

2 MISTAKES AND MYSTERIES

LESSON A ▶ Life lessons

1 STARTING POINT Learning the hard way

A Read about these people's problems. What mistake did each person make?

What Did I Get Myself Into?

Three mistakes that led to big messes

I was supposed to be studying for a math test this weekend, but my friends made me go to the beach with them instead. I mean, I didn't have to go with them, but I did. Now the test is in two hours, and I'm totally unprepared. I should have stayed home and studied!

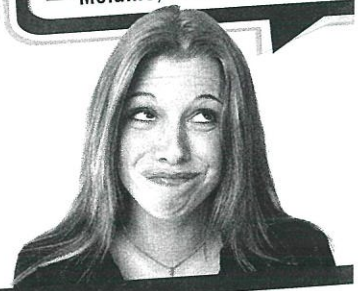
— Alicia, Tepic, Mexico

In high school, I had to wear a uniform, so I didn't have a lot of fashionable clothes. When I started college, I thought I needed to have more, so I wasted a lot of money on trendy outfits. But I really shouldn't have done it. Now I'm broke!

— Kenichi, Osaka, Japan

We weren't supposed to cook in our dorm rooms, but I had a microwave anyway. The cafeteria was right next door, so I really didn't need to have. Anyway, I got caught making pop last week, and the school took the microwave away.

— Melanie, Toronto, Canada



B Pair work What should each person do differently in the future? Compare ideas.

"I don't think Alicia should listen to her friends in the future."

"Yeah, I agree. She shouldn't let them influence her like that."

2 LISTENING I'll never do that again!

▶ A Listen to Frank talk about a bad decision he made. What was his decision? Why was it a bad one?

▶ B Listen again. Are these statements true or false? Choose the correct answer.

1. Frank and his neighbor were good friends.
2. Frank knew he was allergic to cats.
3. Frank marked his calendar to remember to feed the cat.
4. Frank forgot what time his train was going to leave.
5. Frank remembered to feed the cat on Saturday.

True	False
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3 GRAMMAR

Past modals and phrasal modals of obligation

Should have, was supposed to, had to, and needed to all describe obligations in the past, although they have slightly different uses.

I **should have** stayed home and studied! (*It was a good idea, but I didn't do it.*)

I **was supposed to** be studying this weekend. (*It was expected, but I didn't do it.*)

I **had to** wear a uniform. (*We were forced to do this.*)

I **didn't have to** go with my friends, but I did. (*There was no obligation.*)

I thought I **needed to** have more clothes. (*I thought this was necessary.*)

GRAMMAR PLUS see page 108

- A** Look at the Starting Point on page 10 again. Can you find other examples of past modals and phrasal modals of obligation? What does each one mean?
- B** Choose the answer that is true for each sentence. Then compare answers with a partner.
- I shouldn't have invited them.
 - a. I didn't invite them.
 - b. I invited them.
 2. That was a secret! You weren't supposed to tell anyone!
 - a. You didn't tell anyone.
 - b. You told someone.
 3. We didn't have to study for the test.
 - a. We forgot to study.
 - b. We were prepared for the test.
 4. I know Jane didn't like my cooking, but she didn't need to be so rude about it.
 - a. Jane was rude to me.
 - b. Jane wasn't rude to me.
- C** Complete the sentences with information about yourself. Then compare answers with a partner.
- After I started high school, I had to . . .
study a lot harder.
 - I made someone angry once because I wasn't supposed to . . .
 - I wasted a lot of money once because I thought I needed to . . .
 - When I had the opportunity, I should have . . .

4 DISCUSSION
Past experiences

A Look at the survey and choose the items that are true for you.

Have you ever . . .

- enjoyed doing something you weren't supposed to do?
- not done something you should have done?
- done something foolish that you didn't need to do?
- had to follow a rule you didn't like?
- had to enforce a rule you didn't like?



B Pair work Discuss your answers. Ask follow-up questions.

"Have you ever enjoyed doing something you weren't supposed to do?"

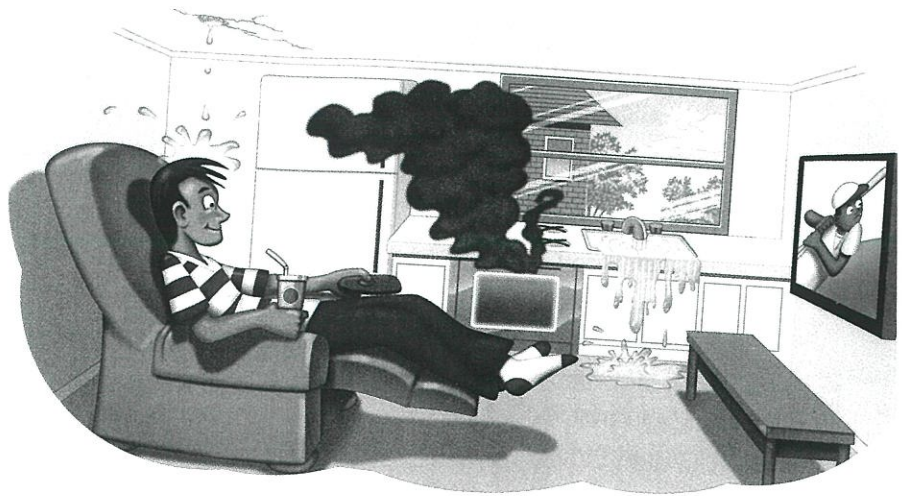
"Sure. At my old job, I wasn't supposed to take a long lunch, but I took long lunches at the park, anyway. How about you?"

5 VOCABULARY Com. 3

Recognizing problems

A These verbs are often used to talk about problems. Use the verbs to replace the boldfaced words and phrases in the sentences.

- aggravate
 - avoid
 - cause
 - deal with
 - identify
 - ignore
 - run into
 - solve
- a problem



1. My friend **never does anything about** his problems.
My friend always ignores his problems.
2. Maria can look at a broken bicycle and **find** the problem right away.
3. My sister is never afraid to **try to take care of** a difficult problem.
4. Dan always **makes** his problems **worse**.
5. Ruby always follows the recipe closely to **prevent** problems when she cooks.
6. Michael always **unexpectedly encounters** problems when he tries to fix things.
7. Carla is great at **completely fixing** any kind of problem at work.
8. Al is the kind of student who always **makes** problems for teachers.

B Pair work Tell your partner about people you know who are similar to the people in the sentences in part A.

"My cousin always ignores her problems. Her car is always making strange noises, but she never does anything about it."

VOCABULARY PLUS see page 131

6 LISTENING

Dealing with problems

A Listen to Ray (R), Felipe (F), and Jennifer (J) talk about a problem that they each had. What did each person finally do about the problem? Write the correct letter.

___ ignored it ___ dealt with it ___ aggravated it

B Listen again. Briefly describe each person's problem.

Ray: _____
 Felipe: _____
 Jennifer: _____

Use these ten creative tips to improve problem-solving skills, develop more strategic ways of thinking, and train your brain to do more.

1. Dance Your Heart Out

Did you know that dancing has a positive impact on neural processing, possibly developing new neural pathways to go around dopamine-depleted blockages in the brain?

This means that if you engage in ballet or another form of structured dance, doing so may facilitate convergent thinking. In other words, it may help you find a single, appropriate answer to a problem. If you need help with divergent thinking (finding multiple answers to a problem), engaging in more improvised types of dance such as hip-hop or tap might just do the trick.

2. Work out Your Brain with Logic Puzzles or Games

The winning strategy when playing chess, Sudoku, a Rubik's Cube, or other brain-boosting games is actually to work the problem backward, not forward. The same strategy can apply to realistic strategic-thinking situations.

To build up your brain muscle and develop new problem-solving techniques, practice some logic puzzles and other games.

3. Get a Good Night's Sleep

More than any other sleeping or awake state, Rapid Eye Movement (REM) sleep directly enhances creative processing in the brain. REM sleep helps "stimulate associative networks, allowing the brain to make new and useful associations between unrelated ideas" and are "not due to selective memory enhancements" such as memory consolidation, which occurs when awake.

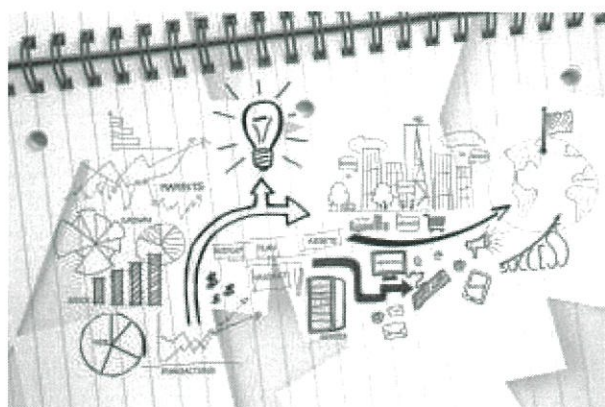
4. Work out to Some Tunes

A study of cardiac rehabilitation patients tested verbal fluency after exercising with and without music. Results showed that when they listened to music while working out, participants more than doubled their scores on verbal fluency tests in contrast to when they worked out in silence. According to the study's lead author, "The combination of music and exercise may stimulate and increase cognitive arousal while helping to organize the cognitive output."

Get Your Free Toolkit to Identify Your Strengths and Minimize Your Weaknesses.
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5. Keep an "Idea Journal" with You

You'll be able to quickly record important thoughts, write down personal experiences, make sketches, and explore ideas when you keep an "Idea Journal" with you at all times. Working out problems by sorting your thoughts on paper and then viewing them more objectively is easier than having all your thoughts stuck in your head (and will provide better problem-solving strategies).



6. Participate in Yoga

The powerful combination of body awareness, breathing, and meditation that is required during yoga practice has been shown to significantly raise cognitive test scores. Other results from a University of Illinois study include shorter reaction times, more accuracy, and increased attention.

7. Eat Some Cheerios (And Then Think About It)

The Cheerios Effect is the name physicists have given to the event that happens when the last few cheerios in a bowl always cling to each other. The cause of this occurrence is surface tension.

The takeaway is that when it comes to experiencing tension while trying to solve a problem, cling to those around you. Rely on others' experiences and ideas, even those from different career fields. Draw connections. Brainstorm. Work together to get the job done.

8. Use Mind Maps to Help Visualize the Problem

Mind Maps, a visual snapshot of a problem and its possible solutions, can help focus the mind, stimulate the brain, increase the capacity for creative thinking, and generate more ideas for solutions.

Make a Mind Map by drawing your problem as the central idea. Add "main branches" consisting of all the reasons for the problem. Use "sub-branches" to explore further details.

Next, make a separate Mind Map of all possible solutions to the central problem. Add "main branches" showing all the ways that your problem can be solved, such as colleagues that can help, techniques you can apply, and other resources you can use. Add "sub-branches" to further explore the details. Make a final branch with the most suitable solution for the main problem. Use "sub-branches" for details.

Through this exercise, you should be able to see which "branch" or option is the most practical, time-saving, and cost-effective problem solving method.

9. Create "Psychological Distance"

What is psychological distance? According to the construal level theory (CLT), it's "anything that we do not experience as occurring now, here, and to ourselves." Some examples include taking another person's perspective or thinking of the problem as unlikely.

Scientists have shown that by increasing the mental distance between us and our problem, we'll have an increase in creative solutions. This happens because thinking more abstractly helps us form unexpected connections between seemingly unrelated concepts, thus allowing our minds to increase its problem-solving capacity.

10. Play Some Soccer

A link has been found between our brain's "executive functions" and sports success. When in action, our brains are quickly multitasking between moving, anticipating, strategizing, reacting, and performing. Doing all these things at once requires an enormous amount of brain activity.

This can be related to our working world when we plan, reason, monitor our actions and problem-solve all at once. Therefore, it may be concluded that when you play soccer or any other fast-moving sport, you're rewiring your brain to be quicker at thinking, processing, and reacting to problems.

Con. 6

strategy, do the trick, brainstorm, suitable, cost-effective, multitasking

Which one of these tips seems best for you? Which of these tips is not right for you? Have you used any of these to solve a problem?

What is the biggest problem you face at the moment? What are you doing to solve it?

What was your biggest problem in high school? Did you solve it successfully?

When have you failed to solve a problem?

What is your strategy for success?

Who do you usually ask for advice? What kinds of problems do they help you with?

Questions from the textbook.

What does learn the hard way mean? When have you learned the hard way?

What did I get myself into is a rhetorical question. What is a rhetorical question?

On page 10, whose problem is the most serious? Whose problem is the least serious?

I really shouldn't have

Do you deal with problems in a timely manner or do you tend to ignore them?

What causes most of your problems?