and eat it too eat like a bird
eat like a horse eat your words

Phrase origin Web site Find the origin of idioms and other expressions on the Internet. Key words: *phrase origins*. Choose one expression, explain it to your classmates, and give the origin of the expression.

B. Contact Assignment

In this lesson, you learned phrasal verbs with **pass** and **put**.

To learn more expressions with these words, with a partner ask a native speaker of English to help you fill out this chart. (For guidelines on how to do this kind of assignment, see Appendix F, "Contact Assignments," on page 197.)

	Meaning	Sample Sentence
pass		
away	_____	_____
back	_____	_____
out	_____	_____
put		
in for	_____	_____
someone up	_____	_____

10. Expression Collection

Every week, find three expressions from the real world that are new to you. Keep an inventory in your notebook or on index cards, following the format in Appendix G, "Expression Collection," on page 198. Be ready to share what you found in small groups or with your entire class.