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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.

The course covers the four skills of listening, speaking, reading, and writing, while giving systematic attention to grammar and vocabulary. *Passages* develops both fluency and accuracy in English through a topic-based syllabus. The topics are of high interest to students and provide many 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, and Optional Activities, and the Workbook.

**Course Components**

**Student’s Book**
The Student’s Book contains 12 eight-page units with 4 four-page reviews after every three units. There is also a set of Grammar Extensions at the back of the book.

**Teacher’s Manual**
The Teacher’s Manual contains detailed suggestions on how to teach the course, unit-by-unit notes, numerous suggestions for optional activities, answers to all Student’s Book exercises, and transcripts of the listening activities. Answers to Workbook exercises are found at the back of the book.

**Workbook**
The Workbook provides a variety of exercises that develop students’ proficiency with the grammar, reading, writing, and vocabulary in the Student’s Book. The Workbook can be used in class or assigned as homework.

**Class Audio Cassettes or CDs**
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 **Play**.
Review Tests
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). These lessons
complement each other by treating the unit topic from two different perspectives.
For example, Unit 4 in Student’s Book 2 is entitled “Superstitions and beliefs.”
In the first four-page lesson, students discuss common superstitions, describe
superstitious beliefs from their own cultures, and complete a questionnaire that
will reveal how superstitious they are themselves. The second four-page lesson,
“Believe it or not,” highlights folk tales, urban legends, and myths. In this lesson,
students explore strange phenomena and beliefs.

The following unit structure is used throughout the course:

Lesson A
page one: Presentation activities introduce the topic of the first lesson through
real-world information and oral work.
page two: Grammar exercises provide controlled practice leading to
communicative activities that utilize the structures and language
being taught.
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: Presentation activities introduce the topic of the second lesson through
real-world information and oral work.
page two: Grammar exercises provide controlled practice leading to
communicative activities that utilize the structures and language
being taught.
page three: Fluency pages provide further listening practice and oral work.
page four: Reading passages develop reading skills and stimulate discussion.

Approach and Methodology
Passages seeks to develop both fluency and accuracy in students at the upper-
intermediate to advanced level of proficiency. The course assumes that students
have studied English for a number of years and have a good foundation in
general language skills. Passages extends students’ 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 that require an 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 and language that allows for a great amount of student personalization and response in each lesson.

### Exercise Types

The following exercise types are used throughout *Passages*:

<table>
<thead>
<tr>
<th>Exercise Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Point</td>
<td>These exercises often present real-world information (e.g., quizzes, facts, short texts). They begin each lesson and are designed to generate students’ interest in and reaction to the topic that forms the basis of the lesson.</td>
</tr>
<tr>
<td>Discussion</td>
<td>These exercises consist of discussion tasks, ranking activities, class surveys, and other activities that encourage an exchange of information.</td>
</tr>
<tr>
<td>Listening</td>
<td>These exercises 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 recorded for clarity.</td>
</tr>
<tr>
<td>Grammar Focus</td>
<td>The grammar exercises seek to:</td>
</tr>
<tr>
<td></td>
<td>• illustrate how structures and grammar items the students may have previously encountered can be used in more complex ways</td>
</tr>
<tr>
<td></td>
<td>• expand students’ grammatical knowledge and usage in both speaking and writing</td>
</tr>
</tbody>
</table>
Reading

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

Writing

Each unit contains one page of writing activities. In Level Two, students learn the basics of composition through various genres, such as book reports, comparison and contrast, summaries, business letters, and personal experiences.

Vocabulary

Vocabulary exercises in each unit develop students' knowledge of lexical sets relating to the unit topic as well as idioms and phrasal verbs.

Grammar Extensions

Grammar Extensions are located at the back of the book. They expand on the grammar introduced in each unit and can be used to deepen students' understanding of the structures being taught.

**Review Units**

Review units recycle the teaching points from the three preceding units. Each review unit has two pages of exercises focused on accuracy, followed by two pages on fluency.

**General Guidelines for Teaching Passages**

The unit-by-unit notes in the Teacher's Manual give detailed suggestions for teaching each exercise. On a more general basis, however, the following guidelines and general procedures can be used.

**Beginning a New Unit**

- Introduce the theme of the unit by asking questions and eliciting information about it. If you wish, bring in some realia related to the theme to use as a springboard for a class discussion. Such realia might include photos or pictures, a short newspaper or magazine article, or a personal item. Warm-ups should be brief and should serve to lead students into the lesson.
- After introducing the topic, explain and write on the board what the students will study in the lesson. You may also wish to lead students through the plan of the lesson as presented in the Plan of Book 2 on pages xiv–xvii.

**Teaching the Exercises in a Unit**

**Starting Point**

The exercises in each Starting Point serve to build interest in the theme of the lesson and to activate students' background knowledge about the topic. Often the
material in the Starting Point provides models of the main grammar focus of the lesson. It is not necessary, however, to draw students’ attention to this. Models are provided to show how the language of the lesson is used in a natural context.

- Introduce the topic by asking questions or by leading a class discussion. Use this time to elicit key vocabulary (or present it) from the exercises and to ask for students’ opinions about the information they are going to look at. Remember to build on students’ own interests and background knowledge.
- Books open. Lead students through the information. Go over any problems with comprehension as they arise. Have students complete the task and compare with a partner or around the class.
- Bring the class back together, and have selected students or volunteers share answers or opinions with the class.
- If you wish, use students’ answers or opinions as the basis for a class discussion.

Listening

It is essential that students are aware of the skill they are practicing in a particular listening exercise, so be sure to bring this to the students’ attention before they listen.

- Books closed. Set the scene and explain the situation. If you wish, brainstorm with students to predict what language they are likely to hear.
- Books open. Explain the task and lead students through the activity, making sure they know what information they need to complete it. Remind students that they are listening in order to complete a specific task.
- Play the audio program once. Have students listen for general comprehension and complete whatever information they can.
- Have students ask about unknown vocabulary or comprehension problems that have arisen. Point out any additional key vocabulary that is essential for the task.
- Replay the audio program. Have students complete the task as they listen.
- Have students compare answers with a partner or around the class. Then ask if anyone needs to listen again to complete the task. Replay the audio program as necessary.
- Go over the answers with the class.
- If you wish, replay the audio program a final time so that students may check their completed work.

Grammar Focus

Although grammatical accuracy is an integral part of proficiency, it is important to remember that grammar is always a means to an end rather than an end in itself. Second-language learners do not usually develop grammatical proficiency by studying rules. They generally acquire new grammar by using the language in situations where it is needed. This means the grammar should always be practiced communicatively. However, since language learning also involves testing out hypotheses about how the language works, some students more than others will rely on grammatical explanations.

Avoid turning any lesson into a grammar class. Lead students into the practice activities for the new grammar points as quickly as possible. Then use the
students’ performance on these activities to decide if further clarification is necessary. Whenever this is the case, remember that there are additional grammar exercises in the Workbook that can be used as a follow-up.

- Lead students through the information and examples in the boxes. When appropriate, remind students of earlier encounters they may have had with the grammar points.
- When possible, try to get students to explain the grammar point; elicit the rules from the students.
- Give students additional examples to illustrate the grammar point where necessary. If appropriate, have students come up with additional examples of their own.
- If you wish, model how to do the first item in the task. Then have students complete the rest of the task on their own. Often an activity can be completed orally as a class before students complete it individually or in pairs.
- Have students compare answers with a partner or in groups. Encourage them to discuss and revise their work.
- To check students’ answers and to give feedback, have selected students or volunteers read one of their answers aloud. Alternatively, have students write one of their answers on the board. Work with the class to revise answers as necessary.

**Vocabulary**

The vocabulary activities in *Passages* have been carefully designed not only to give students the lexical tools they need to complete a task or tasks, but to help them develop the vocabulary range typical of students at this level. Vocabulary exercises in each unit develop students’ knowledge of lexical sets relating to the unit topic as well as idioms and phrasal verbs.

Texts throughout the course, such as the Reading passages, were taken from authentic sources and therefore often present vocabulary beyond the students’ productive range. Students should recognize that in most language-learning situations, they will encounter vocabulary they do not know. It is important to remind students that they do not need to understand every word. In addition, when students encounter an unknown word, they can often guess its meaning from the situation or context. Where it is necessary, try to pre-teach new vocabulary, but make sure to focus only on key vocabulary.

If you wish, have students keep a vocabulary notebook over the duration of the course to write down new words as they encounter them. For the most part, discourage the use of dictionaries during class; instead, get students in the habit of underlining or jotting down unfamiliar words as they encounter them so that they may look them up later and keep a record of them.

- Encourage students to guess the meaning of a new word by first looking at all the other words surrounding it and then considering the general meaning of the phrase or sentence in which it is located. Encourage students to ask themselves: How does this new word fit into the general idea of the context here?
- Where necessary, provide the meanings of words through definitions, mime, synonyms, antonyms, examples, or translation. It is not necessary to give long explanations as the majority of adult students will already understand the concept of the new word (or know the equivalent word) in their native language.
Discussion Activities
The Discussion activities in *Passages* are designed both to practice new structures and vocabulary as well as to give students opportunities to express their ideas and opinions about the themes and topics in a lesson. The focus of a fluency activity should be on doing the activity itself rather than on its completion. Encourage students to go beyond giving simple answers. Have them ask and answer follow-up questions to get more information from their partner(s). Ask them to give reasons and examples to support their answers and opinions. Remind students that fluency activities give them a chance to use all the language tools they have at their disposal and not just the language being practiced in a lesson.

**Pair Work**
- Divide the class into pairs. If there is an odd number of students, form one set of three.
- Explain the task and go over any sample language.
- If appropriate, model the activity with one or two students. Call on a pair of students to do the task as a further model if necessary.
- When appropriate, encourage students to ask and answer follow-up questions and to provide reasons to support their answers and opinions.
- Set an appropriate time limit. Then have students practice in pairs. Move around the class to provide help as necessary and to keep students on task.
- **Bring the class back together before students quiet down completely. It is not a good idea to keep the entire group waiting while a few students finish.**
- **Optional:** Have students change partners and do the task again, if appropriate.
- Call on pairs of students or volunteers to share answers or opinions with the class. Provide feedback and lead a class discussion when appropriate.

**Group Work**
- Divide the class into small groups of three or four, or larger groups of five or six, whichever seems more appropriate for the task.
- Explain the task and go over any sample language. If you wish, model the activity with one or more students.
- Set a time limit.
- Have groups carry out the task on their own as you circulate to provide help as needed and to keep groups on task. Again, encourage students to ask and answer follow-up questions and to give reasons to support their answers.
- When things begin to quiet down, bring the class back together. There are several ways in which to check students’ answers or ideas:
  1. Have each group select a spokesperson, and have this person report the group’s answers or ideas to the class.
  2. Have each group present only its most interesting or most original idea.
  3. Have two groups compare answers, and have one group report the other group’s answers to the class.

**Writing**
Writing is a complex process involving a number of skills, so the aim of each writing exercise is to learn and gain practice in only one particular skill. While issues such as grammatical accuracy and spelling are important, they should not be the main point of the writing lesson. Encourage students to write for each
other and to give each other feedback on their work. Above all, writing is a communicative act, and the writing exercises in *Passages* provide tasks that lend themselves well to discussion and the sharing of ideas.

If you wish, maintain a portfolio of each student's writing over the course of the semester. It is sometimes difficult for students to see the progress they are making, and a portfolio of collected writing can provide the means to identify improvement over time.

- Go over the information in the box at the top of the writing page. Provide additional information and examples as necessary to illustrate the focus of the writing lesson.
- Explain the first task, and have students complete it silently or in pairs.
- Have students compare answers with a partner, and then go over them with the class.
- Follow these steps for each additional task leading up to the writing activity itself.
- The writing task may be done in class or it may be assigned for homework. If it is done in class, set an appropriate time limit, and have students work silently to write their paragraphs or compositions.
- As students write, circulate to help with vocabulary and ideas. Do not focus too much attention on accuracy at this point. Instead, help students to put into practice the focus of the writing lesson.
- When most students seem finished, lead students through the post-writing task. Then, when appropriate, have students exchange paragraphs or compositions with a partner to carry out the task.
- Circulate to help and to answer questions. Encourage students to give suggestions to improve their partner's paragraph or composition.
- If you wish, have students revise their writing based on their partner's ideas and recommendations.
- **Optional:** Have a few selected students or volunteers read their paragraph or composition to the class. Alternatively, post some or all of the students' writing on a bulletin board.

**Reading**

Each reading text in *Passages* was chosen both for the way the topic relates to the theme of the lesson and for the reading strategies and skills that the text necessitates. The reading syllabus, then, does not move in linear fashion from beginning to end; rather, each reading page provides a self-contained lesson. A pre-reading task draws students into a text, activates background knowledge, and often draws students' attention to particular features of a text. Post-reading tasks have students look back at a text to find reasons to support their answers, draw inferences, or bring their knowledge of the text's topic into play. In addition, the reading texts are meant to serve as a springboard for discussion, and teachers are encouraged to use them as source material for further group or class discussion.

Reading passages may be assigned for homework if necessary.

- **Books closed.** Before students read the passage, introduce the topic of the reading by asking questions about the topic and soliciting answers and opinions.
- **Books open.** Have students look at any pictures in the text and any titles and subtitles. If you wish, have them predict what sort of information and vocabulary they are likely to find in the text.
• Go through the pre-reading questions with students, and have them discuss the questions in pairs or groups. If you wish, have selected students or volunteers share answers or opinions with the class.
• If you wish, pre-teach any key vocabulary you feel students are unlikely to know and would be unable to infer from context.
• Encourage students to read for meaning and to guess the meaning of unknown words from context. Explain that if an unknown word is not key to understanding the meaning of the passage, they can underline it and check the meaning in a dictionary after they read.
• Have students read the text silently. Remind students that they are reading to complete a task or to compare their ideas with those of the author. Discourage students from using monolingual dictionaries as they read. Circulate to provide help as necessary.
• If you wish, have students underline answers or differences between their ideas and the author's ideas as they read.
• When most students seem to have finished, have students compare answers to the pre-reading questions with a partner before going over them with the class.
• If you wish, have students ask questions about new vocabulary or comprehension problems that arose as they read.
• Lead students through the post-reading task or questions. Then have students work individually or in pairs to answer the questions.
• Have students compare answers with a partner before going over them with the class.

From the Authors

It has been our goal with Passages to provide stimulating subject matter that will make both teaching and learning an enjoyable and enriching process, while at the same time providing students with the tools they need for effective communication outside the classroom. We hope that you enjoy Passages and look forward to hearing your comments on the course.

Jack C. Richards
Chuck Sandy
# Plan of Book 2

## Unit 1 • Relationships  pages 2–9

<table>
<thead>
<tr>
<th></th>
<th>FUNCTIONS</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
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<tbody>
<tr>
<td>A</td>
<td>The best of friends</td>
<td>• Defining and describing friendship</td>
<td>• Phrasal verbs</td>
</tr>
<tr>
<td>B</td>
<td>More than a friend</td>
<td>• Expressing opinions</td>
<td>• Adjectives to describe</td>
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<td></td>
<td></td>
<td>• Stating preferences</td>
<td>incidents and events</td>
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<tr>
<td></td>
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<td>• Describing incidents and events</td>
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<td></td>
<td></td>
<td>• Talking about rules</td>
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<tr>
<th></th>
<th>FUNCTIONS</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
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<tbody>
<tr>
<td>A</td>
<td>The way we dress</td>
<td>• Discussing approaches to fashion</td>
<td>• Review of verb patterns</td>
</tr>
<tr>
<td>B</td>
<td>How we appear to others</td>
<td>• Describing style and trends</td>
<td>• Adjectives describing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expressing opinions about clothing</td>
<td>style and appearance</td>
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<td></td>
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<td>• Talking about first impressions</td>
<td>• Adjectives describing</td>
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<tr>
<td></td>
<td></td>
<td>• Describing appearances</td>
<td>people</td>
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<th>GRAMMAR</th>
<th>VOCABULARY</th>
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<tbody>
<tr>
<td>A</td>
<td>High achievers</td>
<td>• Talking about people who have made an impact</td>
<td>• Compound adjectives</td>
</tr>
<tr>
<td>B</td>
<td>Personal heroes</td>
<td>• Describing characteristics</td>
<td>• Superlative adjectives</td>
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<tr>
<td></td>
<td></td>
<td>• Organizing events chronologically</td>
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<td></td>
<td></td>
<td>• Describing qualities of a hero</td>
<td>• Phrasal verbs</td>
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</table>

## • • • • Review of Units 1–3  pages 26–29

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<th></th>
<th>FUNCTIONS</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
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<tbody>
<tr>
<td>A</td>
<td>Superstitions</td>
<td>• Reporting events</td>
<td>• Reporting clauses</td>
</tr>
<tr>
<td>B</td>
<td>Believe it or not</td>
<td>• Talking about personal beliefs</td>
<td>• Reporting clauses in the passive</td>
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<tr>
<td></td>
<td></td>
<td>• Comparing beliefs</td>
<td>• Nouns for unusual phenomena</td>
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<td>• Reporting what someone else believes</td>
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<td>• Categorizing attitudes</td>
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<td>• Expressing opinions</td>
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<tr>
<th></th>
<th>FUNCTIONS</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Trends in reading</td>
<td>• Analyzing information</td>
<td>• Sentence adverbs</td>
</tr>
<tr>
<td>B</td>
<td>Television</td>
<td>• Discussing conflicting opinions</td>
<td>• Negative adverbs at the beginning of a sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Offering explanations</td>
<td>• Such... that and so... that</td>
</tr>
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<td></td>
<td></td>
<td>• Discussing advantages and disadvantages of TV</td>
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<td></td>
<td></td>
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<td>• Nouns for types of television programs</td>
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</table>

## Unit 6 • Art and music  pages 46–53

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<thead>
<tr>
<th></th>
<th>FUNCTIONS</th>
<th>GRAMMAR</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>The enjoyment of art</td>
<td>• Describing works of art</td>
<td>• Double comparatives</td>
</tr>
<tr>
<td>B</td>
<td>The importance of music</td>
<td>• Expressing preferences</td>
<td>• Nouns and adjectives that refer to art</td>
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<tr>
<td></td>
<td></td>
<td>• Comparing and contrasting</td>
<td>• Nouns that refer to music</td>
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<tr>
<td></td>
<td></td>
<td>• Describing styles of art</td>
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<td>• Describing artists and commenting on their styles</td>
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<td></td>
<td></td>
<td>• Commenting on facts</td>
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</table>

## • • • • Review of Units 4–6  pages 54–57
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<thead>
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<th>DISCUSSION</th>
<th>LISTENING</th>
<th>WRITING</th>
<th>READING</th>
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</thead>
<tbody>
<tr>
<td>• Talking about the best way to meet friends</td>
<td>• A talk about differences between friendships among men and friendships among women</td>
<td>• Developing a thesis statement</td>
<td>• “Guide to Romantic Success”: Tips for maintaining a good relationship</td>
</tr>
<tr>
<td>• Comparing dating rules</td>
<td>• A dating service advertises what it offers</td>
<td>• Writing paragraphs supporting a thesis statement</td>
<td></td>
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<tr>
<td>• Discussing ways to maintain relationships</td>
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<td>• Discussing different opinions on fashion</td>
<td>• Three people describe their approach to clothes</td>
<td>• Writing a composition about a personal belief</td>
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<tr>
<td>• Comparing approaches to clothing</td>
<td>• Three people explain how first impressions affect them</td>
<td>• Giving examples to support a thesis statement</td>
<td>• “Judging by Appearances”: First impressions in a court of law</td>
</tr>
<tr>
<td>• Discussing how first impressions are formed</td>
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<tr>
<td>• Discussing how people respond to appearance</td>
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<tr>
<td>• Discussing people who have made an impact in your country</td>
<td>• A talk about Steve Jobs, the founder of Apple Computer</td>
<td>• Writing a biography</td>
<td>• “A Lesson in Caring”: Volunteering is an opportunity to help people</td>
</tr>
<tr>
<td>• Discussing the qualities and guiding principles of exceptional people</td>
<td>• Two people talk about others who have made a difference in their lives</td>
<td>• Organizing paragraphs in chronological order</td>
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<tr>
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This unit introduces the themes of friendship and dating. Students explore their attitudes about these topics using phrasal verbs as well as gerund and infinitive constructions in both the active and passive.

Lesson A

The best of friends

The nature of friendship

In these activities, Ss explain the meaning of statements about friendship, and express their opinions about essential elements of friendship.

A

1 Books closed. Introduce the topic by asking Ss to think of a good friend. Ask “What positive qualities does he or she have?” Have Ss brainstorm and call out as many qualities as they can. Write Ss’ ideas on the board, and lead a class discussion.

2 Books open. Explain the task and go over the first item. Point out the model language in the speech balloon. Have Ss silently read the eight statements in the list while you circulate, answering vocabulary or comprehension questions. Write the vocabulary items that Ss asked about on the board, and check that Ss understand the following:

- to look up to (someone) to admire (someone)
- prosperity a time of success or well-being
- adversity a time of trouble
- to feel down to feel sad or blue
- to drift apart to slowly move away (from each other) over a period of time

3 Ask selected Ss to explain what each of the statements means. Write key phrases and expressions on the board. Elicit statements that Ss added to the list and include them. Then, for each statement, take a tally of the number of Ss that agree and disagree.

Optional activity: Proverbs

Time: 10–15 minutes. Ss share their favorite proverbs about friendship.

1 Group or pair work. Books closed. Write the word proverb on the board, and explain that a proverb is a wise old saying that tells a common truth. Give a few examples of proverbs about friendship (e.g., “A friend in need is a friend indeed.” “Make new friends, but keep the old; one is silver, and the other is gold.”). Then explain the meanings of the proverbs.

2 Put Ss in pairs or small groups. Ask Ss to think of proverbs about friendship and to share them with their partners. Circulate to provide help as needed.
3 Ask several Ss to write their proverbs on the board to serve as the basis for a class discussion.
4 Extend the activity by having Ss tell a story or write a composition to illustrate their favorite proverbs.

**B Group work**

1 Books open. Explain the task and have Ss read the sample language in the speech balloon and the box. Model the language for expressing opinions while using the key phrases and expressions that you wrote on the board in Exercise 1A.
2 Give Ss time to think about and write down what they consider the three most essential elements of friendship. Encourage them to remember specific experiences with their own relationships.
3 Put Ss in groups to discuss their lists. Remind them to use the language in the box to express their opinions.
4 Ask a S from each group to share an opinion with the class.
5 Optional: Return to the results of the early brainstorming session to see if any new ideas emerged during the lesson. Ask if anyone has changed his or her mind about the qualities of a friend as a result of the discussions.

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**Friendship among men vs. friendship among women**

**listening**

In these activities, Ss listen for the main difference between friendship among men and friendship among women.

**A**

1 Books closed. Write the following word on the board: *Friendship*. Under the word, make two columns: *Among men* and *Among women*. Ask “Is friendship among women different from friendship among men?” Give Ss a couple of minutes to think about the question, but don’t elicit responses at this point.
2 Books open. Explain the task. Make sure Ss understand what information they need to listen for. You may wish to point out that Deborah Tannen is a well-known linguist who analyzes conversations in different social settings. Play the audio program once through without stopping, telling Ss to listen only.
3 Replay the audio program, this time pausing briefly after each difference is introduced. Allow time for Ss to write, encouraging them to write notes rather than complete sentences.
4 Put Ss in pairs to compare answers. Then play the audio program again while going over the answers with the class.
5 Optional: Have Ss listen to the audio program again. Tell them to write down any words or phrases that signaled the introduction of the three differences (e.g., *For a woman . . ., Talking gives women . . ., For a man . . ., Men . . .*).
Answers

(Ss will have taken notes, so a paraphrase of the following is acceptable.)
For a woman, a best friend is someone she can be close with and talk to. Women can talk in detail about everyday events in their lives. They share feelings and secrets. For a man, talking is generally more straightforward; it's about giving and getting facts. Men generally base their friendships not on talking, but on doing.

Transcript

Listen to a professor talk about the ideas of best-selling author Deborah Tannen. In her opinion, what is the main difference between friendship among men and friendship among women?

Professor Roth: All right, class ... uh ... how was everyone's weekend? Did anyone get together with a friend? Yes ... Jessica, what did you do?
Jessica: Um ... well, nothing much, really. We pretty much sat at a cafe and talked.
Professor Roth: Uh-huh ... what about?
Jessica: Um ... you know, about nothing ... and everything! Um ... let's see, about my sister's new baby ... and about when she could go back to work ... and ... you know, who should take care of the baby ... things like that.
Professor Roth: OK! Now, what about the guys? Any of you get together with a friend?
George: Uh, well, a ... a buddy - a buddy and I went to a ball game.
Professor Roth: OK ... what did you talk about?
George: Uh ... the game? I mean, you know, when we're at the game we ... you know, talk about the players and what's going on in the game and ...
Professor Roth: Nothing else?
George: Well, not really. I mean ... were we supposed to talk about something?
Professor Roth: Perfect! Do you know what just happened, class? Jessica and George have just demonstrated for us the basic idea of today's lecture - that friendship between women is different from friendship between men. Now, Deborah Tannen is an author who has written about the relationships between men and women, and why they often don't understand one another. When a woman talks with a man, she'll often feel as though he isn't really listening or that they aren't really having a conversation, right? And a man often doesn't understand what the woman really wants from him. "What's her point?" he wonders. "Where is this conversation going?" How many of you feel that this sounds familiar? OK, most of you. Well, ... Tannen points out that we can understand this lack of communication better when we examine how men and women view friendship. OK, for a woman, her best friend is someone she can be close with and talk to. They talk in detail about everyday events in their lives. They share feelings and secrets. Talking gives women a chance to better understand their world and themselves. For a man, talking is generally more straightforward - it's about giving and getting facts. Men generally don't base their
friendships on talking, but on doing – getting together with buddies, playing sports or going places. Men will often put down a woman's need to talk with her close friend about a subject in great detail. They don't understand how women can put up with such long conversations. OK, so, who here agrees with Tannen's ideas?

**B Group work**

1. Books open. Put Ss in groups. Ask them to explain why they agree or disagree with Tannen's ideas. Encourage Ss to give reasons for their opinions.

2. Optional: Elicit some opinions and reasons and write them on the board. Use these as the basis for a class discussion.

**Phrasal verbs**

In this activity, Ss practice using phrasal verbs to complete and discuss questions about different aspects of friendship.

**Grammar notes** Phrasal verbs are very common in informal English. The two-word verb *to run into* illustrates that the meaning of a phrasal verb is usually different from the meaning of its parts. The phrasal verb *to run into* means "to see or meet." The verb and preposition *to run into* means "to hit something" (e.g., *I ran into* a friend at the party. = *I saw* my friend at the party. *I ran into* a tree. = I hit a tree.).

Separable two-word verbs: They are called separable because a noun that functions as an object can come either between the verb and the particle (e.g., *We talked the plan over.*) or after the verb and particle (e.g., *We talked over the plan.*). If the object is a pronoun, however, it must come between the verb and the particle (e.g., *We talked it over. NOT We talked over it.*).

Inseparable two-word verbs: They are called inseparable because the verb and particle can never be separated. Nouns and pronouns that function as objects must follow the verb and particle (e.g., *I ran into an old friend. I ran into her.*).

Three-word verbs: Phrasal verbs that have a particle and a preposition are also inseparable (e.g., *I put up with it every day. I always stick up for my friends.*).

Intransitive phrasal verbs: Intransitive verbs do not take an object (e.g., *Her father passed away last year. We've drifted apart over the years.*). Intransitive phrasal verbs are often followed by a preposition. They are different from three-word verbs in that they can stand alone without the preposition (e.g., *Mary and I get along. I get along with Mary.*).
Pair work

1 Books closed. Write these sentences on the board:

I ran into a friend at the store.
I ran into a tree.

Ask a volunteer to come to the front of the class. Have the S help you act out the two different meanings of run into, and ask Ss to call out the two different definitions. Then write the term phrasal verb on the board, and explain that the meaning of a phrasal verb is different from the meaning of its parts. Ask Ss which of the two sentences contains the phrasal verb (answer: I ran into a friend at the store.). Write it under the phrasal verb heading on the board.

2 Books open. Lead Ss through the information in the grammar box, providing additional explanations and examples as necessary.

3 Explain the task. Then have Ss read the questions, checking their comprehension of the following:

- to resume to start (something) again
- to lose touch to not speak, see, or write to someone for a long time

4 Have Ss work individually to complete the questions. Then have Ss form pairs to compare answers before going over them with the class. Write the answers on the board.

5 Give pairs time to discuss the questions. Encourage them to elaborate on their answers. Have selected Ss share answers with the class.

Answers

1. get along
2. cheer ... up
3. sticks up for
4. get over, make up
5. drift apart
6. run into
7. let ... down, talk ... over
8. put up with

What should friends have in common?

Discussion In these activities, Ss talk about how similar people need to be in order to be close friends and discuss what friends should have in common.

A

1 Books closed. Write this question on the board:

What does it take for two people to become good friends?

Ask Ss to brainstorm answers to the question, and write the ideas on the board.

2 Books open. Explain the task and have Ss read through the statements.

Explain any new vocabulary as needed.

3 Have Ss work individually to complete the chart, adding ideas of their own. Then have Ss call out their answers.
B Pair work
1 Books open. Explain the task. Put Ss in pairs and have them compare ideas about the three most important things for friends to have in common. Encourage Ss to give reasons for their choices.
2 Optional: Have each pair join another pair to share their ideas. Then have a spokesperson from each group report the various ideas to the class. Lead a class discussion about the differences in opinions.

Optional activity: My friend and I
Time: 10 minutes. Ss share ideas about things they like to do with their best friends.
1 Group or pair work Books closed. Write this proverb on the board: Friends who play together stay together. Ask Ss to work individually for a few minutes to make a list of the things they like to do with their best friend.
2 In pairs or small groups, Ss share what they like to do with their best friends. Then have all Ss stand and find people who have similar ideas. Or have Ss circulate in class to find the three most popular activities.

How can you make new friends?

discussion In this activity, Ss discuss ways to meet new friends.

Group work
1 Books closed. Ask “What are some places where you can meet new friends?” Ask Ss to brainstorm a list of at least five places. Have Ss call out answers, and record them on the board.
2 Books open. Direct Ss’ attention to the photographs. Ask “Where do you think Michael, Ashley, and Roberto meet friends?”
3 Explain the task and have Ss read the photo captions and the questions and sample language below them. Then put Ss in groups of four or five to discuss the questions. Encourage Ss to give reasons and examples as they tell one another their ideas and opinions.

Developing a thesis statement

writing In these activities, Ss identify the thesis statement and topic sentences in a composition. Then they write their own composition and participate in peer editing with a partner.

A
1 Books open. Go over the information in the box, making sure Ss understand that a thesis statement presents the main idea of the composition. Point out that the thesis statement is often placed at the end of the first paragraph and usually includes an idea or opinion that is explained in the rest of the composition. Explain that the job of each paragraph is to focus on a single aspect of the main idea. The single focus of each paragraph is expressed in the corresponding topic sentence.
2 Explain the task and ask Ss to read the three phrases. Then have Ss silently read the composition to identify the thesis statement and match the paragraphs with the phrases.

3 Ask Ss to compare answers with a partner. Then go over the answers with the class.

**Answers**

**Thesis statement:** Our friendship shows that people who are very different can still be good friends.

4 why we have a close friendship
3 what we have in common
2 how we are different

**B**

1 Books open. Explain the task, and either in class or for homework, have Ss write a composition about a close friend. If the task is assigned for homework, you may want to have Ss write their thesis statement and focus ideas for their paragraphs for you to check before they leave class.

2 Have Ss exchange compositions, reminding them that the purpose of peer editing is to provide helpful suggestions for the writer. Remind the readers to follow the instructions listed in the book. Encourage Ss to ask at least two more questions about the writer’s friend.

3 **Optional:** Have each pair exchange papers with another pair. Ask each new reader of a composition to check the thesis statement and focus of the paragraphs that the previous reader noted. Have each new reader ask at least one more question about the writer’s friend.

4 **Optional:** Have Ss revise their compositions based on their partners’ feedback.
Lesson B

More than a friend

The first date

**Starting point**

In these activities, Ss talk about places to go and things to do on a first date.

**A**

1. Books closed. Explain briefly that a first date is the first time a couple goes out together. At the center of a web diagram on the board, write *A First Date*. Draw seven or eight lines from the center of the web. Divide Ss into small groups, and ask them to come up with a list of words and phrases related to "A First Date." Encourage them to include anything that comes to mind. Circulate to encourage a variety of answers.

2. Have a member of each group put the group's web on the board. Tell Ss to look at all the webs, and ask them to help you organize the words and phrases. Ask questions such as "Which words and phrases describe places to go? Which words and phrases describe feelings?" You may choose to ask Ss to record the words and phrases in a vocabulary notebook.

3. Optional: Ask volunteers to tell a funny or an embarrassing story about a first date. Tell Ss it can be either about themselves or about someone they know.

4. Books open. Direct Ss' attention to the photographs. Ask Ss which places look like the most fun for a first date.

5. Explain the task. Divide Ss into pairs, but have them read the photo captions and model language individually before they begin discussing the choices.

**B** Group work

1. Books open. Explain the task and go over the list of dating activities and the sample language in the speech balloon. Have each S write down three or four additional suggestions before they begin the group discussion.

2. Put Ss in groups of four to six to discuss the suggestions. Circulate to help and to keep Ss on track. Then have Ss from each group report the most interesting suggestions to the rest of the class.

**Dating services**

**Listening**

In these activities, Ss listen for specific information about a dating service and then discuss whether or not they would use the service.

**A**

1. Books open. Explain the task and make sure Ss understand what kind of information they need to listen for to complete the chart.
2 Play the audio program through once without pausing, and have Ss listen only. Then tell Ss to work individually to fill in the chart with as much information as they can. Replay the audio program, and have Ss complete the chart as they listen.

3 Have Ss compare answers with a partner. Replay the audio program as necessary while going over the answers with the class.

B Pair work

Put Ss in pairs to discuss whether or not they would use the dating service. Encourage Ss to elaborate on their answers.

Possible answers

What the service offers
The service offers help finding the man or woman of a person's dreams.

How to become a member
The person submits a photo and answers some personal questions.

Transcript

Listen to an advertisement for a dating service. What does the service offer? How do you become a member?

Man 1: I don't enjoy dating anymore. I can't seem to find anyone I have anything in common with.

Woman 1: I'm tired of being alone.

Man 2: I've tried everything!

Woman 2: I want to meet Mr. Right!

Announcer: Can't meet your perfect match? Well, don't give up - get serious! Try our reliable Internet matchmaking service. Dream Dates has matched up thousands of singles the world over!

Whether you are marriage-minded or just trying to spice up your life, Dream Dates has the answer. To begin, you will submit a photo and answer some questions as to the type of person you are... and the type of person who is your personal dream date.

Your information and specifications will be entered in our large computer database. (Note that all of our applicants are screened in a thorough background check.)

Dream Dates provides expert dating advice and a place for singles to meet. Let us introduce you to the person uniquely qualified to be your partner.

So don't be alone any longer. Visit our Web site today and have a look at our personals.

You won't regret it! Enroll in a free trial membership!

Join Dream Dates and make your dreams come true!
Optional activity: Join a dating service!
Time: 10 minutes. Ss write a profile of themselves for a dating service.

1 Books closed. Put a dating service “form” on the board, including such entries as Age, Sex, Job or Profession, Likes, Dislikes, Favorite Color, Favorite Food, etc. Tell Ss to copy and fill out the form to submit to a dating service. Tell Ss not to write their names on their papers. Circulate to give help as needed.

2 Collect the forms and put them in a hat or box. Ask a volunteer to pick out one form and read it to the class. Tell Ss to guess who the person is. Have Ss take turns drawing forms and reading them to the class. If Ss don’t know one another well, this activity gives them an opportunity to find out more about their classmates. (Note: If the class is very large, you may want to put Ss in groups of ten to twelve to do this activity.)

Gerund and infinitive constructions

This grammar focus presents verbs that are used with gerunds and infinitives.

Grammar notes Some verbs in English can be followed by either a gerund or an infinitive. These include can’t bear, can’t stand, hate, like, love, prefer (e.g., I like to swim, I like swimming.).

Certain verbs can be followed only by a gerund. Some of these are avoid, consider, enjoy, mind (e.g., I enjoy swimming.).

Other verbs can be followed only by an infinitive. Examples include ask, decide, expect, hope, intend, need, plan, refuse, want (e.g., I plan to swim tomorrow.).

The same rules apply when the verbs listed above are used in the passive voice (e.g., I like to be taken to dinner. I like being taken to dinner.; I enjoy being taken to dinner.; I hope to be taken to dinner.).

1 Books closed. Write the the terms gerunds and infinitives on the board, and review how to form them (answer: gerund = verb + -ing; infinitive = to + verb).

2 List these categories on the board: Sports, Hobbies, Other Activities. Put Ss in small groups to think of as many gerunds as they can for each category. Have a spokesperson call out the group’s lists. Write them on the board, adding some ideas of your own as necessary.

3 Tell Ss they will use the lists on the board to talk about activities they love, like, or hate. Explain that these verbs can be followed by either a gerund or an infinitive, and give a few examples (e.g., I love to ski, but I hate running. I love reading, but I hate to write.).

4 To make this more challenging, ask Ss to use ten words from the lists on the board. Tell them to see how quickly they can tell their group how they feel about each of the activities.
A
1 Books open. Lead Ss through the information and example sentences in the grammar box.

2 Explain the task. Then have Ss work individually to complete the sentences before going over the answers with the class.

Answers

1. going/to go, to meet
2. being taken/to be taken
3. being treated/to be treated, doing
4. going
5. being given/to be given
6. to use
7. being invited/to be invited, feeling/to feel
8. going, doing

B Pair work
1 Books open. Explain the task. Have Ss work in pairs to discuss which sentences in Exercise 3A they agree and disagree with. Encourage them to talk about all of the sentences and to give reasons for their opinions.

2 Write the numbers 1 to 8 in a column on the board. Ask a partner from each pair to check (√) the number(s) of the sentence(s) they agree with most.

3 Optional: Use the results of the tally as the basis for a class discussion.

C Pair work
1 Books open. Explain the task and have Ss work individually to complete the statements. Then have Ss compare and discuss their answers with a partner. Circulate and provide help as necessary.

2 Optional: Have selected Ss write their sentences on the board. Work as a class to revise the sentences as necessary.

Adjectives to describe incidents and events

vocabulary

These activities present adjectives with positive and negative meanings to describe incidents and events.

A
1 Books open. Explain the task and lead Ss through the list of sixteen adjectives. Clarify the meaning of any words Ss don’t know, such as:

absurd silly or ridiculous
awesome very good or pleasing (informal)
awkward embarrassing and difficult
disastrous  damaging, very bad
embarrassing  making you feel uncomfortable or ashamed
fabulous  great, wonderful
hilarious  very funny
horrendous  horrible, dreadful
horrifying  very frightening, shocking
intriguing  very interesting, fascinating
memorable  easily remembered or worth remembering
ridiculous  extremely silly or foolish
scary  frightening
stressful  causing worry or pressure
tense  nervous or stressful
thrilling  very exciting

2 Have Ss work individually to divide the adjectives into two groups and to add two adjectives of their own to each group. Then have Ss compare answers with a partner.

3 Put two columns on the board, labeled Positive and Negative. Ask selected Ss to define one or two of their adjectives, tell whether it is positive or negative, and write it in the appropriate column on the board.

Answers

Positive: awesome, fabulous, hilarious, intriguing, memorable, thrilling
Negative: absurd, awkward, disastrous, embarrassing, horrendous, horrifying, ridiculous, scary, stressful, tense

4 Optional: Elicit more adjectives from the class. This time, however, instead of asking Ss to identify whether the adjectives are positive or negative, have them give their words and ask the class to decide on the type of meaning.

B Group work

1 Books open. Direct Ss' attention to the cartoon. Ask volunteers to guess what they think is happening. To add a little humor, ask Ss to guess what song the man is singing. Elicit adjectives to describe how the woman is feeling, and write them on the board.

2 Explain the task and have Ss read the sample language in the speech balloon. Then put Ss in groups of three or four to take turns describing something that happened to them on a date, at a party, or in some other social situation. Remind Ss to give as many details as possible to make their stories interesting and entertaining. Have each group member ask at least one follow-up question.
Optional activity: Fabulous or horrifying?
Time: 10–15 minutes. Ss continue describing pleasant and unpleasant experiences.

1 Pair work Books open. Ask Ss to choose a word they didn’t use for their stories in Exercise 4B. On a piece of paper, have them write a sentence about an incident that illustrates the adjective they chose. Insist that Ss be concise and write just one sentence. Also, encourage them to be creative. You may wish to write these examples on the board:

I spilled my soup at a very important dinner.
When I sat down at the movie theater, I realized my ex-boyfriend was sitting behind us.

2 Collect the sentences and put them in a hat or box. Read each sentence aloud, and have Ss call out adjectives to describe the incident. Ask a volunteer to write the responses on the board. Discuss the Ss’ choices.

3 Optional: Ask the class to vote on the best positive and the best negative incidents.

The rules of the dating game

discussion
Ss discuss rules for dating and are asked to reach a consensus on the most important dating rules within their own culture(s).

A Pair work
1 Books open. Explain the task and have Ss read the dating rules silently while you circulate, answering vocabulary and comprehension questions.

2 Have Ss work alone to check (✓) the rules they agree with. Then put Ss in pairs to compare answers and discuss differences.

B Group work
1 Books open. Explain the task and point out the sample language in the speech balloon.

2 Have Ss form groups of three or four. If the class is multicultural, pair Ss from different cultures and have them explain their dating rules. Encourage Ss to look for similarities and differences among their cultures.

Optional activity: House rules
Time: 10–15 minutes. Ss further explore dating rules.

Pair work Tell Ss to list two or three rules that their family had – or still has – about dating. After a few minutes, put Ss in groups to share their family rules.

Keeping relationships alive

reading
In these activities, Ss read an article containing suggestions for ways of maintaining a romantic relationship.
A Pair work

1 Books open. Explain the task and have Ss read the questions silently. Then put Ss in pairs to discuss the questions. If you wish, have Ss cover the article while they have their discussion. Have several Ss share answers with the class. Then have Ss silently read the article.

2 Put Ss back in pairs to compare their ideas with those of the author. Then go over the author’s ideas with the class. Lead a class discussion as appropriate.

Possible answers

1. Show that you like each other, continue being polite, maintain your independence, get in shape, take care of each other, resolve disagreements

2. Taking each other for granted, relaxing your manners, forgetting about the things that make each of you unique

B Group work

1 Books open. Explain the task and have Ss read the questions. Then put Ss in groups of four to six to discuss the questions. As you circulate to keep Ss on track, encourage them to give reasons and examples to support their answers. Have Ss ask and answer follow-up questions.

2 Have a spokesperson from each group report the group’s answers to the class. Make a note of the more interesting answers on the board, and then lead a class discussion.

Optional activity: Dating advice

Time: 10-15 minutes. Ss ask an advice columnist for advice on a dating problem.

1 Group or pair work Books closed. Begin with a short discussion about seeking help from advice columnists. Ask Ss if they ever read advice columns and if they would ever write to one.

2 Tell Ss that they will write about a dating problem and submit it for advice. You may wish to give an example (e.g., My boyfriend has stopped sending me flowers every week. What should I do?). Put Ss in pairs or small groups. Point out that the problems can be either silly or serious.

3 Collect the problems and ask for a panel of two or three Ss to be the “advisors.” Seat them at the front of the class. Then read a problem aloud, and have the “advisors” consult and then respond to the problem. Ask the rest of the class to vote with a show of hands if the solution is acceptable. If the solution is deemed unacceptable, ask the panel of “advisors” to suggest another piece of advice. Repeat, giving as many Ss as possible a chance to be “advisors.”
This unit focuses on clothing and personal appearance. Students review common verb patterns while talking about the significance of an individual's style and exchanging opinions about clothing-related issues. They also learn to use cleft sentences with what to discuss the impact of first impressions.

Lesson A

The way we dress

Different approaches

Starting point

These activities introduce the theme of clothing styles and give practice in vocabulary to describe ways of dressing.

A Pair work

1 Books closed. Ask Ss to talk about what they like to wear when they go out with friends (e.g., to the movies, to a restaurant, shopping, dancing, to a sports event). Ask them to explain why they choose the clothes they do (e.g., for comfort, to look good). Tell Ss that this lesson is about ways of dressing and how clothes can affect how people think about one another.

2 Books open. Direct Ss' attention to the four photos, and ask them to give their reactions to the clothing that the people are wearing. Ask “Whose clothing do you like? Whose don't you like?” and have Ss answer the questions and explain their answers. Ask them if they think the clothing that people wear says something about their personalities.

3 Explain the task and have Ss read the four sets of comments. Check that Ss understand the following vocabulary items:

- vintage clothing store a shop that sells old, high-quality clothes
- conventional not at all unusual

4 Have Ss work in pairs to match each set of comments with the appropriate person. Each partner also identifies the person who dresses the most like him or her. Then go over the answers with the class.

5 Ask several Ss to tell the class whose style most resembles theirs.

Answers

Tetsu: I like to wear unusual color combinations. The secret is doing it with confidence.
Teresa: I hate spending time choosing clothes. I just put on anything I can find.
Roger: I try to create a different look, so I spend a lot of time shopping in vintage clothing stores.
Dorlene: I prefer not to draw attention to myself, so I wear pretty conventional clothes.
**Group work**

1. Books closed. Ask Ss to brainstorm words that can be used to describe clothing styles (e.g., *casual, formal*). Have Ss call out their words, and write them on the board.

2. Books open. Explain the task and put Ss in groups to discuss the questions. Go over the expressions, and check that Ss understand the following:

   - chic: stylish
   - classic: likely to remain popular for a long time
   - conservative: not fashionable or modern
   - eccentric: odd
   - flashy: showy
   - old-fashioned: not modern
   - retro: a style identified with a past era
   - sloppy: messy, not neat
   - trendy: in style at the moment

3. Make four columns on the board, and write the name of each person from Exercise 1A at the top of a column. Ask a volunteer from each group to record the group’s answers in the appropriate columns. Lead a class discussion if there are differences of opinion.

4. Ask a few Ss to share with the class the expressions that best describe their own taste in clothes.

   **Possible answers**

   - **Tetsu:** eccentric/flaishy/unusual
   - **Teresa:** casual/sloppy
   - **Roger:** eccentric/old-fashioned/retro/unusual
   - **Darlene:** conservative/classic

   Expressions similar in meaning:

   - chic = fashionable = trendy
   - eccentric = unusual

**Optional activity: Good taste, bad taste**

Time: 10–15 minutes. Ss have additional practice describing clothing styles.

1. Books closed. Tell Ss to make a list of ten people whose clothing styles they can describe with one or two words. The list can range from friends and relatives to celebrities. Then ask Ss to assign an adjective or two from Exercise 1B to each person’s style.

2. Have Ss compare lists in pairs. Then have selected Ss share their lists with the class.
**Describing styles**

In this activity, Ss listen for specific details about three people's clothes.

1. Books open. Explain the task and make sure Ss understand the kind of information they need to listen for to complete the chart.

2. Play the audio program once through without stopping, telling Ss to listen only. Then ask Ss to fill in as much information as they can. Replay the audio program to give Ss the opportunity to complete the chart. Then go over the answers with the class.

**Answers**

Jane: T-shirts and jeans, vests
Mario: checked wool pants
Kumiko: T-shirts, jeans, platform shoes

3. Ask Ss to write down the style of each person. Replay the audio program if necessary.

**Possible answers**

Jane: casual
Mario: old-fashioned/eccentric/unusual/retro
Kumiko: casual/chic/fashionable/trendy

**Transcript**

Listen to Jane, Mario, and Kumiko describe the way they dress. What are their favorite clothes?

Jane: OK ... uh ... I ... I don't really know if I have like a specific style ... I mean ... I'm not into ... uh ... you know, hip hop or retro or anything like that. I ... I just basically like what's comfortable. And ... well, of course, usually what looks good on me, but I ... I definitely go for comfort over anything else. Um ... my ... my favorite types of clothes I would have to say are T-shirts and jeans. Oh, and I like vests. But I ... I would definitely say that I'm not trendy. I'm definitely not. I'm not conservative either though. I ... I just like to be comfortable.

Mario: Uh, I think my favorite clothing right now ... well, I'm in a transition period between unique and ... uh ... conservative. I'm almost done with school, and I'm working part time in an office. Well, my favorite unique clothing: I ... I have a pair of pants that I got from a ... um ... what do you call it? Uh ... a ... a vintage clothing store. You know, those stores where you buy old clothes and stuff ... and it's a pair of ... um ... like ... uh ... like thick. I guess it's a wool? Uh ... uh ... checked pants that are way too big! I ... I definitely have to wear a ... a belt with them. I wore them in high school and college. They're a pair of pants that I probably won't ever throw away.
Kumiko: Uh, my favorite kind of clothing is T-shirts and jeans, and kind of like, you know, pink is... uh... popular now again. I love pink. And kind of like... uh... baggy jeans, and you know, platform shoes. I'm kind of short so, you know, I love wearing platform shoes, and... um... let's see... something comfortable, but yet, you know, really cool. And... uh... you know, some kind of clothing that people notice me in. That's the kind of clothing I like.

Review of verb patterns

**Grammar focus**

This grammar focus reviews the use of verbs followed by infinitives and gerunds, and introduces object placement in these common verb patterns.

**Grammar notes**

The patterns verb + infinitive and verb + gerund are reviewed by contrasting sentences with and without objects.

In the structure verb + infinitive, the object comes between the verb and the infinitive (e.g., I advised him to wear formal clothes to the party).

In the pattern verb + object + preposition + gerund/noun, the object also comes between the verb and the gerund or noun; note that the preposition follows the object (e.g., I advised him against wearing casual clothes to the party).

A Pair work

1. Books open. Lead Ss through the information and sample sentences in the grammar box, explaining meaning as necessary. Call Ss' attention to the word order in each of the four patterns.

2. Explain the task and lead Ss through the statements, checking comprehension of the following:

   to get dressed up to put on formal clothes for a special occasion

3. Have Ss work in pairs to choose the patterns that the sentences follow and to talk about the statements that are true for them. Circulate to provide help as needed and to encourage Ss to give examples illustrating why the information describes them. Then go over the answers with the class.

Answers

1. d  2. a  3. c  4. c  5. b  6. a
**B Pair work**

1 Books open. Explain the task and go over the example.
2 Have Ss work individually to complete the sentences and to write a follow-up comment for each one. Then have Ss compare answers with a partner.
3 Go over the answers with the class. Ask selected Ss to read aloud their follow-up comments, and have other Ss say whether they agree or disagree and why.

**Possible answers**

1. forbid
   They think that students will feel too relaxed and won't work as hard.

2. discourage
   They don’t want their daughters to appear too grown-up at an early age.

3. allow/permit/want
   Some schools think it's distracting if they allow such fashions.

4. tend
   Young people are more easily influenced by their peers.

5. avoid
   Tight clothing is uncomfortable and bad for your circulation.

6. try/want
   They like to see other people’s reactions.

7. allow/encourage/permit/want
   It’s a chance to relax after a hard week of work.

8. advise
   Employers may misjudge a job applicant who wears flashy clothes.

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**4 Fashion survey**

**discussion**

In this activity, Ss take a fashion survey and discuss their opinions.

1 Books open. Explain the task and have Ss read through the survey; explain meaning as necessary. Then have Ss complete the survey individually. Remind them to add two more statements.

2 Put Ss in small groups to discuss the survey questions. Circulate to provide help as needed. Then have each group choose a spokesperson to summarize the group’s discussion and present it to the class. Encourage Ss to support their opinions with reasons and examples.

3 Use the summaries from the group discussion as the basis for a class debate.

**Optional activity: Design a survey**

Time: 10–15 minutes. Ss write and conduct a fashion survey.

1 **Pair work** Books open. Tell Ss that they will write a fashion survey containing five questions. Explain that they will use their survey to find out how people feel about fashion. Encourage Ss to come up with questions that are different from those in Exercise 4.
2 Have Ss work in pairs to design the survey. Circulate to provide help as needed. If your class is unable to do step 3 below, have them take turns surveying their classmates.

3 Optional: Ask Ss to find five people to survey outside of class. Encourage them to try to speak to both males and females of various ages. Have pairs share their results by presenting a summary of their findings to the class.

How important are clothes?

discussion

In these activities, Ss read and discuss two points of view about the importance of clothes. They also talk about the issue of whether or not people should be judged by the way they dress.

A Pair work

1 Books closed. Introduce the activity by asking questions about clothing (e.g., “How often do you shop for clothes? Do you spend a lot of time deciding what to wear every day? Do you notice the clothes that your friends and acquaintances are wearing? Do you notice the clothes of a person you are meeting for the first time?”).

2 Books open. Direct Ss’ attention to the photographs. Ask Ss to rank on a scale of 1 to 5 how important they think clothes are for each of the two people (1 = not important, 5 = very important). Encourage Ss to give reasons for their answers.

3 Explain the task and have Ss silently read each person’s point of view about clothing. Then have them close their books. Put Ss into pairs, and ask each partner to choose either the man or the woman and summarize his or her attitudes about clothes.

4 Find out how many Ss agree with the man and how many agree with the woman. Ask volunteers to add support to the side they chose.

B Group work

1 Books open. Explain the task and lead Ss through the list of questions. Then put Ss in groups to discuss them. Encourage Ss to give examples and reasons to support their answers. Circulate to provide help as needed.

2 Have selected Ss from each group share an answer with the class. Lead a class discussion as appropriate.

School uniforms?

discussion

In this activity, Ss debate the issue of whether or not students should be required to wear uniforms to school.

Group work

1 Books closed. Remind Ss that in a debate, some people speak for an issue and others speak against it. Explain that each side of a debate usually begins with a thesis statement; points made during the debate help develop and support the thesis statement.
2 Books open. Explain the task and tell Ss they will debate the issue of whether or not students should be required to wear uniforms. On one side of the board, write *Students should be required to wear uniforms*; on the other side, write *Students shouldn't be required to wear uniforms*.

3 Divide the class into an even number of groups. Assign half the groups to be in favor of uniforms and the other half to be against them. Remind Ss to think of as many logical arguments as they can to support their view. You may also wish to have Ss think of the other team's possible arguments so as to plan ways to respond. Circulate to provide help as needed.

4 Match one group from each side to debate against each other. Establish a few rules before Ss begin, and write them on the board:
   1. *Only one person may speak at a time.*
   2. *Speakers from the two sides will alternate.*
   3. *Speakers will use a normal tone of voice. No shouting!*

5 Circulate as the groups debate. Take note of the logical support for and against school uniforms. At the end of the debate, write on the board several statements that you heard for and against school uniforms. Lead a class discussion about these points. Finally, take a class vote to see how Ss really feel about school uniforms.

**Possible answers**

- *Students should be required to wear uniforms:* uniforms help maintain discipline; they give the group an identity; young students can be easily identified and helped in case they get lost or have a problem outside the school.
- *Students shouldn't be required to wear uniforms:* uniforms leave no room for expressing individual identity; they tend to be uncomfortable; young people like fashion; some uniforms might look ugly to young students.

**Writing about personal beliefs**

These activities introduce Ss to writing about a personal belief or point of view.

**A**

1 Books open. Go over the information in the box. Remind Ss about the importance of the thesis statement, and review the concept that each paragraph of a composition should focus on a single aspect of the thesis statement. Point out that for this composition, the thesis statement will express the writer's personal belief about fashion.

2 Explain the task and have Ss skim the four headlines. Make sure everyone understands what the headlines mean by asking selected Ss to paraphrase them. Then have Ss silently read the four headlines again to determine which best reflects their own attitude toward clothes.
3 Put Ss in pairs to talk about the headline that best reflects each partner’s opinion about fashion. Point out that Ss’ ideas will be useful when they write their composition because they will use the headline as the basis for their thesis statement.

B
Books open. Explain the task and oversee Ss as they write their thesis statements. After Ss compare ideas in pairs, have them show you their work. Make suggestions for improvements as needed.

C
Books open. Explain the task and tell Ss to silently read the sample composition. Either in class or for homework, have Ss individually write a composition describing their approach to clothes. Encourage them to write approximately 200 words and to make sure that all of their paragraphs support their thesis statement.

D  Pair work
1 Books open. Explain the task and lead Ss through the questions. Then put Ss in pairs and have them exchange compositions. If necessary, remind Ss of the value and purpose of peer feedback. Have pairs read each other’s compositions in order to answer the peer feedback questions. Suggest that Ss write notes about their answers as they read.

2 Have Ss return their partner’s composition. Then have Ss take turns sharing and discussing their answers to the three questions. If you wish, have Ss revise their compositions – either in class or as homework – based on their partner’s suggestions.

3 Display Ss’ compositions on a bulletin board for the entire class to read.

Optional activity: To the editor

1  Group work  Books closed. Gather all the compositions that Ss wrote in Exercise 7, and divide them according to the four different headlines used as thesis statements. Number each composition in each group consecutively from 1. Have Ss form four groups, joining the headline group that their composition belongs to.

2 Tell Ss that this is their chance to make an editorial decision. Explain that an editor of a magazine or newspaper must choose which stories in the news to include, and which specific articles should be printed. Tell Ss that their newspaper is running a story on the way people dress, and they must choose four opinion pieces to publish.

3 Ask Ss to read all the compositions in the group and to then vote for their first choice by writing the headline name and the composition number on a slip of paper. Collect the ballots, count them, and announce the four winning compositions.

4 Display the winning compositions and allow Ss time to read them. You may want to ask Ss to write one or two comments about each composition and to post their comments next to it for the author to read.
Lesson B

How we appear to others

Forming an impression

starting point

In these activities, Ss interpret the results of a survey and discuss the factors that can contribute to impressions that people have of others.

A

1 Books closed. List each of the following words in a column on the board: *Eyes, Smile/Teeth, Body, Clothing, Hair, Shoes, Hands*. Tell Ss that a group of men and women were asked which of these things they look at or notice first when they meet someone new.

2 Ask Ss to predict the results of the survey. Ss copy the cues from the board and number the list for both men and women from 1 to 7 (1 = notice first, 7 = notice last). Then have Ss share their predictions with a show of hands.

3 Books open. Direct Ss’ attention to the graph. To begin, tell Ss to cover the percentage column at the left of the graph. Have them compare which things are noticed first by most men and women, then by most men, and then by most women. Ask Ss to see how many of their predictions were correct.

4 Explain the task and have Ss silently read the statements and check (√) the ones that are true for them. Then put Ss in pairs to compare answers and discuss differences of opinion.

B Group work

1 Books open. Explain the task and put Ss in small groups to discuss the questions. Encourage Ss to brainstorm a list of other cues that help them form impressions of people. Circulate to help and to keep Ss on track. Then ask them to vote on the three most important factors and present them to the class.

2 Write the results on the board, and use them as the basis for a class discussion as appropriate.

First impressions

listening

In this activity, Ss listen for three people’s opinions of what is important and not important in forming first impressions, and then identify the person whose opinions are most like their own.

1 Books open. Explain the task and lead Ss through the chart, making sure they know what information they need to listen for. Point out that they need to write only a few words about each person in order to complete the chart.

2 Play the audio program through once without pausing, and have Ss listen only. Then tell Ss to work individually to fill in the chart. Replay the audio program, pausing briefly after each speaker to give Ss time to complete the chart.
3. Have Ss compare answers with a partner. Replay the audio program as necessary while going over the answers with the class.

4. Lead a class discussion, asking volunteers to say which of the three people’s point of view most resembles theirs. Encourage Ss to give reasons and examples to support their answers.

**Answers**

<table>
<thead>
<tr>
<th></th>
<th>Something that’s important to them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriela</td>
<td>clothes</td>
</tr>
<tr>
<td>Jung-hoon</td>
<td>in social setting: face; in business setting: how the person appears to others, how they interact, the person’s confidence</td>
</tr>
<tr>
<td>Alice</td>
<td>eyes</td>
</tr>
</tbody>
</table>

**Transcript**

Listen to Gabriela, Jung-hoon, and Alice talk about what their first impressions of people are based on, and complete the chart. Which person is the most like you?

**Gabriela:** People say, you know, that personality is more important than how people look, but honestly, when you meet someone, you don’t "see" their personality — you see how they look first. Clothes are, like, important to me. They don’t have to wear the same thing I wear, but they should look, I don’t know, stylish?

**Jung-hoon:** Well, in a social setting, a party, club, bar, something like that, I like to look at a woman’s face — to see if they’re attractive, to see if I’m attracted to them. Uh, but in a business setting, it’s somewhat different. I like to see how that person appears to others, how they interact, how they present themselves to people. You know, I think it’s actually — I like to see the person’s confidence. I . . . I think the confidence is what’s important to me.

**Alice:** Um . . . when I meet someone . . . uh . . . I guess it’s their eyes. They have to be big, kind, and . . . um . . . interesting. Uh . . . I really don’t care about clothing or hair color, or anything like that.

**Cleft sentences with what**

This grammar focus presents cleft sentences with *what*.

**Grammar notes** Cleft sentences are used for focusing attention on a particular piece of information. A speaker may use a cleft sentence to add emphasis (e.g., He didn’t buy a cheap car. *What he bought* was a Mercedes.). In this case, the clause starting with *What* is the subject of the sentence. A noun-clause subject takes a singular verb.
Books open. Direct Ss’ attention to the picture. Ask Ss if they think the people know one another. Why or why not? If they don’t know one another, what are some first impressions they might have? List Ss’ ideas on the board.

Lead Ss through the examples in the grammar box. Model the examples with appropriate emphasis so that Ss can understand the purpose of cleft sentences. Give additional examples as needed. Then ask Ss what they think the purpose of cleft sentences is (answer: to add emphasis to certain information).

Explain the task and go over the example. Have Ss work individually to rewrite the sentences and to come up with two more of their own. Before going over the answers with the class, have Ss compare answers with a partner. Write selected additional sentences on the board.

Have Ss check (✓) the sentences that are true for them. Ask selected Ss to share their answers with the class. Lead a class discussion as appropriate.

Answers

1. What I notice first about people is how they dress.
2. What I generally listen to is their accent.
3. What I look at first is their eyes.
4. What I ask about first is their hobbies and interests.
5. What I pay attention to is their manners.
6. What I look for is their sense of humor.
7. What I notice is the way they look at me.
8. What I notice first is their smile.

Optional activity: One up

Time: 10–15 minutes. Ss play a game in which they try to “one-up” one another.

Group work: Books closed. Explain that “to get one up” on somebody is to try to do something better than the other person. For example, if your friend says he could eat an elephant, you say you could eat two elephants. Tell the class that cleft sentences are often used in this humorous way.

Divide Ss in groups of three or four for a game of “One up.” Write several verbs on the board for the Ss to use as cues: eat, drink, sleep, need, want, must have. A group member starts the game by choosing a verb and making a statement such as “I really need a new car.” The next person adds a cleft sentence (e.g., “What I really need is my own limousine.”). Ss continue around the group until everyone has added a sentence. Then they continue with the same verb or choose another. Point out that the challenge is to continue to “one-up” the previous speaker; encourage Ss to make up sentences that are humorous but not totally absurd.
No second chances

discussion
In this activity, Ss evaluate and offer opinions about making a first impression.

Group work
1 Books open. Explain the task and have Ss read the two opinions, checking comprehension of the following:

- impressive: causing feelings of admiration because it looks special or important
- to project: to represent oneself to other people

2 Put Ss in groups of four or five to come up with two additional opinions about ways to make a positive first impression. Groups then try to agree on the most valid opinions. Call on selected Ss to give their group’s opinions, and lead a class discussion based on differences in opinions.

Faces matter

discussion
In these activities, Ss discuss ways in which people are categorized and possibly discriminated against because of their physical appearance.

A Pair work
1 Books closed. Lead a discussion about whether or not it’s fair for employers to ask for photos of job applicants before meeting them. Ask if there are any jobs for which a person’s physical appearance is important. Why is seeing a photo relevant or irrelevant in deciding whether to grant an interview to a prospective employee? Find out Ss’ views on this issue.

2 Books open. Explain the task and have Ss silently read the article. Have Ss form pairs to discuss the questions. Then go over the answers with the class.

Answers
1. Tom Hanks, Sally Field
2. Answers will vary.
3. Answers will vary.

B Group work
1 Books open. Explain the task and divide Ss in small groups to answer the questions. As Ss work, circulate to provide help as needed.

2 Ask a spokesperson from each group to present the group’s list of ways in which people are categorized and/or discriminated against. Write some of the more interesting ideas on the board. Then lead a class discussion about whether or not it’s always unfair to make judgments about people based on their personal appearance. Encourage Ss to include reasons and examples when presenting their opinions.
Adjectives to describe outward appearance

vocabulary

This activity presents adjectives with positive and negative meanings that can be used to describe outward appearance.

1. Books open. Explain the task and lead Ss through the list of thirteen adjectives. Clarify the meaning of any words Ss don’t know, such as:

- arrogant: conceited and too proud
- dignified: noble, stately
- forbidding: looking unfriendly or dangerous
- intellectual: intelligent
- intense: showing strong feelings
- self-satisfied: pleased with oneself
- severe: strict or harsh
- sinister: seeming evil and threatening
- striking: unusual or noticeable in some way
- sympathetic: kind and understanding
- trustworthy: honest, reliable

2. Have Ss work individually to divide the adjectives into two groups and to add three more adjectives of their own. Then Ss compare answers with a partner.

3. Put two columns on the board, labeling them Positive and Negative. Ask selected Ss to define each of the adjectives, tell whether it is positive or negative, and write it in the appropriate column on the board.

   Possible answers

   **Positive:** dignified, intellectual, kind, mysterious, striking, sympathetic, trustworthy
   **Negative:** arrogant, forbidding, intense, self-satisfied, severe, sinister

4. Point out the sample language in the speech balloons. Then give Ss a few minutes to think about and write down adjectives that describe the people as they appear in the photos. After Ss compare ideas with a partner, have selected Ss share their answers with the class. Lead a class discussion as appropriate.

   Possible answers

   **Jack Nicholson:** arrogant, dignified, forbidding, intellectual, intense, mysterious, self-satisfied, severe, striking
Diana Ross: dignified, kind, striking, sympathetic, trustworthy
Yul Brynner: arrogant, dignified, forbidding, intellectual, intense, mysterious, severe, sinister, striking
Fernanda Montenegro: kind, sympathetic, trustworthy
Barbra Streisand: arrogant, dignified, intense, mysterious, self-satisfied, striking
Jackie Chan: kind, self-satisfied, sympathetic, trustworthy

**Projecting an image**

The reading text discusses the influence of personal appearance in a court of law. The activities ask Ss to make predictions and summarize. Ss also draw a conclusion based on the reading and apply that conclusion to other situations.

**A Pair work**

1. Books open. Explain the task and have Ss read the questions silently. Then put Ss in pairs to discuss the questions. If you wish, have Ss cover the article while they have their discussion. Have several Ss share answers with the class. Then Ss silently read the article to compare their ideas with the author’s.

2. Put Ss back in pairs to compare their ideas with those of the author. Then go over the author’s ideas with the class. Lead a class discussion as appropriate.

**Possible answers**

1. Answers will vary.
2. Answers will vary.
3. I’d advise my client to dress very nicely but conservatively because that way the judge and jury would know that my client took the case very seriously.

**B Group work**

1. Books open. Explain the task and have Ss read the two questions. Then put Ss in groups of four to six to discuss the questions. Circulate to keep Ss on track and to encourage them to give reasons and examples to support their answers. Make sure Ss ask and answer follow-up questions.

2. Have a spokesperson from each group report the group’s answers to the class. Make a note of the more interesting answers on the board, and then lead a class discussion.

**Possible answers**

1. One’s appearance has a great effect on others.
2. Appearance plays an important role for applicants at job interviews, politicians, salespeople, and doctors and other medical professionals.
This unit introduces the theme of exceptional people. Students use compound and superlative adjectives to talk about important contemporary and historical figures as well as their own personal heroes.

**Lesson A**

**High achievers**

**They had an impact!**

This activity introduces the theme of important figures who have had an impact on other people.

**1** Books closed. Ask Ss to think about important achievements that have taken place in the world or in their country during their lifetime. Tell Ss that these achievements can be of any kind (e.g., political, sociological, technological, artistic). Give them a few minutes to think about and jot down their ideas. Then ask volunteers to share their lists. Write these on the board as Ss talk. Have the class briefly discuss the achievements that they consider important. Select a few achievements for which a single person or a small group of people was largely responsible, and ask Ss who – in their opinion – contributed the most to the achievement. When you have elicited the names of a few achievers, ask Ss to identify the qualities of these people (e.g., intelligent, creative, hardworking).

**2** Books open. Direct Ss’ attention to the three photos, and ask them if they know anything about the three people: Harriet Tubman, Stephen Hawking, and Pelé. Write each name in a column on the board. Ask Ss to contribute facts about the people, and list them under the appropriate name.

**3** Explain the task and have Ss skim the three paragraphs. Ask about any language that may be new, including the following:

- **abolitionist** someone who worked to end slavery before the American Civil War
- **Underground Railroad** a network of people who secretly helped slaves from the South escape to the North before the American Civil War
- **theoretical physicist** someone concerned with the theory (rules and principles) of physics (the scientific study of matter and energy)
- **Big Bang theory** a theory in which it is believed that the universe originated billions of years ago in an enormous cosmic explosion
- **black hole** an area in space around a collapsed star whose gravity sucks in everything around it
- **cosmology** the study of the universe
- **pioneer** one of the first people to work in a new and unknown area or field
4. Have Ss silently read the three passages. Then put Ss in pairs to discuss the questions before going over the answers with the class.

5. Ask a member of each pair to write on the board the names of the important people that they discussed. Lead a class discussion based on the lists. How many people listed are men? How many are women? How many countries are represented?

Possible answers

1. Harriet Tubman had a tremendous impact on slaves by helping lead them to freedom. Tubman, an abolitionist, was a pioneer in freeing slaves in the U.S. Stephen Hawking has helped other scientists understand the origin of the universe and will be remembered as a leader in the study of the universe. Pelé is responsible for bringing soccer to center stage in the sports world.

2. Answers will vary.

Optional activity: The dinner party

Time: 20 minutes. Ss create a guest list of important international figures for an imaginary dinner party.

1. Pair work Books closed. Put Ss in pairs and tell them they are going to host a dinner party for ten guests; the guests must be important international figures — both contemporary and historical. As the pairs work, circulate to provide help as needed and to encourage Ss to discuss reasons for their choices.

2. Have Ss make a seating arrangement for the guests.

3. Have pairs write their guest lists on the board. From all the names, have Ss vote on the ten guests to be invited to the class dinner party.

High achievers in your country

discussion

In this activity, Ss work in pairs to think of three important figures from their country and then create a short class presentation on one of their choices.

Pair work

1. Books open. Go over the model notes on Akira Kurosawa. Point out the categories in the chart: Name, Field, Key information about his or her life, Major achievements and impact. Explain the task and ask Ss to work with a partner to choose and write notes about three people from their country who have made an important impact. Circulate to provide help as needed. (Note: In a multicultural classroom, try to pair Ss from the same country.)

2. After about ten minutes, have each pair come to the front of the class and present their brief biography. Have each partner take turns telling a bit of the information.
Compound adjectives

This grammar focus presents the use of compound adjectives.

Grammar notes When the first part of a compound adjective is an adverb ending in -ly, it is usually written as two words, without a hyphen (-) (e.g., widely respected). A compound adjective formed with an adverb other than the -ly type is usually hyphenated when it comes before the noun it modifies (e.g., He’s a well-known man); when the compound adjective follows the noun, however, it is usually written as two words, without a hyphen (e.g., That man is very well known).

Books open. Lead Ss through the information and the three lists of adjectives. Check that Ss understand the following:

**coolheaded** having the ability to stay calm
**kindhearted** caring and compassionate
**fast-talking** good at persuading people
**thought-provoking** causing someone to think deeply

A

1 Explain the task and have Ss work individually to sort the adjectives into the appropriate categories. Circulate to provide help as needed.

2 Optional: As you circulate, ask Ss to read some of the compound adjectives aloud. Help Ss who are having trouble with the pronunciation of the -ed ending. Point out that the -ed ending is pronounced /d/ if the ending sound of the noun or verb it is attached to is voiced (e.g., gray-haired, strong-willed, well-behaved); it is pronounced /t/ if the ending sound of the noun or verb is voiceless (e.g., well-dressed). The -ed ending is pronounced as a separate syllable – /td/ – when the noun or verb it is attached to ends in the letter d or t (e.g., open-minded, high-spirited).

3 Ask Ss to compare answers with a partner before going over them with the class.

Answers

**pattern a:** high-spirited, kindhearted, open-minded, strong-willed

**pattern b:** highly respected, little-known, well-educated, well-known, widely recognized

**pattern c:** forward-looking, long-suffering, smooth-talking
B Pair work

1 Books open. Explain the task. Point out that compound adjectives usually have a literal meaning, that is, the meaning of the adjective is close to the meaning of its component parts. A well-dressed person is someone who is dressed well. Some compound adjectives, however, are metaphorical; someone who is coolheaded, for example, does not have a physically cool head but rather can stay calm in a stressful situation. Ask Ss what they think hotheaded means (answer: doing or reacting to things quickly and without thinking carefully first).

2 Put Ss in pairs to do the activity. Go over the answers by having selected Ss each share one of their definitions and accompanying example with the class.

Suggested answers (Note: Ss’ answers may vary.)

- forward-looking: always planning for the future
- highly respected: accepted and honored by many
- high-spirited: having a lot of energy and liking to have fun
- little-known: not widely known
- long-suffering: patient despite being annoyed or irritated regularly over a period of time
- open-minded: willing to listen to other people and consider new ideas and opinions
- smooth-talking: confident and persuasive in an insincere way
- strong-willed: having strong determination
- well-educated: having a strong, solid education
- well-known: famous
- widely recognized: accepted by many

C

1 Books open. Explain the task and go over the example. Then have Ss individually rewrite each of the sentences using a compound adjective. Remind Ss that more than one answer may be possible for some of the sentences.

2 After Ss compare answers with a partner, go over them with the class. Ask volunteers to write an answer on the board.
Possible answers

1. Michael Jordan is a well-known athlete.
2. Martin Luther King Jr. had many thought-provoking ideas.
3. Stephen Hawking is widely respected for his original ideas on the origins of the universe.
4. Unfortunately, Harriet Tubman is a little-known/ isn’t a well-known person outside of the U.S.
5. The Mexican revolutionary Pancho Villa was a strong-willed man.
6. Mother Teresa was a kindhearted missionary.
7. Successful entrepreneurs must always be forward-looking.

D Pair work

1. Books open. Explain the task and have Ss read the two lists of words in the box.
2. Have Ss work individually to combine the words to make as many compound adjectives as they can.
3. Optional: Have Ss use a monolingual dictionary to check their answers.
4. Put Ss in pairs to compare answers and to share ideas about people that the adjectives describe. Encourage Ss to ask follow-up questions.

Possible answers

- absent-minded
- cold-blooded, coldhearted
- coolheaded
- easygoing
- good-hearted, good-looking

- hot-blooded, hotheaded
- old-fashioned
- open-minded
- warm-blooded, warmhearted

Memorable quotations

These activities extend the theme of the lesson by having Ss read and restate the guiding principles of some exceptional people. Ss also discuss guiding principles for different kinds of people.

A

1. Books open. Explain the task and have Ss read the five quotations. Point out the sample language in the box. On the board, write this guiding principle:

"Genius is one percent inspiration and ninety-nine percent perspiration." (Albert Einstein).

Then use the principle to model the three language patterns in the box, and write them on the board:
What this says to me is that genius is more the result of hard work than of being intelligent.

My understanding of this is that genius is more the result of hard work than of being intelligent.

I interpret this to mean that genius is more the result of hard work than of being intelligent.

2 Have Ss work individually to jot down a paraphrase for each of the quotations. After Ss compare answers with a partner, go over them with the class by asking volunteers to share their ideas. Lead a class discussion about which quotations Ss think are the most interesting and/or important.

Possible answers

**Eleanor Roosevelt:** What this says to me is that if you’re afraid to do something but you force yourself to do it anyway, you might find out that it really wasn’t that difficult.

**Albert Einstein:** My understanding of this is that even people who are experts may not be right. It’s important to question them if we want science to advance.

**Abraham Lincoln:** I interpret this to mean that we can control whether or not we’re happy because happiness is a state of mind. It’s not based just on the things that actually happen to us.

**Mark Twain:** My understanding of this is that people who are great are very modest. They seem just like us and make us feel we could do what they did.

**Gertrude Stein:** I interpret this to mean that we may start to look older, but that doesn’t mean we should or have to feel any older.

**B Group work**

1 Books open. Draw Ss’ attention to the four pictures and captions. Ask about any words that may be new, including the following:

- **struggling** unsuccessful but trying hard to succeed

2 Explain the task and have Ss read the sample language in the speech balloon. Then put Ss in small groups to come up with a guiding principle for each kind of person.

3 List the four kinds of people in columns on the board. Have a spokesperson from each group write the group’s guiding principle for each person in the appropriate column.

4 Use the principles presented to lead a class discussion.
Possible answers

**solo navigator:** Nothing truly worthwhile is easy to achieve.

**struggling musician:** If you stick with something and don’t give up, you will succeed at it.

**community volunteer:** We can’t live just for ourselves. We have to think about others, too.

**entrepreneur:** People are always open to new products and conveniences. It can make you feel really good to offer something new that people enjoy.

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**Keys to success**

In this activity, Ss listen to a lecture and take notes about the principles that account for the success of a famous entrepreneur: Steve Jobs of Apple Computer.

1. Books open. Explain the task and ask Ss to write as much of the information about Jobs’s three principles as they can.

2. **Optional:** Pre-teach any items from the following vocabulary that you think will help your Ss:

   - **dropout** a student who leaves school before finishing the course of instruction
   - **everyday person** an ordinary, typical person
   - **to spring up** to appear suddenly
   - **underlying** real but not immediately obvious

3. Play the audio program. Remind Ss to write in note form.

4. Put Ss in pairs to compare answers. Replay the audio program again as needed before going over the answers with the class. Ask volunteers to call out their answers.

**Answers**

Steve Jobs believed in technology; he believed it could be made available to everyone; he believed technology could be used to better people’s lives and as a tool for creativity.

**Transcript**

Listen to a talk about Steve Jobs, the founder of Apple Computer, and take notes. What are three things he believed in?

**Lecturer:** OK, let’s talk a little bit today about Steve Jobs, founder of Apple Computer. Jobs, a college dropout. A dropout who then goes on to start a revolutionary computer company that changed the way the world perceived the computer and its role in society.

Steve Jobs believed – I should say strongly believed – that the computer should and would become a tool for the everyday person. In his own words he says, quote, “We started
out to get a computer in the hands of everyday people, and we succeeded beyond our wildest dreams." And succeed he did. In 1977, the world's first mass-marketed personal computer - the Apple II - came out. Hundreds and hundreds of thousands were sold. Other companies sprang up, and by 1985 there were 38 million computers in the world. In the year 2000, that number climbed to 557 million. In millions of homes across the globe we communicate by computer, we play games, we get and give information, we shop, we work, we organize our personal finances. All done on the personal everyday home computer.

Now, behind Jobs's belief that the computer should be made available to the everyday person was a true underlying belief in technology, that technology could be used to better our lives. The 70s saw a real revolution in technology, but people like Steve Jobs were motivated by more than just the need to be involved in the technological revolution. He wanted to shape it. Jobs believed that it was important to combine technology and art - to be creative. With this kind of thinking it's not too surprising to see why the Macintosh has become a favorite among artists, ... uh ... graphic designers, professionals in the publishing and video and animation industries. Jobs says, quote, "The Macintosh turned out so well because the people working on it were musicians, artists, poets, and historians who also happened to be excellent computer scientists.

So, Jobs believed in technology, he believed it could be made available to everyone, and he believed that it could be used as a tool for creativity. He was certainly a pioneer ...

6

What are your guiding principles?

discussion

In this activity, Ss discuss their guiding principles for different situations.

Group work

1 Books open. Explain the task and point out the sample language in the speech balloons. While Ss work individually to write one or two guiding principles for dealing with other people, setting goals, and coping with problems at work or school, circulate to provide help as needed.

2 Put Ss in small groups to discuss their guiding principles. Encourage them to identify any principles shared by two or more group members.

3 Have several Ss report back to the class about their principles. Then lead a class discussion as appropriate.

4 Optional: Ask Ss who was most influential in helping to shape their principles (e.g., parents, grandparents, friends).

7

Writing a biography

writing

These activities introduce Ss to the use of time words and phrases to express chronology when writing a biography.
1 Books closed. Find out which Ss enjoy biographies. Have volunteers name some of the more interesting people they know about from a biographical book, film, or TV program.

2 Books open. Lead Ss through the information in the box. Ask them to think of and call out examples of general time words and phrases (e.g., first, second, soon, then, finally) and of specific time expressions (e.g., on Monday, on June 15, in 1938, from 1989 to 2000).

A

1 Books open. Direct Ss' attention to the photo of Rudolf Nureyev. Find out if anyone knows anything about him. Ask Ss to imagine what the life of a famous ballet star would be like.

2 Explain the task. Have Ss silently read the biography to underline the time expressions and then put the paragraphs in order. Then ask Ss to compare answers with a partner. Check that Ss understand the meaning of the following:

- amateur: done for pleasure, not as a job
- to stage: to design and organize

3 As you go over the answers with the class, have a volunteer list on the board all the time words and phrases that Ss call out.

Possible answers

paragraph 1: on March 17, 1938; as a child; when he was eight years old
paragraph 2: in 1955; when he graduated in 1958
paragraph 3: in 1961; the following year
paragraph 4: during this period
paragraph 5: from 1983 to 1989; in 1993
paragraph order (from beginning to end): 4, 2, 1, 5, 3

B

1 Optional: Books closed. Put Ss in groups of three or four to brainstorm as much as they can about Michael Jordan.

2 Books open. Explain the task and have Ss read the ten phrases about Michael Jordan, pointing out the phrase indicated as the first piece of information for the biography that they will write. Have Ss work individually to put the information in chronological order. After Ss compare answers with a partner, go over them with the class.

3 Either in class or for homework, have Ss write several paragraphs about Michael Jordan, using the information presented in the exercise along with any other details that they can add; encourage Ss to comment on Michael Jordan's achievements in their composition.
Answers

phrase order (from beginning to end): 2, 9, 1, 10, 6, 4, 5, 3, 7, 8

**C Pair work**

1 Books open. Explain the task and put Ss in pairs. Have them exchange compositions, reminding them of the purpose of peer feedback. Tell Ss to read what their partner has written and then to answer the questions in the book. After a few minutes, have pairs take turns talking about their partner's biography and telling each other how they answered the questions.

2 **Optional:** Have Ss revise their composition based on their partner's suggestions.

3 Display Ss' compositions on a bulletin board for the entire class to read.

**Optional activity: The story of my life**

Time: 20 minutes. Ss prepare and present a brief story of their lives.

1 **Group work** Books open. Ask Ss to use the phrases in Exercise 7B as a model and to write down information about significant events in their own lives. To help Ss get started, you may want to list on the board several events from your own life.

2 Ask Ss to select from five to ten events and to arrange them in chronological order (e.g., born in 1980, moved from Puerto Rico to Chicago in 1983). Then put Ss in groups to share their autobiographies. Remind them to use time expressions to help their classmates follow the chronology. Encourage Ss to ask follow-up questions.

3 **Optional:** Have Ss use their list of events as the basis for a short autobiography that they write for homework.

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**Lesson B Personal heroes**

**Role models**

These activities introduce the theme of personal heroes and role models, and preview superlative adjectives - the grammar of the lesson.

**A**

1 Books closed. Put two columns on the board: Heroes and Heroines. Take a quick poll, asking Ss to name their childhood heroes and heroines and listing them on the board. As Ss call out their ideas, ask them to give a reason for their choices (e.g., Superman - because he saved people).

2 Books open. Explain the task and have Ss read the introduction and the questions below the article. Explain that the Peace Corps (pronounced like core) is an American volunteer organization whose members travel to developing nations to help the countries meet their needs for skilled workers.
3 Ask Ss to read the passage silently and then to answer the questions. Circulate to provide help as needed.
4 Have selected Ss present their answers to the class.

Possible answers

1. The writer admires llunga because he is hardworking, patient, and persistent.
2. He's someone who cares deeply about his family and doesn't give up very easily.
3. Answers will vary.

B

1 Books open. Copy the four partial statements across the board in columns. Set up the activity by completing the four statements with your own ideas and giving reasons for your choices.
2 Explain the task and have Ss work individually to complete the statements. Encourage them to think of a reason or an example that illustrates each of their statements.
3 Call on volunteers to share their answers with the class.

People who made a difference

In this activity, Ss listen to two young adults describing how certain people made a difference in their lives.

1 Books closed. Tell the class about someone who has made a difference in your life. Then ask a few volunteers to talk briefly about someone who has made a difference in their lives.
2 Books open. Explain the task and lead Ss through the chart, making sure they know what information they need to listen for. Play the audio program through once without stopping, and have Ss listen only. Then tell Ss to work individually to fill in the chart with as much information as they can. Replay the audio program, pausing briefly after each person speaks, and have Ss complete the chart as they listen.
3 Have Ss compare answers with a partner. Replay the audio program as necessary while going over the answers with the class.
Answers

<table>
<thead>
<tr>
<th>Who influenced them</th>
<th>In what way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luisa</td>
<td>She taught Luisa how to respect other people; her grandmother helped make the whole family very close</td>
</tr>
<tr>
<td>Jun</td>
<td>They raised their family with both the culture of the U.S. and that of their native country, Korea.</td>
</tr>
</tbody>
</table>

Transcript

Listen to Luisa and Jun describe how other people made a difference in their lives, and complete the chart.

Luisa: Who influenced me most? My grandmother. Definitely my grandmother. She lived with us while I was growing up after my grandfather died. She helped my mother a lot with us kids. She’s just a very strong woman, very smart, you know. She keeps our family together . . . she’s just like the glue. She taught me to respect other people. To respect her, to respect my mother. I think it was important to see the wonderful relationship my mother had with my grandmother. That affected all the relationships I’ve had with my family. We’re all really close.

Jun: My parents were very strong, well, you know, they were strong people in . . . in my life. Um . . . they were very influential. They brought us . . . um . . . well, me and my brother and my sister, all over from Korea when we were all pretty young because . . . uh . . . well, my father worked for a company here in the United States. He and my mother, well . . . had to learn a different language, a different culture, well, you know, everything. They were very successful here, but they also maintained close ties in Korea as well. And . . . um . . . we grew up with both cultures in a way that was very positive. And when I’m in Korea I feel as at home as when I’m here in the U.S. And I think that’s due to my parents and . . . um . . . that’s pretty amazing.

Superlative adjectives

This grammar focus presents superlative adjectives used to talk about people.

A

1 Books closed. Write the first item on the board: One of the most inspiring people I’ve ever known is . . . . Ask volunteers to complete the sentence, and then tell them to add any details that will explain their answer.

2 Books open. Lead Ss through the information and examples in the grammar box. Explain the task and point out the example. Have Ss work individually to complete the sentences. Then have them share their answers in pairs.
B

1 Books open. Explain the task and point out the example. Have Ss write their sentences individually. Circulate and provide help. Encourage Ss to use varied sentence constructions, as in Exercise A. Check that Ss understand the following:

* witty* humorous and clever

2 When Ss finish writing their sentences, ask two or three volunteers for each adjective to write their sentences on the board.

C Group work

Books open. Explain the task and model the sample dialog. Put Ss in groups of three or four to discuss their sentences from Exercise A. After a few minutes, have Ss form new groups to discuss their ideas from Exercise B. Circulate to keep Ss on track, and to provide help as needed.

4 Everyday heroism

discussion

In these activities, Ss discuss their views on heroism.

A Pair work

1 Books closed. Write the expression *Everyday hero* on the board. Lead a brief class discussion about what constitutes heroic behavior (e.g., dragging a person to safety from a burning building, jumping in to save a person who is drowning, donating money to charity, taking food to a sick neighbor).

2 Books open. Explain the task and ask Ss to read the passage silently. Tell them to underline the writer’s definition of a hero.

3 Put Ss in pairs to compare answers. Ss then discuss whether or not they agree with the definition, supporting their opinions with reasons and/or examples.

Answer

A hero is not just a person who has the courage to take a risk; he or she is also a person who has the courage to always be kind to people in every situation.

B Group work

Explain the task and put Ss in groups of three or four to discuss the questions. Then call on groups to share some of their more interesting information with the class.
Phrasal verbs

vocabulary

This activity presents some phrasal verbs commonly used when describing different types of behavior.

1. Books open. Explain the task and ask Ss to work individually to complete the sentences. Encourage Ss to look back at the grammar focus on page 3 if they need a reminder of how phrasal verbs function grammatically. Circulate to provide help as needed, but don’t give Ss definitions of the phrasal verbs (they will be asked to do that next). Then go over the answers with the class.

   Answers

   1. sits down, calm ... down
   2. gets along with
   3. giving ... away, care for
   4. stopped/dropped by, check on, picked up, come through for
   5. follow through on

2. Elicit definitions from selected Ss for the phrasal verbs listed, and write them on the board.

   Suggested definitions (Note: Ss’ answers may vary.)

   calm (someone) down help someone become less nervous or upset
   care for (someone) help someone when he or she is sick or unable to do things for himself or herself
   check on (someone/something) look in on
   come through for help someone when he or she needs it
   follow through on do something that needs to be done to complete something
   get along with be compatible with
   give (something) away give something to someone for nothing
   pick (someone/something) up go and get someone or something
   sit down move from a standing position to a sitting position
   stop/drop by quickly visit a person or place

You can be a hero

discussion

In this activity, Ss suggest ways to make a difference in other people’s lives.

1. Books open. Explain the task and have Ss read the four situations. Put Ss in groups of three or four to discuss the situations and come up with ways to make a difference in each one.

2. After a few minutes, have a spokesperson from each group report the group’s best suggestions. Ask other groups to comment.
Possible answers

I would offer to pick up groceries for my neighbor and help her out with the housework.
I would plan a neighborhood campaign to raise money for improvements and to clean up the park.
I would start a volunteer tutoring program at the library.
I would allow my friend to stay with me until he could find work.

Optional activity: On the radio
Time: 20–30 minutes. Ss write and present a human-interest story.
1 Group work Tell Ss that they will be writing a human-interest story for a radio program. Put Ss in groups of three or four. Have each group either select a situation from Exercise 6 on page 24 or make up their own about someone needing help.
2 After Ss finish writing, have groups select one person as the reporter to deliver the story to the class. Tell groups to have their reporter rehearse, and encourage them to make suggestions for the best way to present the story.
3 Have each reporter deliver his or her group’s story. On a secret ballot, ask Ss to vote for the best report. Count the votes and announce the results.

Volunteering

reading In these activities, Ss practice predicting, reading for gist, and giving opinions about ideas presented in a text.

A Pair work
1 Books closed. Lead a class discussion about volunteering. Help Ss brainstorm a list of volunteer jobs that people can do. You may have to provide some examples to get Ss started (e.g., helping at a homeless shelter, helping drive patients to their doctors’ appointments, helping at the scene of a disaster).
2 Books open. Explain the task and have Ss read the questions silently. Then put Ss in pairs to discuss the questions. If you wish, have Ss cover the article while they have their discussion. Have several Ss share answers with the class. Then have Ss silently read the article to compare their ideas with the author’s.
3 Put Ss back in pairs to compare their ideas with those of the author. Then go over the author’s ideas with the class. Lead a class discussion as appropriate.
Possible answers

1. It’s an opportunity to do something enjoyable that is good for others as well as for themselves.
2. Answers will vary.
3. It can make people step out of their everyday lives to help someone less fortunate. It can help remind people that their problems aren’t as serious as they thought.

B Group work

1. Books open. Explain the task and tell Ss to read the questions. Then put Ss in groups of four to six to discuss the questions. Circulate to keep Ss on track and to encourage them to give reasons and examples to support their answers.

2. Have a spokesperson from each group report the group’s answers to the class. Make a note of the more interesting answers on the board, and then lead a class discussion as time allows.

Possible answers

1. The visits made the author and his daughter better, more compassionate people, and taught them to appreciate their own lives.
2. His daughter wanted to help a homeless person. This helped him realize that he could – and probably should – do more to help others.
3. The author is an everyday hero because he’s working to help make someone’s life better.
Students review ways of talking about dating, personal clothing styles, judging by appearances, people they admire, and personal guiding principles. They also review the use of phrasal verbs, verb patterns with gerund and infinitive constructions, cleft sentences with what, compound adjectives, and superlative adjectives.

Phrasal verbs

In these activities, Ss review the meaning and patterns of phrasal verbs.

A

1. Books closed. Ask Ss to brainstorm the phrasal verbs they can remember. Have Ss call out their ideas as you write the verbs on the board.

2. Books open. Explain the task and have Ss read through the verbs and complete them with an appropriate participle: up, down, through, or away. Then put Ss in pairs to compare answers before going over them with the class.

Answers

- calm down
- cheer up
- follow through on, follow up on
- give up, give away
- let up, let down
- pick up
- put up with
- stick up for

B

1. Books open. Explain the task and have Ss work individually to complete the sentences. Then have Ss compare answers with a partner.

2. Go over the answers with the class by asking six volunteers to write the completed sentences on the board.
Gerund and infinitive constructions

In these activities, Ss review active and passive verbs followed by gerunds and/or infinitives to talk about likes and dislikes related to dating.

A

1. Books closed. Write gerunds, infinitives, gerunds or infinitives on the board. Ask Ss how many verbs they can think of that are followed by gerunds, infinitives, and either gerunds or infinitives. Have Ss call out verbs, and write them in the appropriate columns.

2. Books open. Explain the task and have Ss read the verbs and complete the chart. Then put Ss in pairs to compare answers before going over them with the class.

Answers

Gerunds: avoid, consider, enjoy, mind
Infinitives: ask, decide, expect, hope, intend, need, plan, refuse, want, would like
Gerunds or infinitives: can't bear, can't stand, hate, like, love, prefer

B

1. Books closed. Write these sentences on the board:

   I like going out to dinner.
   I like being taken out to dinner.

   Ask a volunteer to explain the grammatical difference between the two sentences (answer: The first is active; the second is passive.).

2. Books open. Explain the task and read the first item. Point out the model answer. Take a quick poll to see if the sentence is true for anyone in the class. Then find out if anyone agrees with the second sentence.

3. Have Ss work individually to classify the sentences and rewrite the sentences as necessary to make them true about themselves. Then have Ss compare and explain their answers in pairs.
Answers


**Review of verb patterns**

In this activity, Ss review common verb patterns with gerunds and infinitives.

1 Books closed. Write the following on the board:

- verb + infinitive
- verb + object + infinitive
- verb + gerund
- verb + object + preposition + gerund/noun

Put Ss in pairs to come up with an example for each pattern listed on the board, and ask selected Ss to write their examples in the appropriate columns.

2 Books open. Explain the task and tell Ss to read the sentences. Ask Ss to work individually to classify the sentences and then to complete the chart with sentences of their own.

3 Go over the answers as a class. Then ask volunteers to call out their sentences as you write them in the appropriate columns on the board.

Answers

1. a  3. b  5. d  7. b
2. a  4. c  6. c  8. d

**Cleft sentences with what**

In these activities, Ss review cleft sentences with *what* and use them to give advice.

**A**

1 Books closed. Write the following on the board:

*What I like to do on a hot day is...*

Ask Ss to call out responses to complete the sentence, and write appropriate answers on the board.
Books open. Explain the task and ask Ss to work individually to rewrite the sentences. Go over the answers with the class, asking volunteers to write their sentences on the board.

**Answers**

1. What I pay attention to is the way people dress.
2. What I notice is the way someone walks.
3. What I expect is that the people I date will give me compliments about my appearance.
4. What I am attracted to is a person’s intelligence.
5. What I generally look at is the way a person stands.
6. What I am not interested in is a person’s educational background.
7. What I don’t pay attention to is a person’s physical appearance.

**B Pair work**

1. Books open. Explain the task and have Ss read the four situations along with the example given for the first one. Ask Ss to work individually to complete the sentences with their own advice.
2. Put Ss in pairs to compare sentences. Tell Ss to give reasons for their advice, and encourage partners to ask follow-up questions.

**Optional activity: Think fast!**

Time: 10–15 minutes. Ss play a game requiring quick thinking and fast talking.

1. Books closed. Write the following on the board:

   What I like to do on my vacation is . . .

   Ask a few volunteers to complete the sentence, and write their answers on the board.

2. Tell Ss they are going to play a game. Explain that you will cue them with similar incomplete sentences and they are to finish the sentence with their own response when you call on them. Tell Ss that they must answer as quickly as they can; if they pause for longer than five seconds before responding, they are out of the game.

3. Go around the room, calling on Ss with partial sentences such as these: What I like to do with my best friend is . . ., What I respect most in a person is . . ., What I like to do on a first date is . . . Play until there is one S left, and declare him or her the winner. (Note: If the class is large, you may wish to divide Ss into two or three groups; in that case, name a S to be the “teacher” for each group.)
Compound adjectives

In these activities, Ss review patterns of compound adjectives and discuss influential people.

A

1 Books closed. Ask Ss to recall what they know about compound adjectives. Remind the class that there are three patterns, and ask volunteers to name them. Write the three patterns on the board as Ss respond:

- adjective + noun + -ed
- adverb + past participle
- adjective, adverb, or noun + present participle

2 Books open. Explain the task and tell Ss to read the list of compound adjectives. Clarify the meaning of any new adjectives, including the following:

- awe-inspiring causing feelings of great admiration, respect, or fear
- single-minded focused on only one thing
- widely acclaimed admired by many

3 Ask Ss to work individually to complete the chart, reminding them to add two adjectives of their own to each list. Then go over the answers with the class. Ask a volunteer to act as secretary to write the answers and selected Ss' adjectives in the appropriate columns on the board.

Answers

- Adjective + noun + -ed: absent-minded, old-fashioned, single-minded, warmhearted
- Adverb + past participle: well-educated, widely acclaimed
- Adjective, adverb, or noun + present participle: awe-inspiring, easygoing, fast-thinking

B Pair work

Books open. Explain the task. Put Ss in pairs and give them time to brainstorm about the six people they will describe. Then call on selected pairs to read their lists to the class.

Optional activity: Who's the best?

Time: 15–20 minutes. Ss use adjectives to discuss their choices for the world's best artist, musician, writer, athlete, and politician.

1 Group work Books closed. Write the names of following fields on the board: Art, Music, Literature, Sports, Politics. Tell Ss they will work in groups to select the most outstanding person in the world, living or dead, for each area. Explain that they must agree as a group on each selection.
2 Have Ss work together to draw up their list. Ask them to choose one or two adjectives to describe the people. Encourage them to think about words they’ve learned in Units 1–3.

3 Ask each group to choose a spokesperson to present their choices and descriptions to the class. Write the information on the board under the appropriate headings. Then use the lists as the basis for a class discussion.

6 Superlative adjectives

In these activities, Ss review superlative adjectives. They also talk and write about people they admire.

A

1 Books open. Explain the task and have Ss complete the sentences, adding as much additional information as they can.

2 Put Ss in pairs to discuss their sentences. Remind them to ask follow-up questions.

B Pair work

Books open. Explain the task and ask Ss to work in pairs to write their sentences. As you circulate among the pairs, jot down selected sentences and then write them on the board. Use these ideas as the basis for a class discussion, involving as many Ss as possible.

7 Personal examples

In this activity, Ss review common verb patterns by giving personal information about their likes and dislikes.

Pair work

Books open. After Ss work individually to formulate their ideas, have Ss share their ideas with a partner.

8 Attitudes about fashion

In this activity, Ss practice using the grammar and vocabulary presented in Units 1–3 to discuss individual style, fashion trends, and the impact that clothing can have.

Group work

Books open. Explain the task and have Ss read the list of statements. Ask Ss to individually choose the four sentences they agree with most. Then put them in groups of four or five. Have each group choose a spokesperson to take notes and summarize the group’s discussion for the class. Lead a class discussion as appropriate to talk about differences in opinions and points of view.
Personal principles

In this activity, Ss read about, interpret, and evaluate some people's guiding principles.

Pair work
Books open. Explain the task and have Ss silently read the three people's principles. Put Ss in pairs to discuss the principles and to talk about which person's guiding principle is most and least similar to theirs.
This unit introduces the topics of superstitions and unconventional beliefs. Students discuss the theme, using reporting clauses in both the active and passive.

**Lesson A Superstitions**

**The things people believe!**

In this activity, Ss talk about superstitions and beliefs, and identify those that are common in their country.

1. Books closed. On the board, write a superstition that most of your Ss will know. If you have a multicultural class, write the following: *Don't walk under a ladder.* Ask Ss if they know what some people believe will happen if you walk under a ladder (answer: You will have bad luck.). Ask Ss if they think there is any truth in this kind of saying, and then ask “What do we call this kind of belief?” (answer: a superstition).

2. Books open. Direct Ss’ attention to the three pictures. Ask “What superstitions are shown here?” (answers: Make a wish and blow out all the candles on your birthday cake, and your wish will come true. If you break a mirror, you will have seven years’ bad luck. If a cat comes toward you, you will have good luck.).

3. Explain the task and have Ss read the eight items. Ask about any language that may be new, including the following:

- **amber** a yellowish-brown substance formed from tree sap, which is used to make jewelry
- **cricket** a jumping insect similar to a grasshopper, which makes loud sounds heard especially at night

4. Find out which of the superstitions are common in the Ss’ country or countries. If you have a multicultural class, write on the board the names of all the countries represented; in the appropriate columns, list the superstitions named by Ss. Ask volunteers to call out other superstitions.

Optional activity: **Superstition charades**

Time: 15 minutes. Ss act out and take turns guessing superstitions.

1. **Pair work** Books open. Put Ss in pairs and tell them to choose a superstition from the list in Exercise 1. Have them think of a way to act out the superstition so that the rest of the class can guess what it is.

2. Have pairs take turns acting out their chosen superstition while the rest of the class guesses what the superstition is.
Common superstitions

In this activity, Ss listen for specific information about superstitions.

1 Books closed. Prepare Ss for the listening activity by asking questions such as: “Where do superstitions come from? Are they based on anything concrete or logical? Are superstitions often based on religious beliefs?” Have volunteers share their views with the class, and lead a class discussion as appropriate.

2 Books open. Explain the task and have Ss look at the chart. Make sure Ss understand the kind of information they need to listen for in order to complete the task. Remind Ss to write their answers in note form.

3 Optional: Pre-teach any items from the following vocabulary list that you think will be helpful for your Ss:

- “Bless you” a phrase that is said to someone who has just sneezed
- suspicious mistrustful or possibly guilty of something

4 Play the audio program once, and have Ss fill in the chart as they listen. You may wish to pause after each superstition is discussed to give Ss time to write their answers.

5 Replay the audio program to give Ss an additional opportunity to complete the chart. Then have Ss compare answers with a partner. Replay the audio program as needed before going over the answers with the class.

Answers

<table>
<thead>
<tr>
<th>Superstition</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>saying “Bless you” when someone sneezes</td>
<td>A long time ago, people believed their life force left them when they sneezed. Blessing them ensured that the spirit went back in.</td>
</tr>
<tr>
<td>breaking a mirror will bring seven years’ bad luck</td>
<td>Once a mirror is broken, you can no longer see yourself as a whole person. Long ago, people thought it took seven years for the body to repair itself.</td>
</tr>
<tr>
<td>getting up on the wrong side of the bed</td>
<td>People used to believe the right side was good and the left was bad, because most people were right-handed.</td>
</tr>
</tbody>
</table>

Transcript

Listen to people talking about superstitions, and complete the chart. What is an explanation for each superstition?

Woman 1: Ah-chool Ah-chool Ugh!

Man: Bless you!
Woman 2: Bless you!
Woman 1: Thanks! Ugh! These allergies are so annoying. You all must be tired of saying, "Bless you."
Woman 2: No, that's all right. But isn't it funny how we automatically do that when someone sneezes? It's some kind of superstition, isn't it?
Man: Yes, you know, a long time ago, it was commonly thought that when people sneezed, their life force left them. You would bless them as a way to ensure that their spirit went back into them.
Woman 2: Well, uh... you know, thanks, but it's really just my allergies!

Mom: Oh, no! Oh, I can't believe I dropped that mirror. What bad luck!
Son: Don't worry, Mom. I... I'll pick it up for you.
Mom: Oh, thanks, but, you know, I can just hear your grandmother's voice saying, "Now you're in for seven years of bad luck."
Son: Why would she say that?
Mom: Oh, you know her, she's very superstitious. She believes that once a mirror is broken, you can't see yourself as a whole person in it, so something really bad is going to happen to you.
Son: Yeah, but why... why seven years of bad luck?
Mom: Well, I guess a long time ago, people thought it took seven years for the body to repair itself. So, I guess it would take seven years to fix a "broken" body.
Son: Seven years is a really long time. I guess I'm glad I didn't drop that mirror.
Mom: Oh!
Son: Mom, I'm only kidding! I mean, you don't really believe...

Man: Don't bother going in to see Mr. Wilson right now. He is in a really bad mood today.
Woman: Oh, no, he probably got up on the wrong side of the bed.
Man: What do you mean by that?
Woman: You never heard that expression?
Man: No.
Woman: Well, you know, it's an old superstition when people believed that the right side was good and the left side was bad.
Man: Why did they believe that?
Woman: I don't know. I guess since most people are right-handed, they felt like being left-handed was suspicious.
Man: Well, don't tell that to Mr. Wilson.
Woman: Why?
Man: He's left-handed!
**Reporting clauses**

**grammar focus**

This grammar focus presents reporting clauses with or without *that*.

**Grammar notes** Reporting verbs introduce what someone says or thinks. In this case, the object of the reporting verb is a noun clause. The clause can be introduced by *that*; *that*, however, is often omitted - especially in speaking.

1 Books closed. Choose a few superstitions from Exercise 1. On the board, write a sentence for each superstition, using *say that* and *believe that* (e.g., *In the U.S., some people say that it is bad luck to walk under a ladder. In many countries, farmers believe that a cricket in the house brings good luck*).

2 Books open. Lead Ss through the information in the grammar box, providing additional explanations and examples as necessary.

**A Pair work**

1 Books open. Explain the task and have Ss read through the verb list and the sentences. Then put Ss in pairs to talk about the statements. Point out the language in the speech balloon. Circulate to provide help as needed.

2 Put two columns on the board: *Believe* and *Don't believe*. Ask volunteers to read a statement, and have the rest of the class indicate whether or not they believe the statement. Call on selected Ss to give reasons for their opinions.

Possible answers

1. I agree (that) carrying a good luck charm will protect you from harm.
2. I doubt (that) only uneducated people still believe in superstitions.
3. I believe (that) crystals have mysterious healing powers.
4. I agree (that) almost everyone is superstitious about a few things.
5. I assume there is some truth behind every superstition.
6. I feel (that) superstitions are dangerous because they prevent people from thinking scientifically.
7. I believe (that) superstitions are an important part of our cultural heritage.
8. I don't agree (that) to avoid any problems, you should follow traditional rituals and customs when planning your wedding.

**B Pair work**

1 Books open. Explain the task and have Ss work individually to write their six sentences. Circulate to provide help as needed. Then put Ss in pairs to compare their ideas.

2 Go over the answers with the class by having selected Ss write their sentences on the board. Lead a class discussion as appropriate.
Everyday superstitious

discussion

These activities have Ss discuss superstitious connected with various things such as animals, food, and numbers.

A Pair work
1 Books open. Write the eight categories on the board, and ask volunteers to give examples for each heading (e.g., animals: cats, dogs; clothing: hat, shoes; colors: white, red; days, dates, months: Friday the 13th, February; food: rice, salt; household objects: broom, umbrella; money: coins, bills; numbers: even numbers, 13).
2 Explain the task and put Ss in pairs to come up with as many superstitious as they can for each of the categories. Point out that some superstitious may fit more than one category.

B Group work
1 Explain the task and ask Ss to read the sample dialog. Then have each pair join another pair to compare their answers to Exercise 4A. As you circulate to provide help as needed, encourage Ss to ask follow-up questions.
2 Elicit several superstitious for each category, and write them on the board. Use the list as the basis for a class discussion.

Optional activity: Sketch a superstition

Time: 10–15 minutes. Ss illustrate and take turns guessing superstitious.
1 Pair work Books closed. Put Ss in pairs and tell them to choose a superstition from one of the categories in Exercise 4A. Have them think of a way to draw the superstition so that the rest of the class can guess what it is. When they finish drawing, ask them to write the depicted superstition on the back of the paper.
2 Collect the pairs' papers, shuffle them, and distribute them. Make sure no pairs get their own paper. After a few minutes, call on selected pairs who think they were able to correctly guess the superstition in the drawing they received. Tell them to hold up the drawings, explain to the class how they guessed, and then to confirm that they’re correct by checking the answer written on the back.

Are you superstitious?

discussion

These activities extend the theme of the lesson by having Ss conduct interviews and complete a questionnaire.

A Pair work
1 Books closed. On the board, write the words yes and no. Then ask this question: “Would you describe yourself as superstitious?” Have Ss answer through a show of hands, and record the results on the board.
Books open. Explain the task and tell Ss to read the ten interview questions. If necessary, clarify meaning by giving or eliciting an example or two for each question. Then put Ss in pairs to take turns interviewing each other and calculating their scores (one point for each “yes” answer).

**Group work**

1. Explain the task and have Ss work in groups of three or four to discuss their scores and the things they’re superstitious about. Tell each group to choose a secretary to take notes.
2. Ask each group’s secretary to summarize their discussion. Lead a class discussion as appropriate.

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**Let’s get to the bottom of it!**

**Discussion**

In this activity, Ss read and discuss three people’s opinions about superstitions.

**Group work**

1. Books open. Explain the task and tell Ss to read the statements silently. Point out the sample language in the speech balloon.
2. Put Ss in small groups to discuss which person they agree with most and least – and why. After a few minutes, have selected Ss share their answers with the class.

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**Restating a thesis**

**Writing**

In these activities, Ss identify the thesis statement and supporting examples in the first paragraph of a composition. They also identify a restatement of the thesis statement in the last paragraph.

**A**

1. Books open. Go over the information in the box, and tell Ss they will be focusing on the first and last paragraphs of the composition.
2. Explain the task. Have Ss silently read the composition to identify and underline the thesis statement and example in the first paragraph as well as the restatement of the thesis statement in the last paragraph.
3. Put Ss in pairs to compare answers. Then go over them with the class.

**Answers**

**First paragraph**

Thesis statement: Superstitions concerning both good and bad luck are part of everyone’s life in the United States.
Supporting example: Even people ... use phrases such as “keep your fingers crossed” when they speak.

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B
Books open. Either in class or for homework, have Ss write three or more paragraphs about superstitions and good and bad luck in their culture. Encourage Ss to proofread and edit their own writing when they finish, and to check carefully that they have followed the guidelines presented in the box.

C
Pair work
1 Books open. Explain the task and put Ss in pairs. Have them exchange compositions, and remind them of the purpose of peer feedback. Tell Ss to read what their partner has written and then to answer the questions in the book. After a few minutes, have pairs take turns talking about their partner’s composition and telling each other how they answered the questions.
2 Optional: Have Ss revise their composition based on their partner’s suggestions.
3 Display Ss’ compositions on a bulletin board for the entire class to read.

Lesson B

Believe it or not

Fact or fiction?
In these activities, Ss read stories from tabloid newspapers and discuss the events.

A
1 Books closed. Write this term on the board: tabloid newspapers. Ask Ss what kind of “news” tabloids usually publish. Elicit examples of tabloid headlines (e.g., Baby born with two heads. Man is buried alive and survives. Couple kidnapped by Martians). Explain that in the U.S., tabloid newspapers are often displayed at the checkout counter in supermarkets and drugstores to entice people to buy them as they stand in line.
2 Books open. Explain the task and go over the rating scale. Check comprehension of the following:

 plausible believable
3 Have Ss read the four stories silently while you circulate, answering vocabulary or comprehension questions. Write the vocabulary items that Ss asked about on the board, and check that Ss understand the following:

- **without a trace** with no sign or evidence of having been there previously
- **sacred** considered to be holy and worthy of respect
- **to lick** to move the tongue over the surface of something
- **to abduct** to kidnap

4 After Ss rate each story from 1 to 4, have them compare answers with a partner. Then go over the answers with the class by asking selected Ss to share their opinions about the credibility of each story.

**B Group work**

1 Books open. Explain the task and have Ss read the three questions. Then put Ss in groups of three or four to discuss the questions.

2 Ask several volunteers to share their answers with the class.

3 **Optional:** Ask each group to share an unusual story with the rest of the class. Encourage Ss to ask questions.

**Possible answers**

1. **A woman in Spain:** She is trying not to forget about her dead husband, so she imagines that her thoughts or dreams about him are really her husband communicating with her.
   **A family living in an old house:** The family used some kind of mechanical device to produce the illusion of a ghost.
   **Villagers in Cambodia:** The sick people were already on the road to recovery when they were licked by the cow. It's just coincidence that they were cured.
   **A couple in the United States:** The couple made up the story because they wanted attention.

2. Many people are fascinated by “human-interest” stories – celebrity gossip, descriptions of unexplained experiences, and bizarre events – that regular newspapers don’t cover.

3. Answers will vary.

**Optional activity:** **Be a tabloid writer!**

Time: 15–20 minutes. Ss write a tabloid story and present it to the class.

1 **Group work** Books open. Have Ss look again at the four tabloid stories in Exercise 1A. Tell them they are going to write a tabloid story of their own. Put Ss in small groups to come up with an idea for their story. Point out that a newspaper story usually gives information as follows: **who, what, where, when**, and (sometimes) **why**.

2 After Ss have written their stories, have groups rehearse before taking turns presenting their stories to the class.
Talking about strange phenomena

vocabulary This activity presents words related to strange phenomena.

Pair work
1 Books open. Tell Ss to read the exercise title: Talking about strange phenomena. Elicit a definition of phenomena (answer: events or incidents that are very unusual or remarkable). Then explain the task and have Ss read through the list of words. Don’t go over the meaning of the words, but you may want to provide help with pronunciation as needed.
2 Have Ss work individually to complete the sentences. Then have them join a partner to compare answers before you go over the sentences with the class.

Answers
1. psychic  
2. Telepathy  
3. alien  
4. ghost  
5. UFO  
6. ESP  
7. Astrology

Reporting clauses in the passive

grammar focus This grammar focus presents reporting clauses introduced by the passive and it.

Grammar notes It + the passive form of a reporting verb (e.g., argue, assert, assume, believe, claim, estimate, feel, report, say) is often used to report a claim or an opinion. We use the passive when we want to focus on the person or thing that receives or is the result of an action. In sentences with reporting clauses introduced by the passive, the agent (by + noun) is often omitted because it is understood to mean “some” or “many” (people).

A
Books open. Lead Ss through the information and examples in the grammar box. Explain the task and point out the example. Tell Ss to work individually to complete the sentences. Then have them share their answers in pairs before going over them with the class.
Answers

1. It is assumed that some people report alien abductions to get publicity.
2. It is estimated that 50% of the population believes in ghosts.
3. It has been said (by many people) that UFO sightings are increasing.
4. It is believed (by many people) that some people have experienced telepathy.
5. It is claimed (by many) that some people can communicate with plants.
6. It used to be said (by some people) that Mars was inhabited by aliens.
7. It is said that many celebrities consult astrologers.

B Pair work

1. Books open. Explain the task and have Ss read the three incomplete statements. Tell Ss to work individually to complete the statements with their own information and to add two additional statements.
2. When Ss finish writing, have them compare answers with a partner. Then ask volunteers to share their ideas with the class. Use Ss’ ideas as the basis for a class discussion as appropriate.

Survey of beliefs

discussion In these activities, Ss participate in a survey and express their opinions about beliefs.

A Pair work

1. Books open. Explain the task. Have Ss read the survey silently to check (✓) the answer that reflects their opinion about each of the five statements. Circulate to provide help as needed.
2. Put Ss in pairs to compare and discuss their answers. You may wish to refer Ss to the sample language in the speech balloons in part B.

B Group work

Explain the task and put Ss in groups of three or four to discuss the statements. Then call on groups to share their findings. Which statements do most of the people in the class agree with?
I’ve heard of that one.

discussion

These activities have Ss identify four different types of stories and give examples of their own.

A

Books open. Explain the task and ask Ss to work individually to read the stories and match them with the definitions. Have Ss compare answers with a partner before going over them with the class.

Answers

1. myth
2. legend
3. urban legend
4. folk tale

B Pair work

Explain the task and put Ss in pairs to come up with an example or two of each kind of story shown in Exercise A. After a few minutes, have each pair join with another pair to share stories. Then have each group choose the best story and present it to the class.

What a story!

listening

In these activities, Ss listen to stories and practice retelling them in their own words.

A

1 Books open. Explain the task and make sure Ss understand that they should take notes on the key information in each story. Tell them they will retell the stories.

2 Optional: Pre-teach any items from the following vocabulary list that you think will be helpful for your Ss:

- woodcutter a person who cuts wood as a profession
- chirimia an ancient instrument similar to a flute made from the branch of a tree, which is still played by the Maya in Guatemala
- to hollow out to remove the inside of something
- songbird any of many types of birds that make musical sounds
- eligible to be desirable as a marriage partner
3 Play the audio program, giving Ss a moment to write down as much key information as they can.

4 Replay the audio program, pausing several times during each story. Have Ss note down any further information they will need to retell the stories. Then put Ss in pairs to compare answers. Replay the audio program as necessary. Remind Ss that they need to note down only the main points, not the specific details.

Possible answers

Marina’s story: This is a story from China called “The Magic Pot.” A woodcutter came across a large pot and put his ax inside it. He took it home, showed it to his wife, and then discovered there were two axes in the pot. He thought it was a magic pot, so he put coins in it. They doubled, so he put in more. Soon there was money everywhere. Then he put his wife in the pot, so there were two. The man jumped into the pot as well. They climbed out of the pot, divided the money and built houses next to each other.

Frank’s story: “The Chirimia” is a Guatemalan story about a beautiful but sad princess. Her father decided to let her choose a husband, but she was not impressed with anyone until she heard a song sung by the last candidate. He was poor but sang beautifully. The princess said she’d marry him, but first he had to go live in the forest and learn how to sing like the birds. He tried but couldn’t. He began to cry, and the Spirit of the Forest then showed him how to make an instrument called a chirimia so he could sound like a songbird. He learned to play it, and when the princess heard him she agreed to marry him.

Transcript

Listen to Marina and Frank tell stories. Take notes as you listen.


This is a story from China. One day, a poor woodcutter was walking home carrying his ax, when he saw the biggest pot he had ever seen. He put his ax into the pot and dragged the pot home. When his wife saw him, she was very surprised to see the pot and new ax he had found. “New ax?” he thought. Then he looked down at the pot and was amazed to discover that now he had two axes in the pot. At first he was frightened, but his wife convinced him that the pot had magical powers. He decided to put some coins into the pot. They doubled. He kept adding more and more coins until the house was full of money. They were so excited that they began to dance. In his excitement, the man dropped his wife into the pot. Imagine his amazement when he saw two wives! Well, they quickly realized that one man can’t have two wives, so the husband jumped into the pot. And after both husbands climbed out, they decided that they couldn’t all live in one house, so they divided the money in half and built beautiful houses right next door to each other. And ever since then, everyone in the village has wondered about the couple’s rich new relatives.
Frank: "The Chirimia" is a story from Guatemala.

There once was a beautiful, sad princess whose father, a Mayan Indian king, did everything he could to make her happy. Finally, he decided to let her choose a husband. He called on all the eligible young men to appear before his daughter, but she was not impressed with their looks, money, or talents. The last candidate was from a poor family, but he had a kind face. When he sang for the princess, his lovely voice made her smile. She agreed to marry him when he could sing as sweetly as the birds. He told her he would go live in the forest and learn the secrets of the songbirds. After months of study and practice, he sadly realized that he would never be able to sing like them. When the Spirit of the Forest heard him cry, she asked him why he was so sad. After he told her, she showed him how to cut a branch from a tree, hollow it out, and make small holes on its side. Then she told him to blow in one end and move his fingers along the holes. He did as he was told—and heard the sound of the songbird! The Spirit of the Forest told him to learn to play the chirimia before returning to the princess. He gladly listened to the birds and practiced until he could sound like them. When he traveled back to the palace and the princess heard him play the most beautiful notes, she joyfully agreed to marry him. And to this day, the Maya still carve and play the chirimia.

B

Explain the task and play the audio program once more, pausing after each story to allow Ss to take notes.

1. Call on selected Ss to tell the stories in their own words. Encourage classmates to contribute additional details as appropriate.

2. Optional: Have one S begin a story and another S finish it.

Optional activity: True or false?

Time: 15 minutes. Ss make up and take a quiz based on the two stories in Exercise 6.

1. Pair work Write the names of the two stories from Exercise 6 on the board: The Magic Pot and The Chirimia. Put Ss in pairs and tell them to write five true/false items about the two stories. If necessary, give them this example: "The Magic Pot" is a story from Japan. (answer: False. It's from China.) Point out that the quiz will be oral, not written.

2. Have each pair join another pair to take turns giving their quizzes. Then, as time allows, call on selected Ss to share their best quiz items with the class.
Premonitions of disaster

reading
In these activities, Ss practice predicting and reading for gist.

A Pair work

1 Books open. Tell Ss to read the title of the selection: Premonitions of disaster. Call attention to the picture of the sinking ship, and ask “What do you think the word premonition means?” (answer: a feeling that something is going to happen, usually something bad or harmful).

2 Explain the task and have Ss read the questions silently. Then put Ss in pairs to discuss the questions. If you wish, tell Ss to cover the article while they have their discussion. Have several Ss share answers with the class. Then have Ss silently read the article to compare their ideas with the author’s.

3 Put Ss back in pairs to compare their ideas with those of the author. Then go over the author’s ideas with the class. Lead a class discussion as appropriate.

B Group work

1 Books open. Explain the task and tell Ss to read the questions. Then put Ss in groups of four to six to discuss the questions. Circulate to keep Ss on track and to encourage them to give reasons and examples to support their answers.

2 Have a spokesperson from each group report the group’s answers to the class. Make a note of the more interesting answers on the board, and then lead a class discussion as time allows.
Unit 5 Reading and television

This unit focuses on the theme of reading and television. Students discuss the value of literature, the effect of the Internet on reading habits, types of television shows, and the positive and negative ways television has influenced us. To express their opinions, they use sentence adverbs to express certainty and possibility (obviously, apparently, etc.), negative adverbs at the beginning of a sentence (never before, rarely, etc.), and such . . . that and so . . . that.

Lesson A Trends in reading

What America reads

In these activities, Ss react to statistics about reading preferences in the United States and talk about their own reading habits and preferences.

A

1 Books closed. Ask Ss to imagine that they are in a bookstore. Ask them: “What kinds of books would you find there?” Help them come up with categories such as fiction, nonfiction, etc.

2 Books open. Explain the task and ask Ss to silently read the statistics about reading preferences in the United States. Circulate, answering vocabulary or comprehension questions. Write the vocabulary items that Ss asked about on the board, and check that Ss understand the following:

- **popular fiction** usually refers to novels written more for entertainment than as serious literature
- **crafts** includes activities, such as woodworking, sewing, knitting, carpentry, and other hobbies

3 Ask Ss if any of the statistics are surprising to them. Then take a quick survey to see which categories of books Ss buy. Write the results on the board.

B Group work

1 Books open. Explain the task and read the six questions aloud to Ss. Put Ss in groups of three or four to discuss the questions, reminding them to ask follow-up questions.

2 Lead a class discussion based on the questions.
Optional activity: Reading in English
Time: 10 minutes. Ss talk about their own experiences reading materials in English.
Pair work Books closed. Ask Ss to work in pairs and ask each other questions about their reading habits in English. Write the following questions on the board:

1. What is the first book, not including a textbook, that you ever read in English?
2. How often do you read a newspaper in English?
3. Do you ever read novels in English? If so, which ones?

The joys of literature

**A Pair work**

1. Books open. Explain the task and put Ss in pairs to discuss the question. Ask them to choose one person in each pair to take notes.
2. Call on pairs to present their ideas, and make a list on the board. Put a check (✓) next to ideas that more than one pair had in common.

**B**

1. Explain the task and make sure Ss understand what information they need to listen for. Remind Ss to write in note form.
2. Optional: Pre-teach any items from the following vocabulary list that you think will help your Ss:

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>to pick something up</td>
<td>learn something informally</td>
</tr>
<tr>
<td>inspired</td>
<td>filled with confidence and eagerness and feeling that something difficult or special can be achieved</td>
</tr>
<tr>
<td>to engage</td>
<td>to attract and keep someone's interest</td>
</tr>
</tbody>
</table>

3. Play the audio program through once, and ask Ss to listen without taking notes. Stop the tape and ask them to jot down any notes that they can.
4. Replay the audio program, and ask Ss to take notes as they listen. Tell them to jot down a few key words for each point. You may wish to tell them that about eight points are discussed.
5. Have Ss compare notes with a partner and make a list of the main points the speakers make.
6. Ask several Ss to summarize the main points for the class. Then go over the answers with the class.
Possible answers

1. You learn practical things like vocabulary.
2. You learn someone else’s point of view.
3. You can see what it would be like to be a different person.
4. You can learn about different cultures.
5. You learn different styles of writing.
6. You can be inspired by the characters.
7. You learn to develop your imagination.
8. You learn facts about different subjects.

Transcript

Listen to Junko and Andy discuss what people learn from reading literature. Make a list of the main points they make. Did you come up with similar points?

Junko: Well, you know, there are the practical things — you know, you learn better a vocabulary, and you learn more . . . well, actually . . . I think the best thing you learn from literature is you learn someone else's point of view. For instance, if I read a book that's from a male viewpoint, then I learn more about the male viewpoint. Male ideas, male opinions . . .

Andy: Yeah, yeah. And I think it's more than that. Like when you read, you become another person and you can see what it would be like to be in that situation.

Junko: Hm-mmm.

Andy: You know, it's a way to, like, try out being different people.

Junko: Right! Or if you read a book about someone from a different country, then you learn all about their culture and how they think about things. And, what else? Let's see . . . well . . . I guess you learn different writing styles. I mean, it's not something that you really look for, but, you know, you pick it up along the way.

Andy: Yeah, yeah, you know, sometimes I'm, I'm reading a certain type of poem, and I think, wow, I like that! You know, I want to try that.

Junko: Hm-mmm.

Andy: It really helps you with your own writing.

Junko: Oh, definitely. And, you know, you can also be influenced or inspired by characters in literature. Even though they're not real people, some characters are so well developed that, you know, you just want to have them as your friend.

Andy: OK what else? Um. What about reading as an escape?

Junko: Oh, definitely. And, you know, it's healthy every now and then to escape.

Andy: Yeah. You know, I . . . I also think that reading, to a certain degree . . . it trains your mind to, you know, imagine. And I think because you have to do that, you get more involved in it, in general. I think that reading in most cases engages you more than, say, a movie. You learn to imagine from a book, not a movie.

Junko: Well, that's true. And, you know, I think I've learned most of my facts and history from literature.
Is it worth reading?

**Group work** In this activity, Ss agree or disagree with comments some college students make about reading.

1. Books open. Have Ss read the four comments about reading. Ask how many Ss agree or disagree with each one.
2. Ask Ss to give reasons for their choices. Lead a class discussion as appropriate.

Optional activity: *How much reading?*

Time: 10–15 minutes. Ss give their opinions on how much reading people in different age groups should do.

**Group work** Books closed. Put Ss in groups of three or four, and ask them to discuss how much time per day people should spend reading in their first language when they are children, teenagers, and adults. Ask them to discuss what type of reading should be encouraged and to give reasons for their opinions. Write each group’s responses on the board, and lead a class discussion.

Sentence adverbs

This grammar focus presents sentence adverbs, which modify an entire sentence. The exercise gives Ss practice using sentence adverbs to express degrees of certainty or possibility.

**Grammar notes** Adverbs such as *clearly, obviously, and unquestionably* indicate that the speaker is certain about something, while *possibly, potentially, and probably* are used to indicate greater doubt. Other adverbs such as *surprisingly* and *unfortunately* often indicate the speaker’s attitude. Sentence adverbs commonly occur in three positions: at the beginning of a sentence, before the auxiliary, or after the auxiliary. In colloquial English, it is common for them to appear at the end of the sentence: *It’s too late now, obviously.*

1. Books open. Go over the information in the grammar box, and model the example sentences. You may wish to explain that while *possibly* and *probably* both express possibility, *probably* indicates a greater degree of certainty. Point out the different positions where the sentence adverb may appear.
2. **Optional**: Books closed. Reinforce the meaning of the sentence adverbs by calling out different adverbs and asking Ss to provide a synonym (*clearly, obviously, etc.*)

**Pair work**

1. Read the instructions and go over the example with the class. Explain that more than one answer may be possible.
2. Ask Ss to first work alone to complete each sentence. Circulate to check for accuracy, and provide help as needed.
3. Put Ss in pairs to compare answers. Then ask several Ss to write their sentences on the board.
Possible answers

1. Supposedly people nowadays rarely read serious literature.
2. Love stories clearly are the biggest moneymakers among novels.
3. Apparently girls read more fiction than boys.
4. Not surprisingly some people think that movies will eventually replace many forms of literature.
5. Predictably no one is surprised to hear that movies and TV have a bad effect on students' reading and writing skills.
6. Obviously reading is an important skill for using the Internet, and writing skills are essential for E-mail communication.
7. Frequent use of the Internet potentially could improve people's reading and writing skills.
8. Unquestionably more people are literate now than ever before.
9. Paper will probably be so expensive in the future that books will become unaffordable.
10. Electronic books will possibly replace paper books sooner than we think.

5  The future of reading

Discussion  Group work
In this activity, Ss discuss the trends in reading mentioned in Exercise 4 and the trends they think are likely to continue in the future.
1  Books open. Explain the task and ask Ss to read the sample dialog. Put Ss in groups of three or four to discuss the statements in Exercise 4. Ask them to choose a group member to discuss the trends the group agrees on and report them to the class.
2  Lead a class discussion based on the results. Summarize any trends that the whole class agrees on.

6  Books vs. the Internet

Discussion
In these activities, Ss discuss the advantages of books and the Internet.

A  Pair work
1  Books closed. Lead Ss in a discussion of how books began to change the world once the printing press was invented. Ask Ss what impact they feel the Internet is having on life today and whether they think this impact is good or bad.
2  Books open. Have Ss look at the photos and read the questions. Put Ss in pairs to discuss the questions.
**B Group work**

1. Books open. Explain the task and ask Ss to read the statements silently. Then put Ss in groups to discuss which person they agree with. Remind Ss to give reasons for their choices.

2. Ask Ss to discuss the questions. Have Ss choose a group member to record all the different ways the group uses the Internet.

3. Write a list on the board of all of the reasons Ss use the Internet. Put a check (✓) next to the most popular reason.

**Media growth**

**discussion**

In these activities, Ss interpret a chart and discuss advantages and disadvantages of the Internet.

**A Pair work**

1. Books closed. Write the heading *Media* on the board and ask Ss to call out different types of media. Ask them to jot down how much time per week they spend using each type of media. Then ask Ss to share their estimates with the class.

2. Books open. Explain the task and ask Ss to look at the chart on the right. Put Ss in pairs to discuss the questions.

3. Go over the answers as a class. Ask questions about the chart such as “Which type of media grew the most from 1992–1997?” and “Which shrunk?”

**B Group work**

1. Books open. Explain the task and put Ss in groups of three or four. Ask groups to record the advantages and disadvantages of the Internet versus other types of media.

2. Ask a student from each group to report the results to the class. Lead a class discussion as appropriate.

**Writing a book report**

**writing**

In this activity, Ss learn that a book report or review should answer basic questions about the characters and plot and conclude with a recommendation on whether the book is worth reading.

**A**

1. Books closed. Ask Ss if they’ve ever read reviews of books before selecting a book to read. Ask them what sort of information they think should be included in a book review or report. Record their answers on the board.

3 Direct Ss’ attention to the book cover of *The Incredible Journey*. Ask several Ss to guess what the story is about. Write the proverb “You can’t judge a book by its cover” on the board. Ask Ss to try to explain the meaning of the proverb. Have Ss give examples of the proverb from their own experience, if they can.

4 Explain the task and ask Ss to read the report silently. Have them underline the answers before comparing answers with a partner.

5 Go over the answers with the class.

**Answers**

1. *The Incredible Journey* by Sheila Burnford
2. a Siamese cat, an old English butlerrier, and a young Labrador retriever
3. My favorite of the three was the old bultterrier. Because of his age, the journey was the most difficult for him, but amazingly he found the strength to make it.
4. The central problem the animals must resolve is how to survive life in the wilderness in order to arrive home. Because they care for and help each other, they all survive the journey and are reunited with their owners.
5. I liked the book very much. The author didn’t try to turn the animals into people, speaking and acting like humans. Instead, she was faithful to their characters as animals.
6. I would recommend the book to anyone who likes animals. Because most of the book focuses on animals and contains little dialog, someone who is not interested in animals probably would not like the book.

**B**

1 Books open. Explain the task. Before Ss begin their compositions, put them in pairs to discuss books they have read recently. If Ss have not read a book recently, tell them to select a favorite book they have read in the past. Encourage them to ask each other the questions in the box.

2 Ask Ss to write the report in class or as homework. Before they begin, you may want to ask Ss to make an outline of their answers to the questions so that they can organize their compositions. Circulate to provide help as needed.

3 **Optional:** Point out additional examples in the model composition that support the answers to the questions and provide details.

**C Pair work**

1 Books open. Explain the task and lead Ss through the four questions. Remind Ss of the value of peer feedback. Then have partners take turns discussing their answers to the questions and making suggestions to improve each other’s paragraphs.

2 **Optional:** Select Ss to read their reports to the class. Begin a class list of recommended books.
Lesson B

Television

Choose a TV program

starting point

In these activities, Ss talk about the type of TV programs they like to watch and their favorite TV programs.

A

1 Books closed. Ask Ss: “Who watched television last night? What did you watch?” Write the results on the board. Put a check (✓) next to the most popular show.

2 Books open. Direct Ss’ attention to the photos. Write the names of the three shows on the board: Deep Sea, Crime Watch, Rosie Adams.

3 Explain the task and ask Ss to vote on the show they would most like to watch. Record the results. Take a vote on the show they would least like to watch. Ask Ss to give reasons, and make a list on the board of arguments for and against each show.

B Pair work

1 Books open. Explain the task and put Ss in pairs to discuss their favorite shows. Remind them to give reasons for their choices.

2 If time allows, ask a student from each pair to write the two favorite shows they discussed on the board.

3 Optional: Ask Ss to select the best show. Tell Ss they can vote for two shows. Take a vote and tally the answers. Announce the winning show.

Optional activity: Prime Time

Time: 10–15 minutes. Ss make a TV schedule.

Group work Books closed. Write a chart titled Prime Time on the board. On the left write hourly time slots between 6:00 p.m. and 11:00 p.m. (6:00 to 7:00 p.m., 7:00 to 8:00 p.m., etc.). Put Ss in groups of three or four to schedule TV programs for the prime time slots. Ask several Ss from each group to write the choices on the board, and ask each group to give reasons for its choices. Lead a class discussion as appropriate.

Popular shows

vocabulary

In these activities, Ss learn the words to describe types of TV programs.

A

Books open. Explain the task and read the list of types of TV programs. Ask Ss to match the programs with their description and compare answers. Then go over the answers with the class.
Answers

1. f  2. b  3. e  4. g  5. c  6. a  7. d

B Pair work

1 Books open. Explain the task and put Ss in pairs. Ask them to list local examples of five of the types of TV programs in Exercise A.

2 Write the types of programs on the board, and ask Ss to call out shows for each type of program. List the names of the shows.

3 Optional: For each type of program, have Ss take a vote on their favorite TV show.

Negative adverbs at the beginning of a sentence

grammar focus

This grammar focus presents negative adverbs placed at the beginning of a sentence to give emphasis. Students practice using these adverbs to discuss their opinions about television.

Grammar notes Negative adverbs at the beginning of a sentence are most common in writing, but are sometimes used in speaking for emphasis. Common adverbs used at the beginning of a sentence are rarely, almost never, hardly ever, never before, and seldom. When a negative adverb begins a sentence, the subject and auxiliary verb are inverted in the same way as when a question is formed: Rarely are political issues explored in depth. Sentences that do not have an auxiliary verb must add do, does, or did when the adverb begins the sentence: Seldom do quiz shows require participants to know a subject in any depth.

1 Books closed. Write the following list of adverbs on the board: never, hardly ever, rarely, seldom, sometimes, often, a lot. Ask Ss questions about their television viewing habits: “How often do you watch sitcoms? How often do you watch soap operas? How often do you watch sports?”

2 Write a few sentences with seldom, rarely, and hardly ever on the board: Kumiko rarely watches soap operas. Ask Ss if rarely can go anywhere else in the sentence. Try to elicit examples of negative adverbs at the beginning of the sentence and the subject-verb inversion that results. Point out that this pattern may be used with “negative” adverbs, but not other adverbs such as sometimes or often.

3 Books open. Lead Ss through the information and examples in the grammar box. Encourage Ss to state when do is required.

4 Explain the task and ask Ss to write the sentences individually before comparing answers with a partner. Remind them to include do or does as necessary. Ask them to discuss which sentences they agree with, and remind them to give reasons for their answers.
Answers

1. Seldom do quiz shows require participants to know a subject in any depth. The contestants are everyday people rather than geniuses.
2. Hardly ever do young people watch soap operas. They cannot relate to the stories or characters.
3. Rarely are political and social issues explored in depth on television.
5. Rarely does television cover important world events except in a very superficial manner.

Such... that and so... that

This grammar focus presents such... that, so... that, so much/little... that, and so many/few... that, which Ss use to express their views on television.

Grammar notes Such is followed by a noun, usually modified by an adjective (It was such a good program that I didn’t want it to end.), so is followed by an adjective or adverb (Talk shows are so popular that.../The host talks so rapidly that...), so many and so few by countable nouns (There are so many/some few good programs on TV that...), and so much and so little by uncountable nouns (There is so much/so little information in the news that...). In colloquial English, that is often omitted (It was such a good program I didn’t want it to end.).

1 Books open. Lead Ss through the information in the grammar box, and model the example sentences. To give Ss practice with these constructions, call out the beginning of a sentence and ask Ss to complete it; for example, The show was so funny that... . It was such a popular show that... . Once Ss can do this quickly, ask several Ss to start a sentence and choose a classmate to complete it.

2 Explain the task. Ask Ss to work alone to rewrite the sentences before comparing answers with a partner.

Answers

1. Nature documentaries these days are so incredibly well filmed that it is often hard to imagine how they took the shots.
2. Many TV programs show so much violence that people are becoming desensitized to it.
3. There are so few good movies on TV these days that people are returning to movie theaters.
4. Television news reporting is so superficial that people are forced to get in-depth information elsewhere.
5. Sports broadcasts attract such huge audiences that TV stations can charge large amounts for advertising.

Optional activity: And the results!
Time: 10–15 minutes. Ss continue practicing the grammar point.
Class activity Books closed. Write the following categories on the board and have Ss suggest five words or expressions for each category: Nouns, Adjectives + nouns, Countable nouns, Uncountable nouns. Call on Ss randomly to form sentences with so . . . that and such . . . that, using the words and expressions on the board. Ask Ss which sentences express the most unusual, the funniest, or the most unbelievable result.

Opinions about TV

discussion Group work
In this activity, Ss complete sentences to give their own opinions about TV.
1 Books open. Explain the task and read the incomplete opinions. Put Ss in groups of three or four. Ask them to take turns completing the opinions, and to respond to the opinions of other Ss in the group.
2 Lead a class discussion as appropriate.

Popular TV programs

listening
In these activities, Ss listen to critics discuss a popular talk show, soap opera, sitcom, and quiz show and then give their own opinions on several popular shows.

A
1 Books open. Explain the task and lead Ss through the chart, making sure they know what information they need to listen for.
2 Optional: Pre-teach any items from the following vocabulary list that you think will help your Ss:

- to be jam-packed with to be full of people or things that are pushed closely together
- rating the percentage of the public that is listening to or viewing a particular radio or television program
- at the top of (its field) performing at the highest level
- intrigue the making of a secret plan to do something, often something that may harm another person
- pop culture culture of or for the general public
- hip knowing a lot about the most modern fashions, especially in music, social behavior, and styles of clothes

continued
trendy influenced by or expressing the most recent fashions or ideas; modern in style
craze an activity, style, or fashion that is very popular, usually for a short time

3 Play the audio program through once, asking Ss to listen without taking notes.
4 Replay the audio program, this time pausing briefly after each show is discussed. Give Ss time to fill in as much of the chart as they can. Remind Ss they do not have to write complete sentences.
5 Play the audio program again if necessary. Ask Ss to compare answers with a partner. Then go over the answers with the class.

Answers

<table>
<thead>
<tr>
<th>Talk show (&quot;Rosie Adams&quot;)</th>
<th>Reasons for success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appealing host: Rosie is nice, seems very normal, and celebrities open up to her.</td>
</tr>
<tr>
<td>Soap opera (&quot;The World Spins&quot;)</td>
<td>Continuity: The same characters have been on the show for 40 years. The story lines are familiar.</td>
</tr>
<tr>
<td>Sitcom (&quot;Buddies&quot;)</td>
<td>Up-to-date: The show is trendy, current, and reflects pop culture. The characters are appealing.</td>
</tr>
<tr>
<td>Quiz show (&quot;Your Turn&quot;)</td>
<td>Anyone can win: Anyone has the chance to win a lot of money. Viewers get caught up in the excitement.</td>
</tr>
</tbody>
</table>

Transcript

Listen to these critics talk about some popular TV shows. In their opinion, why are the programs so successful?

Announcer: Welcome to "TV Talk" with your hosts Robert Rudnick and Ann Powell.
Robert: I'm Rob Rudnick.
Ann: And I'm Ann Powell, once again, here with you today on "TV Talk."
Robert: Well, Ann, we've got another season jam-packed with new and old shows.
Ann: Yes, we do, Robert. Uh, let's start off talking about several shows that have been around for a while and are still going strong.
Robert: Mm-hmm. And what comes to mind first, is that celebrity talk-show host Rosie Adams is having yet another successful season.
Ann: She really is.
Robert: You know, I think celebrities clearly enjoy talking with Rosie. They seem to...uh...open up more with Rosie than they do on other shows. And, and they're being natural. Why is that? I think it's because Rosie Adams is simply nice. Yeah, she's nice.
Ann: She is.
Robert: And niceness, folks, I think that's a missing ingredient in a lot of talk shows on TV these days. Rosie's also quite normal. You know, she's got weight problems, date problems — you name it. I think the audience feels that she's normal; she's like they are. So, when the celebrities feel comfortable and the audience feels comfortable, you get a lot of talking and a lot of watching. And, of course, that watching, well, that's good for ratings.

Ann: Oh, yeah, yup. It is indeed, Robert. Uh, Rosie is still on top. And it's amazing.

Robert: Mm-mmm.

Ann: Well, how about soap operas, Robert?

Robert: Mm-mmm.

Ann: "The World Spins" began in 1956; it's still at the top of its field.

Robert: Wow.

Ann: You know, one characteristic I look for when deciding if a soap opera is working is . . . familiarity.

Robert: Right.

Ann: "The World Spins" has some of the same characters and actors playing those parts since the very first show in 1956. 1956! It's amazing.

Robert: Long time.

Ann: The audience has "grown up," so to speak, with the characters.

Robert: Mm-mmm.

Ann: Well, they're, they're friends. You can't just turn off your friends. You keep watching to see what's going to happen next. And the storylines . . . they're familiar. Romance, intrigue, it's, it's all there. It's the same old story being played out so many times, and that keeps the audience coming back. What matters is that the audience feels involved, Robert. Really, that's what I think. Year after year — with the same characters and the same old plots.

Robert: Sure.

Ann: And that's what makes a soap opera good. "The World Spins" has been doing that for more than 40 years!

Robert: Forty years! That's a long time, Ann. Now, on the other hand, let's take a look at sitcoms. You know, sitcoms never last that long because, you know, what makes them popular is the fact that they're so current, right?

Ann: Mm-mmm.

Robert: I mean, they're hip — they reflect current pop culture.

Ann: Right.

Robert: But no matter how great the writing, after a certain time period things just get, well . . . they get old. Now, "Buddies" is a very trendy, hip show about a bunch of — friends — sharing good times and bad times in Chicago. Of course, they're all good-looking and funny.

Ann: Mm-mmm.

Robert: And . . . but what's amazing here is after so many years, this show is still hot.

Ann: Oh, it certainly is. Well . . . and how about quiz shows? And now, that is my favorite. The new craze — quiz shows.

Robert: Right.
Ann: You know, what makes them popular is the belief that even I can win.
Robert: No.
Ann: Well, you know, don't protest too much.
Robert: A stretch.
Ann: If I can answer the questions correctly, hey, I win $10,000. And that's great.
Robert: Mm-mmm.
Ann: Everyone wants to be able to win. It's nice to see everyday people winning, too. You know, the doctor, the housewife, the garage mechanic, the lawyer. Anyone. You get caught up in the excitement.
Robert: Sure.
Ann: "Your Turn" is a great show because the questions are answerable and people come away with great prizes, like...uh...money, furniture, cars. It's fun! A quiz show has got to be relatively easy and fun. And boy, is "Your Turn" fun!
Robert: OK. Well, you know, speaking of fun...time flies when you're having fun, and we're all out of time. That's it for tonight. Bye-bye.
Ann: Bye-bye.

B Pair work
1 Books open. Explain the task and put Ss in pairs to discuss popular TV shows. If Ss are not familiar with a show mentioned, encourage them to ask their partners to describe the show.
2 Lead a class discussion as appropriate.

Conflicting views on television

discussion
In this activity, Ss evaluate and discuss the positive and negative influences of television.

Group work
1 Books open. Explain the task. Ask Ss to read the comments silently. Then have them add at least one idea to each column.
2 Lead a class discussion or debate as appropriate.

Life without TV

reading
In these activities, Ss read an article about a family that decided to give up watching television and discuss the advantages and disadvantages of the family's decision.
A Pair work

1 Books closed. Ask Ss whether they think TV is addictive. Have them give reasons for their answers.

2 Books open. Explain the task and ask Ss to read the questions. Then put Ss in pairs to discuss them. Ask several Ss to share their answers with the class.

3 Write the title of the article on the board. Make sure Ss understand the meaning of the expression “to tune something out” (answer: to stop paying attention to something). Then have Ss silently read the article.

4 You may want to ask the following comprehension questions: “Who is the narrator of this article? What was the family’s life like while they still had a television? Why did the family originally give up television? How did the children react on the first day without television? At the end of the article, how did the children feel about not having a TV?”

5 Optional: You may wish to explain that the word *tube* is slang for TV and that it originated because the first televisions had tubes in them. *Nintendo* is the brand name for a video game played on a television.

B Group work

1 Books open. Explain the task and go over the discussion questions.

2 Put Ss in groups of three or four to discuss the questions. Then lead a class discussion as appropriate.

Possible answers

<table>
<thead>
<tr>
<th>Advantages of the family’s decision:</th>
<th>The family has time to develop other interests, to have conversations, read, go to the movies, and play games with each other.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disadvantages of the family’s decision:</td>
<td>The kids cannot participate in discussions at school about TV programs. Valuable educational programming would be missed.</td>
</tr>
</tbody>
</table>
This unit focuses on the theme of art and music. Students discuss styles of art and music and their own preferences, using double comparatives and participles to express cause and effect.

Lesson A

The enjoyment of art

Art styles

starting point

In this activity, Ss discuss different works of art and whether they agree with the comments made about them.

1. Books closed. Write the names of four or five well-known artists on the board, or have Ss suggest names of different artists. Ask Ss to contribute any information they know about the artists, and write the information on the board. Then ask Ss which artists they like or dislike. Be sure to ask for reasons.

2. Books open. Draw Ss’ attention to the four works of art. Ask Ss if they are familiar with any of the artists.

3. Explain the task and go over the comments with the Ss. Have the class work together to match the comments with the works of art. Check Ss’ understanding of the following vocabulary items:

<table>
<thead>
<tr>
<th>Vocab</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>subtle</td>
<td>not bright</td>
</tr>
<tr>
<td>caricature</td>
<td>a representation of a person that emphasizes particular features or characteristics for humorous purposes</td>
</tr>
<tr>
<td>vibrant</td>
<td>bright</td>
</tr>
</tbody>
</table>

Possible answers

1. Mary Cassatt
2. Fernando Botero
3. Jackson Pollock
4. Mary Cassatt
5. Jackson Pollock
6. Vincent van Gogh
Art preferences

discussion
In these activities, Ss discuss the works of art in Exercise 1 and give their own opinions about art.

A Pair work
1 Books open. Explain the task and direct Ss' attention again to the works of art in Exercise 1. Put Ss in pairs to discuss the questions.
2 Ask Ss if they know any biographical information about the artists or other works of art. Elicit any works of art, and write them on the board. Provide Ss with any relevant background information on the artists.

Artists' background information

Vincent van Gogh was born in 1853 in the Netherlands. His work conveys through its striking color, coarse brushwork, and contoured forms, the anguish of a mental illness that eventually resulted in suicide in 1890. Other famous works include Self-Portrait with Bandaged Ear and Sunflowers.

Jackson Pollock was born in Wyoming in the United States in 1912. He developed a technique of "drip painting" called "action painting," where images emerged during the execution of the painting rather than as preconceived forms. Other famous works include Easter and the Totem and Eyes in the Heat.

Fernando Botero was born in Colombia in 1932. He paints and sculpts real-life subjects but enlarges figures to enormous proportions to emphasize relationships between volume and scale. Another famous work includes The Hunter.

Mary Cassatt, born in 1844, was an American painter and printmaker. She depicted everyday life in her paintings, rather than the social and the urban. Her innovative work often explored the lives of women. Other famous works include Lady at the Teatable and The Bath.

3 Take a vote on which works of art the class likes best and least. Ask selected Ss to give reasons for their choices.

B Group work
1 Books open. Explain the task and read the words used to describe works of art. Check that Ss understand the following vocabulary items:

- **still life** a composition, usually of fruit, arranged purposefully so that an artist can draw it
- **sculpture** a work of art carved or shaped out of stone, wood, metal, marble, or clay, or cast in bronze or another metal
2 Read the questions and put Ss in groups of three or four to discuss them. Ask Ss to choose a member of each group to take notes and summarize the group's discussion for the class.

Optional activity: Pick a painting
Time: 10 minutes. Ss consider a work of art to hang on the classroom wall.
Group work Books closed. Put Ss in small groups, and ask them to select a work of art that they would like to hang in the classroom. Tell Ss they are allowed to select any work of art that they wish, but that they must make a strong argument in favor of it. Ask Ss to choose a member of each group to present their choice and the reasons for it to the class. Write each group's choice on the board. Then take a class vote. Ask Ss to write their individual choices on a piece of paper. Tally the results and announce the winning work of art.

Double comparatives

This grammar focus presents double comparatives, which Ss use to state their opinions about art.

Grammar notes In double comparatives, a conditional relationship is expressed. This condition is always expressed in the first clause. The sentence The more I paint, the more confidence I gain has a different meaning from The more confidence I gain, the more I paint. The verb be is optional if it is the main verb in the first clause.

1 Books open. Lead Ss through the information and example sentences in the grammar box. Explain as necessary and have Ss work as a class to come up with some additional example sentences.

2 Write these two clauses on the board: the less privacy an artist has and the more popular an artist is. Ask Ss to state which clause is the condition for the other clause. (The more popular an artist is, the less privacy an artist has.)

3 Ask if be can be omitted from the first clause. (It can.)

A Pair work
1 Books open. Explain the task and read the first example. Have Ss work individually before they compare answers with a partner.

2 Go over the answers with the class. Point out the sample language in the speech balloon. Then have Ss discuss the statements they agree and disagree with.

Answers

1. c (b, d)  2. d (b, c)  3. e  4. b (c)  5. a
B
1 Books open. Explain the task. Ask Ss to complete the sentences and then exchange papers with a partner. Have partners ask follow-up questions, which will give Ss an idea of what further information should be included.
2 Have Ss edit their sentences to add further information.

Possible answers

1. The earlier children learn about art, the better.
2. The more realistic a work of art is, the easier it is to relate to it.
3. The longer I spend in an art museum, the more I appreciate the paintings.
4. The more I see abstract art, the more I like it.
5. The harder I try to draw something accurately, the more successful I am.
6. The older I get, the more interested in art I become.

C Pair work
1 Books open. Explain the task and put Ss with new partners to compare and discuss their sentences. Point out the sample language in the speech balloons.
2 Call on selected Ss to write their sentences on the board. Then use the sentences as the basis for a class discussion.

A Describing art

Vocabulary

In these activities, Ss learn words used to classify paintings and describe styles of art.

A
1 Books open. Explain the task and read the words used to describe styles of art. Check that Ss understand the following vocabulary items:

- absurd something ridiculous or completely unreasonable
- somber dark and plain

2 Ask Ss to read the definitions silently and then match each word with a definition. Before going over the answers with the class, have Ss compare answers with a partner.

Answers

1. c  2. b  3. e  4. d  5. a
B Pair work

1 Books open. Call Ss’ attention to the three paintings. Ask Ss to contribute any information they know about the artists or artwork. Write the information on the board.

Artists’ background information

Andy Warhol (1928–1987) was born Andrew Warhola in Pittsburgh, Pennsylvania. He became a leader of the pop art movement of the 1960s. Warhol’s works were often based on comic strips, advertisements, and images of public personalities, often enormously enlarged. The pop art piece shown is of Marilyn Monroe, one of the most famous American movie stars in the late 1950s and early 1960s.

Salvador Dalí (1904–1989) was born in Spain and joined the surrealist movement in Paris in 1928, becoming one of its principal figures. In 1940 he settled in the United States, devoting his art to symbolic religious paintings. One of his best-known paintings is The Persistence of Memory, also known as The Limp Watches.

Pablo Picasso (1881–1973) was one of the most important painters of the 20th century. Closely associated with cubism, he frequently painted portraits and scenes from everyday life. One of his most famous paintings is Guernica, a cubist piece portraying the horror of the bombing of the Basque village of Guernica during the Spanish Civil War. Picasso was a great innovator, also experimenting with sculpture, lithography, and ceramics.

2 Explain the task. Put Ss in pairs to classify the paintings. Encourage them to list other artists or works of art they know that are representative of the styles.

3 Go over the answers as a class.

Answers

Andy Warhol: pop art
Salvador Dalí: surrealism
Pablo Picasso: cubism
Other artists of each style:
pop art: Roy Lichtenstein
surrealism: René Magritte
cubism: Georges Braque

Let’s meet Andy Warhol.

In this activity, Ss listen for specific information about the artist Andy Warhol.

1 Books open. Explain the task and make sure Ss know what information they need to listen for. Remind them to take notes and not to write complete sentences.
Play the audio program through once without pausing, asking Ss to listen without taking notes.

Replay the audio program, pausing where appropriate to allow Ss the opportunity to answer the questions.

Have Ss compare notes with a partner. Then go over the answers with the class.

**Answers**

1928

pop art

*Campbell's Soup Can; Green Coca-Cola Bottles; Brillo Box; portraits of celebrities*

Marilyn Monroe, Elizabeth Taylor, and Elvis Presley

**Transcript**

Listen to a talk about the American artist Andy Warhol. When was he born? What style of art did he pioneer? What are his most famous works?

**Lecturer:** Andrew Warhol was born in 1928 in Pittsburgh, Pennsylvania. He studied at the Carnegie Institute of Technology. By 1950, Andy Warhol, as he now called himself, moved to New York City and pursued a successful career as a commercial designer and illustrator.

In the 1960s, Warhol became one of the leaders of the pop art movement. Taking its name from “popular,” this art used images in popular culture for its subject matter. Probably one of Warhol's most famous images is called *Campbell's Soup Can* – a picture of a brand of soup popular in the U.S. Other famous works are *Green Coca-Cola Bottles* and the three-dimensional *Brillo Box*, which looks exactly like the box of soap pads sold in the supermarket.

Now, Warhol also wanted to simplify the process of making art, so he silk-screened photographs onto painted canvas. He created very striking, brightly colored portraits of celebrities. The most famous are of Marilyn Monroe, Elizabeth Taylor, and Elvis Presley. To make his art look even more mechanical, he would repeat many images of the same thing on the canvas, sometimes just changing the color or a few little details. He even named the place where he produced his art “The Factory.”

Andy Warhol was also a filmmaker and a publisher. His magazine – called *Interview* – was filled with articles and gossip about celebrities. With his trademark bushy white hair and his association with celebrities, this man who seemed somewhat shy was always in the public eye. It seems that the more fun he made of art and fame, the more famous Andy Warhol became. He died in 1987 and is the subject of the largest museum devoted to a single artist: The Andy Warhol Museum in Pittsburgh, his hometown.
Famous artists

discussion
In this activity, Ss practice giving a short talk to the class about a famous artist.

Class activity
1 Books closed. Ask Ss to call out names of their favorite artists and write them on the board. For Ss not familiar with art, you may want to bring in some general art books that have a variety of art styles and works from different periods. Ask for information about the artists, and write the information on the board.

2 Books open. Explain the task and read the sample language in the speech balloon. Ask Ss to select an artist and jot down notes about him or her. Remind Ss not to write complete sentences.

3 Have Ss rehearse their talks silently, and then have them join groups of three or four to present their talks. Ask each group to choose at least one artist to present to the class.

4 Have each group share their presentations with the class.

Classification essay

writing
These activities introduce Ss to writing a classification essay about kinds of museums or types of art.

A
1 Books open. Go over the information in the box, and make sure Ss understand that the first paragraph of an essay contains the thesis statement. In a classification essay, the thesis statement presents the categories that will be covered in the essay. Explain that the focus of each of the subsequent paragraphs is to present information about one of the categories.

2 Explain the task and have Ss read the draft silently. Then ask general questions such as: “What is being classified?” (painting styles) “How many categories are there?” (three) “What are their names?” (romanticism, impressionism, and abstract art)

3 Go over the different sections that Ss identified in the essay.

Answers

First paragraph: overview of romanticism, impressionism, and abstract art
Second paragraph: explanation of romanticism
Third paragraph: explanation of impressionism
Fourth paragraph: explanation of abstract art
Conclusion: summary of the three styles of art
B Pair work
1 Books open. Explain the task. Be sure Ss understand they are to choose three different kinds of museums, or three different types of art. If Ss do not have enough information about museums or kinds of art in their city or country, you may want to provide this information to the class. For example, an art museum, an archaeological museum, and a natural history museum are three different types of museums. Three types of art are sculpture, dance, and literature.

2 Put Ss in pairs to brainstorm answers to the first two questions.

C
Books open. Explain the task and have Ss write their compositions either in class or for homework. Before Ss begin, make sure they have chosen the categories they will cover and organized the information for each category.

D Pair work
1 Books open. Put Ss in pairs and have them exchange compositions. Ask Ss to comment on the strengths and weaknesses of their partner's composition. Circulate and provide help as needed.

2 Select one or two compositions to read to the class.

The importance of music

Milestones of popular music

starting point
In these activities, Ss discuss milestones in the history of popular music as well as popular musicians and singers in their own countries.

A
1 Books closed. Ask Ss to tell you about their favorite kinds of music. For each kind of music, ask them to name performers and popular groups. Write the information on the board. Then ask if Ss know anything about the history or origin of the types of music they like.

2 Books open. Explain the task and have Ss read the information on the timeline. Write additional information from Ss on the board. Check that Ss understand the following:

- milestone: an important event in the development of something
- solo: alone
- swing: a form of jazz usually played by a large band with a horn section
B Pair work
1 Books open. Explain the task and put Ss in pairs to discuss the two questions. Encourage Ss to include milestones from various musical genres.
2 Draw a time line starting with 1965 on the board. Add Ss’ contributions to the new time line. Depending on the age of the Ss, you may want to provide information on the music of the 1960s and 1970s.

Optional activity: Top ten list
Time: 10–15 minutes. Ss write a top ten list.
1 Books closed. Tell Ss they will make a list of the top ten musical performers of all time. Put Ss in groups of three or four to draw up the list. Encourage Ss to consider all genres of music.
2 Ask a S from each group to write the group’s list on the board. Then have them comment on each group’s list.
3 Now make a class top ten list by taking a class vote. Allow each S to vote for three performers. Tally the results and write the final list on the board.

Musical styles

vocabulary These activities present vocabulary related to different types of music.

A
1 Books open. Direct Ss’ attention to the five styles of music. Ask Ss to name any songs or performers who are associated with the styles.
2 Explain the task and have Ss work individually to match the definitions with the styles. Clarify the meaning of the following:

- improvisation the inventing or playing of music while it is being performed
- rhythm a regularly played pattern of sounds
- soothing comforting
- banjo a stringed instrument with a drum-like body

3 Have Ss compare their answers with a partner. Then go over the answers with the class.

Answers

1. e  2. d  3. a  4. c  5. b

B Pair work
1 Books open. Explain the task and put Ss in pairs to first write the performers they like best and least for each style. Encourage Ss to say why they like or dislike a particular performer, using the vocabulary from Exercise A. Circulate to provide support as needed.
2 Have Ss discuss the questions. Encourage Ss to ask for and state reasons for their choices.

3 Optional: Select individual Ss to describe the most memorable concert they have attended.

**Cause and effect with participles**

This grammar focus presents cause and effect relationships with participles.

**Grammar notes** Clauses expressing causal relationship (beginning with because, since, and as) can be expressed using participles. This construction is used almost exclusively in written discourse. The verb in the first clause is reduced to a participle. The subject of both clauses must be the same, but the subject is overt only in the second clause.

**A**

1 Books open. Lead Ss through the information in the grammar box, and read the example sentences. Point out that when the action of the first clause has clearly taken place before the action of the second clause, having + past participle is used.

2 Explain the task and have Ss work individually to rewrite the sentences. Circulate to provide help as necessary. Clarify the meaning of any vocabulary that may be new to Ss, such as:

- **spotlight** attention of the public and the media
- **to fuse** to combine

3 Go over the answers with the class. Write the answers on the board.

**Answers**

1. Having become completely deaf, Beethoven was forced to compose music "in his head."
2. Wanting to avoid the public spotlight, former Beatle George Harrison withdrew to the country.
3. Realizing the sales potential of the Internet, music producers have made samples of music available on-line.
4. Having come from a steel-manufacturing town, Bruce Springsteen has written songs about working people and their dreams.

*continued*
5. Having frequently performed for her family, Japanese violinist Midori was prepared to play her violin in front of large audiences when she was only eight years old.

6. Having grown up exposed to both Cuban and American culture, Miami-based singer Gloria Estefan has been able to fuse these two cultures in her music.

B Pair work

1. Books open. Explain the task and go over the first item with Ss. Have Ss first work individually to rewrite the clauses using participial phrases. Then go over the answers with the class. Write the clauses on the board.

2. Have Ss individually complete each sentence. Circulate to help and check for accuracy. Then have Ss compare their answers with a partner before going over them as a class.

Possible answers

1. Realizing that teenagers buy more music CDs than anybody else, music producers follow teen trends very closely.

2. Worrying about the effects of violent music lyrics, parents often protest products with offensive content.

3. Having different musical tastes from their children, most parents struggle to understand today's music.

4. Having always liked jazz music, I was excited about my trip to New Orleans.

5. Fearing loud music will damage my hearing, I avoid listening to music on headphones.

The uses of music

Discussion

In these activities, Ss discuss music for different places and situations.

A Pair work

1. Books closed. Ask Ss where they usually listen to music (e.g., at home or in the car). Ask them about places where they hear music, but don't necessarily pay much attention to it. Elicit and write the places on the board if you wish.

2. Books open. Explain the task and direct Ss' attention to the photos. Point out the dialog. Then put Ss in pairs to answer the questions.

3. Lead a class discussion.
Possible answers

A: In a gym, you usually hear loud rock music with a fast beat.
B: I guess that's because the energy of the music helps people exercise better.
A: In a supermarket, you usually hear instrumental renditions of very popular songs.
B: I guess that's because this music helps people relax and encourages them to buy more.
A: In a cafe, you usually hear jazz, classical, or folk songs.
B: I guess that's because this music is intended to help set the mood of the restaurant and enhance the experience of the diners.

B Group work

1 Books open. Explain the task and put Ss in groups of three or four to discuss the questions. Encourage them to be analytical and determine why particular sorts of music are played in these situations. Point out the sample dialog.

2 Write the four situations on the board, and ask groups to tell what they decided for each situation. Write the types of music under each situation. If there are contradictions in the list, let the class debate which types of music are heard in a given situation.

C Group work

1 Books closed. Ask Ss if they think that music in movies is important. Ask them: “What is the role of music in movies?”

2 Ask Ss to recall any popular songs that have come from movies. List the songs with the names of the movies they came from.

3 Books open. Explain the task and put Ss in groups of three or four. Encourage Ss to articulate the reasons that music worked well for a particular movie. Lead a class discussion.

Optional activity: Mood music

Time: 10–15 minutes. Ss discuss their preferred music for various situations.

Pair work Books closed. Have Ss work in pairs to discuss what kind of music they like to listen to, or would listen to, in these situations. Write these situations on the board: waking up, going to class, driving in traffic, sitting in the dentist's chair, boarding an airplane, reading a book, eating in a fancy restaurant, eating in a fast food restaurant, going to bed. Ask Ss to report any unusual preferences.

Music helps the mind

listening

In this activity, Ss listen for the positive effects of classical music.

1 Books open. Explain the task and make sure Ss understand the information they need to listen for. Direct their attention to the chart.
2 Optional: Pre-teach any items from the following vocabulary that you think will help your Ss:

- hustle and bustle  energy and excitement
- to drop everything to immediately stop
- to rev up to excite

3 Play the audio program once through without stopping. Have Ss listen only.

4 Have Ss complete the chart. Remind Ss to write notes, not complete sentences. Replay the audio program if necessary.

5 Have Ss compare answers with a partner before going over the answers as a class.

Possible answers

**Positive effects:**
- helps you relax
- reduces levels of stress
- increases academic skills (helping you concentrate and memorize more easily)
- stimulates the mind
- revs up the body
- creates a meditative mood

Transcript

Listen to a talk about how music can help a person’s mind. What are three positive effects of classical music?

Lecturer: Let’s face it – we all have some form of stress. Whether it’s due to work, school reports, family, or relationships, we could all use a break now and then. Yet in the hustle and bustle of everyday life, a lot of us can’t find the time to just drop everything and take it easy.

Well, what if someone told you that by just playing music from classical composers like Mozart, Strauss, or Vivaldi, you might find your job a little easier and that you might even be able to relax? This has actually been found to be true: Listening to classical music has proven to be beneficial to learning and mind relaxation. It can also reduce our levels of stress.

Various studies of children have shown that those who receive music education or play a musical instrument often have increased academic skills. Don Campbell, author of The Mozart Effect, has dedicated himself to studying the effects of music on the mind and body. He counsels students that classical music playing in the background can help them concentrate for longer periods of time and memorize material more easily. He feels that
Mozart's music has a balance that makes it especially beneficial. But Campbell doesn't stop with Mozart. He says that Bach can stimulate the mind, military marches can rev up the body, and religious music can help create a meditative mood. It's important to find what works best for your situation.

So the next time you feel yourself overwhelmed with work and deadlines, or if you're just finding it difficult to concentrate, remember the power of music.

6

Music in schools

reading In these activities, Ss debate whether music education should be mandatory in schools.

A Pair work
1 Books closed. Ask Ss to recall their music education, if any, as a child. Ask questions such as: "Were there classes just for music? What did you learn? Did you enjoy the classes? Why or why not? Did you ever take music lessons? If so, what kind of instrument did you play? Do you still play an instrument?"
2 Books open. Explain the task and put Ss in pairs to debate the topic. Have Ss write three reasons either for or against mandatory music education. Tell Ss that partners can have differing opinions.
3 Have Ss read the article silently and then with their partners compare their ideas with the author's.

B Group work
1 Books open. Explain the task and have Ss form groups of three or four to discuss the questions. Encourage Ss to ask and answer follow-up questions and to give reasons for their answers.
2 Lead a class discussion on the topic.
Students review the use of reporting clauses, negative adverbs of frequency, such as "... that" and "so ... that" constructions, double comparatives, and participal phrases to talk about superstitions and beliefs, reading and television, and art and music.

**Reporting clauses**

In this activity, Ss practice using reporting clauses with that to talk about superstitious beliefs.

1. Books closed. Write the following verbs on the board: admit, argue, assume, claim, doubt, feel, report. Ask Ss to recall how the verbs are used to report information (that is used). Call on selected Ss to give examples of a reporting clause with that.

2. Books open. Explain the task. Tell Ss that some sentences can have more than one answer. Go over the answers with the class.

   **Possible answers**

   1. assume, claim, feel  
   2. claim, feel  
   3. admit, claim, report  
   4. admit, report  
   5. argue, claim, report  
   6. doubt

3. Have Ss add a statement giving information of their own to each sentence. Put Ss in pairs to compare their statements. Point out the sample language in the speech balloon. Then call on selected Ss to read their statements to the class.

**Reporting clauses introduced by the passive**

In these activities, Ss practice reporting clauses with that in the passive to give opinions about superstitions and beliefs.

**A**

1. Books open. Explain the task and have Ss complete the sentences with the appropriate verbs. Go over the answers with the class. Tell Ss that more than one answer is possible.

   **Possible answers**

   1. has suggested  
   2. argue/have argued  
   3. think  
   4. believe  
   5. estimate/have estimated  
   6. report/have reported
2 Have Ss then rewrite each statement with a passive form of the verb and *it*. Go over the answers with the class.

Possible answers

1. It has been suggested that many people have had "out-of-body" experiences.
2. It is argued/has been argued that most UFO sightings are caused by unusual weather conditions.
3. It is argued/has been argued that those who believe in aliens have lost touch with reality.
4. It is believed that scientists will eventually discover life on another planet.
5. It is estimated/has been estimated that over half of adult Americans believe in ghosts.
6. It is reported/has been reported that supernatural beliefs are on the increase.

B Pair work

1 Books open. Explain the task and put Ss in pairs to ask each other's opinions about the statements. Point out the sample dialog. Then call on volunteers to share their opinions with the class.

2 Lead a class discussion as appropriate.

**Negative adverbs at the beginning of a sentence**

In these activities, Ss practice putting negative adverbs at the beginning of a sentence and share their opinions about television programs.

A

Books open. Explain the task and point out the first item and example. Have Ss rewrite the sentences. Remind them that they may need to add the auxiliary verbs *do* or *does*. Then go over the answers with the class.

Answers

1. Rarely does television give ordinary people the chance to express their views.
2. Hardly ever do music videos provide worthwhile artistic content.
3. Never have people been so well informed as they are now, thanks to TV news programs.
4. Rarely do TV documentaries focus on the achievements of women.
5. Seldom are children's programs considered both educational and entertaining.

B Pair work

Books open. Explain the task and put Ss in pairs to discuss the statements in Exercise A. Encourage Ss to give reasons for their opinions.
Such... that and so... that

In this activity, Ss practice using the constructions so... that and such... that.

1. Books closed. Write the following sentences on the board: The soap opera was so boring I turned it off and The soap opera was such a bore I turned it off. Elicit the rule for using so... that and such... that from Ss.

2. Write the following sentences on the board: The drama show had so many commercials that I turned it off and The drama show had so much violence that I turned it off. Elicit the rule for using so many/few... that and so much/little... that.

3. Books open. Explain the task and have Ss write at least five sentences before comparing answers with a partner. Then call on volunteers to read their sentences.

Possible answers

1. TV news programs are so superficial that many people prefer reading the newspaper.
2. Some kids’ TV shows are so much fun that I understand why children love them.
3. Cooking shows can be so profitable that TV producers may be reluctant to change their successful format.
4. It seems there are so many TV commercials these days that I tend to rent more videos.
5. Soap operas often have such a loyal audience that they stay on the air for years.

Double comparatives

In this activity, Ss practice using double comparatives to express their opinions about art.

1. Books open. Explain the task, reminding Ss that double comparatives are used to link one quality or amount of something to another quality or amount. Write the first example on the board, and ask for volunteers to complete it another way. Write two or three Ss’ responses on the board.

2. Have Ss complete the sentences on their own. Then put them in pairs to share and discuss their ideas. Circulate to provide help and note interesting opinions. Then lead a discussion. Be sure to ask Ss to support their points of view.

Possible answers

1. The sooner children realize the importance of art, the more they’ll enjoy art classes.
2. The less money governments spend on the arts, the more they will have for other worthy programs.
3. The greater an artist’s reputation becomes, the less likely he or she will be able to remain anonymous.
4. The more artistic a person is, the less analytical he or she is.
5. The more people study art history, the better they can understand contemporary art.
6 Cause and effect with participles

In these activities, Ss practice causal relationships using participles and discuss their ideas about music.

A

Books open. Explain the task and go over the first item and example. Ask Ss to complete each sentence with a kind of music and then rewrite the sentences with participles. Call on selected Ss to read their sentences.

Possible answers

1. Having grown up listening to classical music, I prefer it to all other kinds of music.
2. Having never appreciated rock music, I often feel out of place at concerts.
3. Having hoped at one time to become a blues musician, I started saxophone lessons at an early age.
4. Having always preferred big band music, my parents often go swing dancing.
5. Knowing my best friend loves country and western music, I purchased two CDs for him.

B Pair work

Books open. Explain the task and put Ss in pairs to compare and discuss their ideas about music. Then lead a class discussion as appropriate.

What a story!

In these activities, Ss practice using reporting clauses to complete and discuss stories.

A Pair work

Books open. Explain the task and have Ss read the beginning of the three stories silently. Have them complete each story. Then put Ss in pairs to discuss their story endings. Model one of the stories with your ideas if necessary.

B Pair work

Books open. Explain the task and have Ss join a new partner to take turns telling their stories. Then ask selected Ss to tell their stories to the class.
You have to read this!

In this activity, Ss practice making recommendations as they talk about their reading habits.

Group work
1 Books open. Explain the task and go over the bulleted list. Put Ss in groups of three or four to discuss the list. Point out the sample language.
2 Circulate to encourage Ss to ask and answer follow-up questions.

What kind of show is it?

In these activities, Ss practice using negative adverbs in sentence-initial position to discuss examples of TV shows. Ss discuss what they like about the TV shows and what they would like to change about them.

A
1 Books closed. Ask Ss to call out the names of TV shows they watch regularly, and write them on the board. Then ask Ss to tell what type of shows they are.
2 Books open. Explain the task and go over the chart to be sure Ss know what information they need to complete the chart. Have Ss work alone to complete the chart.

B Group work

Explain the task and put Ss in groups of three or four to discuss the shows they listed in the chart. Point out the sample language in the speech balloons and ask Ss to practice using negative adverbs in sentence-initial position when possible. Encourage follow-up questions.

Art opinions

In this activity, Ss practice agreeing and disagreeing about statements made about art.

Pair work
1 Books open. Explain the task and have Ss evaluate each statement about art and then add two more statements on their own.
2 Put Ss in pairs to compare their answers. Point out the sample dialog and remind Ss to support their opinions. Then call on selected Ss to share their opinions with the class. Lead a discussion as appropriate.
Hit songs

In this activity, Ss discuss the greatest songs of all time while practicing sentence adverbs.

**Group work**

1. Books closed. Write the following headings on the board: *Certainty, Less certainty, Possibility,* and *Other attitudes.* Elicit from Ss adverbs that express these attitudes (*Certainty: clearly, obviously, unquestionably; Less certainty: apparently, reportedly, supposedly; Possibility: possibly, potentially, probably; Other attitudes: not surprisingly, predictably, unfortunately*).

2. Books open. Explain the task and put Ss in groups of three or four to make a list of the top five songs of all time. Ask groups to assign a secretary to record the list. Point out the sample language in the speech balloons, and remind Ss to use the adverbs on the board as much as possible.

3. Have group secretaries write their lists on the board. Allow the other groups to comment on the lists.

4. Now make a class top five list by taking a class vote. Allow each student to vote for three songs. Tally the results and write the final list on the board.
This unit focuses on changing times. Students use defining relative clauses to talk about lifestyle trends in society. Students also talk about personal changes in their lives using as if/as though, as/the way, and like.

Lesson A

Lifestyles in transition

How we are changing

starting point

These activities give Ss an opportunity to discuss lifestyle changes in different sectors of society.

A

1 Books closed. Write the heading Changing lifestyles on the board. Ask “If people who lived 100 years ago could see our lifestyle today, would they be surprised? What lifestyle changes would they notice?” Elicit ideas and write Ss’ responses on the board.

2 Books open. Direct Ss’ attention to the two photos on the right. Ask Ss what is happening in the photos.

3 Explain the task and ask Ss to read through the list of changes silently. Call on selected Ss to describe which lifestyle changes they’ve noticed in their own country. Encourage them to give a real-life example to support their answer.

4 Optional: Ask Ss to explain why they think these changes are occurring.

B Pair work

Books open. Explain the task and put Ss in pairs to do the exercise. Have Ss read the model language in the speech balloon. Encourage them to explain their answers. Then have each pair join another pair. Ask each group to write their changes on the board. Use the list as the basis for a discussion.

Optional activity: My lifestyle changes

Time: 10–15 minutes. Ss prepare a list of lifestyle changes they have experienced.

1 Group work Books closed. Put Ss in groups of three or four, and tell them to discuss what lifestyle changes they have experienced since they were young children. Write the categories Food, Education, Exercise, Medicine and any others you wish on the board to help them get started. Circulate to provide help as needed.

2 Have selected groups share their lifestyle changes with the class.
New trends

vocabulary In this activity, Ss learn the names of current lifestyle trends.

Pair work
Books open. Direct Ss’ attention to the list of words and expressions in the exercise. Model the list of expressions, and then explain the task. Put Ss in pairs to match the expressions to the statements. Then go over the answers with the class.

Answers

a. 4   b. 7   c. 1   d. 2   e. 3   f. 6   g. 5

Relative pronouns in defining relative clauses

grammar focus This grammar focus demonstrates when relative pronouns are required in defining relative clauses and when they are optional.

Grammar notes Relative pronouns (e.g., who, that, which) introduce relative clauses. Relative clauses modify the nouns that precede them.

The information in the defining relative clause further defines (or classifies) the noun it is modifying. Because the information in the clause is necessary, or defining, it cannot be omitted.

The sentence The woman who is behind him on the exercise bike is his wife is an example of a defining relative clause. In this case, who is behind him on the exercise bike distinguishes (or defines) his wife from, for example, a woman who is next to him or in front of him.

The relative pronouns who, which, and that can serve as subjects or objects of verbs in relative clauses. In addition, whom can also serve as the object (but not subject).

1 Books closed. Write these two sentences on the board:

Many students who have finished high school are choosing to take a year off before college.

A personal trainer is someone who people hire to help them get in shape.

Underline who in both sentences and ask students what it refers to (i.e., many students and a personal trainer).

Ask if another word can substitute for who in each sentence (answers: that can substitute in the first sentence; that or whom in the second sentence.).

2 Ask Ss if they can come up with a “rule” for when who and that are used in relative clauses. Use this as an opportunity to encourage discussion, and don’t correct Ss at this point.
3 Books open. Lead Ss through the information and examples in the grammar box. Point out that commas are not used in defining relative clauses.

A

1 Books open. Explain the task and have Ss read silently to check the sentences in which the relative pronoun is optional. Go over the answers.

Answers

1. who is required
2. who is required
3. that is optional
4. who is required
5. which is optional

2 Have Ss read the sentences more closely for meaning. Then go over the sentences, and ask Ss which ones are true for their community. Ask selected Ss to give specific examples.

B

1 Books open. Explain the task and ask Ss to complete the task individually. Remind them to refer to the grammar box above if necessary.

2 Have Ss compare answers with a partner before going over the answers with the class.

Answers

1. who/that
2. that/which; that/which
3. who/that
4. which
5. whose

C Pair work

1 Books open. Explain the task and put Ss in pairs to interview each other. Remind them to ask and answer follow-up questions.

2 Ask selected Ss to share what they discussed with the class.

3 Optional: Lead a class discussion or debate on one of the questions in Exercise B. Give Ss a few minutes to develop arguments to support their particular position.
It's a matter of choice.

discussion

In these activities, Ss discuss the advantages and disadvantages of choosing not to have children.

A Pair work
1 Books closed. Ask Ss to call out some goals in life that people in general might have. Write their ideas on the board. Some examples of goals might be: making money, building a stable family life, finding a job that you enjoy, etc.
2 Ask Ss to vote for the goals that they think are most important in their own lives. They can choose three goals from the list and should vote by a show of hands.
3 Books open. Have Ss read through the passage. Circulate and explain any unfamiliar vocabulary. Ask each pair of Ss to discuss at least two advantages and two disadvantages of Alice's lifestyle choice.

B Group work
1 Books open. Explain the task and review the sample dialog. Put Ss in groups to discuss their ideas. Encourage them to give reasons for their answers.
2 Ask a group spokesperson to share the highlights of their discussion with the class.

Life choices

discussion

In these activities, Ss discuss the advantages and disadvantages of three people's lifestyle choices.

A Pair work
Books open. Explain the task and have Ss read the three situations. Put Ss in pairs to list the advantages and disadvantages of each. Have Ss discuss if they would do similar things.

B Pair work
1 Books open. Have Ss change partners. Explain the task. Tell Ss that the interviewer should record answers in note form because he/she will need to remember the information.
2 Go over the situations as a class. Ask for selected Ss to share their interview notes. Encourage Ss to discuss the reasons for their choices.
3 Optional: Ask Ss what steps they would take to simplify their own living or working situations. Ask what is one thing they absolutely couldn't change about their lives.
Optional activity: *Which one?*

Time: 10–15 minutes. Ss discuss the advantages and disadvantages of different lifestyles.

1 Books closed. Put Ss in groups of three or four. Have Ss discuss the advantages and disadvantages of such lifestyle choices as life in the city versus life in the country, working for a salary versus working as a volunteer, having a family with five children versus having no children, or working in an office with many people versus working at home alone. Tell Ss they can discuss more than one as time allows.

2 Have selected groups share their ideas with the class.

---

**Generation gap**

In this activity, Ss listen to extended conversations about generational differences.

1 Books closed. Ask Ss to think of ways in which their generation is changing. Encourage Ss to think of both positive and negative changes. Then ask for volunteers to share their changes and list them on the board.

2 Books open. Explain the task, making sure Ss know what kind of information they need to listen for to complete the chart. Play the audio program once without stopping, and ask Ss to listen only.

3 Replay the audio program, this time pausing briefly after each difference to give Ss time to write their answers.

4 Ask Ss to complete the chart and compare answers with a partner. Then go over the answers with the class.

**Answers**

<table>
<thead>
<tr>
<th>Difference</th>
<th>Is the difference positive?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new generation is more concerned with developing as an individual and trying to get a career going before getting married and starting a family.</td>
<td>yes</td>
</tr>
<tr>
<td>The new generation expects more material things.</td>
<td>no</td>
</tr>
<tr>
<td>The new generation is more accepting of differences, such as race, religion, and gender.</td>
<td>yes</td>
</tr>
</tbody>
</table>

**Transcript**

Listen to Chris's and Paula's opinions on differences between their generation and that of their parents, and complete the chart.

**Interviewer:** I'm wondering if the two of you could talk to us a little bit today about how you think your generation is changing.

**Paula:** Changing?
Interviewer: Hmm.

Paula: You mean different?

Interviewer: Yeah.

Paula: Is our generation different from our parents' generation? I think so. I mean ... Chris, don't you agree?

Chris: Oh, totally. I mean, just in how we plan for the future. In the past people used to ... uh ... get married early and have a family, and ... and base their goals for what they wanted on that.

Paula: Yeah, like, I think our generation is now more concerned with developing as an individual and trying to get a profession and a career going before they join up with someone else and get married and start a family.

Interviewer: Mm-mmm.

Chris: Yeah, in the past our parents sort of gained security through marriage ... but nowadays we think more about surviving independently. I, you know, think that's a good thing because everybody has a chance to really develop their individuality. You get more, I don't know, satisfaction out of life, I guess. I think we really learned from earlier generations that it's important for women to work and develop their talents and interests.

Interviewer: I see.

Paula: Totally. Uh, what else ... Um, I don't know if our generation will have to work as hard or will want to work as hard. We expect more out of life ... we expect to get more.

Chris: Yeah, that's true. I mean, life is much easier these days. Our parents worked hard to make things easier for us ... I guess that was what all generations before us did - you know, kept working hard so that our lives would get easier. But that also means we don't appreciate things as much. We, we expect more, more, more.

Paula: Well, our parents did, too.

Chris: Yeah, but they knew they had to work to get it. We just expect things, material things. I mean, so many kids nowadays are walking around with their own laptop computers and cellular phones . . .

Paula: Yeah ... I mean, what did they do to earn that? Did they have a stressful year at the office?

Chris: One thing I think is really positive about our generation is that, on the whole, we're more accepting of, of differences ... like race or religion.

Paula: Yeah. And between men and women. There's more tolerance, and certainly things are getting more balanced in terms of equality. There are a lot less boundaries between different groups, cultures ... stuff like that.
Writing about a personal experience

These writing activities present a composition about a personal experience.

Books open. Review the information in the box. Explain the three parts of a composition:

- The first paragraph, or introduction, contains the thesis statement and some observations or comments.
- The body gives background information and details.
- The final paragraph, or conclusion, relates the writer's feeling back to the thesis statement.

A

1 Books open. Explain the task. Ask Ss to read the composition silently and underline the thesis statement in the first paragraph. Have Ss compare their answers with a partner.

2 Ask Ss to answer the two questions individually. Have them compare answers with a partner before going over the answers with the class.

Answers

**Thesis statement:** Last month I took a giant step and finally moved to a new apartment.

**Comments:** In the beginning, I was a little scared. I was also a little concerned about feeling lonely.

**Details:** the decision to talk things over with a roommate, finding an affordable studio, decorating the apartment

B

1 Books open. Explain the task and ask Ss to think about their thesis statement, body of the composition, and conclusion before they begin. You may wish to put them in pairs to discuss their personal experience before they begin writing. Encourage partners to ask each other questions.

2 Have Ss write the composition in class or for homework.

C Pair work

Books open. Explain the task and read the three questions. Then have Ss exchange papers and try to improve each other's paragraphs by answering the questions.
Lesson B

Setting goals

Taking stock

starting point

In these activities, Ss are introduced to the theme of personal growth and setting goals.

A

1 Books closed. Ask the Ss what personal habits they would like to change in their own lives. Have Ss write down a problem anonymously on a piece of paper. Collect the papers and read some of the problems aloud. Ask the Ss to suggest solutions to the problems, in the form of goals, if possible.

2 Books open. Explain the task and have Ss read the passages. Point to each photo, and ask Ss to vote for the person who is most or least like them. Tally the results and discuss them with the class.

B Pair work

1 Books open. Explain the task and go over any unfamiliar vocabulary with Ss. Have Ss first work alone ranking their priority before comparing answers with a partner. Review the language in the speech balloon, and make sure Ss know how to use “the most important,” “the second/next most important,” etc.

2 Have each S report back to the class and tally the results. Ask which priority was most important and why. Lead a class discussion.

C Group work

Books open. Explain the task and read over the questions. Put Ss in small groups to discuss the questions. Then call on selected Ss to share their answers with the class.

Goal achievers

listening

In this activity, Ss listen to three people describing goals they set for themselves and how they achieved them.

1 Books closed. Ask Ss to think of a goal they achieved and are proud of. Have them reflect on how they achieved that goal. Ask for volunteers to share their successful goal with the class.

2 Explain the task and make sure Ss understand the information they need to listen for. Remind them that they should fill in the chart in note form.

3 Optional: Pre-teach any items from the following vocabulary list that you think will help your Ss:

- to make a big deal of something to exaggerate the seriousness of a problem
- to stick to something to limit yourself to something and not change to something else

continued
to get distracted to be taken away (or have your attention taken away) from something you should or want to be doing

to be methodical to do things in a very ordered, careful way

factor a fact or situation that influences the result of something

4 Play the audio program through once. Ask Ss to fill in the goals.
5 Replay the audio program, pausing after each person to give Ss time to fill in the rest of the chart. Have Ss compare answers with a partner before going over the answers with the class.

Answers

<table>
<thead>
<tr>
<th></th>
<th>Goals</th>
<th>How they achieved them</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charles</td>
<td>to lose weight</td>
<td>joined a weight-loss program</td>
</tr>
<tr>
<td>2. Melissa</td>
<td>to get a college scholarship</td>
<td>improved in her weakest subjects, and then researched and applied to some colleges</td>
</tr>
<tr>
<td>3. Brian</td>
<td>to reduce stress and relax</td>
<td>stopped working in stressful jobs, spent more time with his family, and sold some possessions</td>
</tr>
</tbody>
</table>

Transcript

Listen to three people describing goals they set for themselves and how they achieved them. Complete the chart.

Charles: Well, I really wanted to lose some weight. I just wasn’t feeling as comfortable with my body weight as I used to. I was feeling like I was getting older and I wasn’t very healthy. So, I decided to join a weight-loss program. You know, to make losing the extra 20 pounds a real event . . . like it was important. Because I was making such a big deal of it . . . I think that got me, you know, motivated. I also spent a lot of money on the program. So, I tried to stick as close to it as possible. And I lost the 20 pounds. It was great. It was a hard thing for me to do, so I feel really good about having done it . . . because it was so difficult. And now, I am really careful about not gaining the weight back.

Melissa: A goal I had was to get a college scholarship, because otherwise I was just going to go to a local college here in the city. My parents didn’t have the money to send me away to college. So, I thought, OK, I have two years to make sure I get that scholarship. Well, I have always been a really good student, but during my last two years, I really made an effort to improve in my weakest subjects. Then I began researching colleges and pretty much had made up my mind about where I wanted to go. I got the applications early and began working on them as if they were homework assignments. I even asked certain teachers to review them and to give me feedback. Whenever I got distracted, I would remind myself that I was almost there and that I was making a dream possible. I did really well and got offered
scholarships from two different colleges. Starting early and being methodical about the approach worked for me.

**Brian:** Listen. I was so stressed out, I mean, the last few years were the worst. When you’re making so much money, you’re spending a lot! So, the intense pressure of trying to make the amount of money to support that lifestyle... it was too much. I was really having health problems as a result of the stress. So, I decided: Enough! My goal was to reduce stress... to relax. And my wife and kids supported me. We sat down and made a list of the positive things in our life, like our health. So, we decided that I had to stop working in stressful jobs. We felt that our time together as a family was positive and important. We needed time to spend together. Things like that. Then we wrote down a list of negative factors. The house was too big... demanded too much money... and too much time. (Having) four cars was ridiculous. Well, we sold the big house, got rid of two of the four cars, and I took a relatively stress-free job, closer to home for a lot less money. And you know what? I’m happy. All of us are.

---

**As if, as though, as, the way and like**

**Grammar focus**

This grammar focus presents clauses of manner introduced by *as if, as though, as, the way, and like.*

**Grammar notes**

In these clauses of manner *as if and as though* are interchangeable. Students should be cautioned about substituting *like* for *as if/ as though* and *as/the way.* While it is heard in spoken American English, in some cases it sounds overly juvenile. In formal situations (both spoken and written) the use of *like* in these clauses is considered to be incorrect usage.

1. **Books closed.** Write these sentences on the board:
   
   *Sometimes it looks as though I’ll never reach my goal.*
   *Sometimes it looks like I’ll never reach my goal.*

   Ask Ss: “Which sentence is formal?” (as though) “Which sentence is colloquial?” (like)

2. **Books open.** Lead Ss through the information and examples in the grammar box. If necessary, review adverbs of manner (e.g. firmly, angrily, mechanically), and explain that clauses of manner are similar to adverbs of manner in that they both indicate how something happens or the way it is done.

3. **Write the four verbs feel, sound, look, and smell on the board.** Have Ss call out sentences using the verbs, and write them on the board.
A Pair work
Books open. Explain the task and go over the example. Have Ss rewrite the sentences and then compare answers with a partner before going over them with the class.

Answers

1. I need to work on my communication skills because sometimes I feel as if I’m not getting my message across.
2. I like to work by myself so that I don’t feel as if/as though I’m being pushed around by anybody.
3. Lately, I’m trying to spend more time with my family and friends as the way I did before I got involved in so many other activities.
4. I have to establish more realistic goals as the way my career advisor has suggested.
5. These days, women are not expected to stay at home as the way their mothers did in the past.
6. Sometimes I feel as if/as though I’m not doing enough exercise and I spend too much time sitting at a desk.

B Pair work
1 Explain the task and go over the example. Have Ss work alone to complete the sentences.
2 Ask Ss to join a partner and compare their sentences.

Possible answers

1. I feel as if I need a long vacation.
2. I don’t need to be with people all the time as I did in the past.
3. I feel as though I never have time to sit down and read a book.
4. I would like to spend more time with my friends the way I did when I was a teenager.
5. I still enjoy swimming just like I did as a child.

C Group work
Have each pair join another pair. Have Ss take turns reading their sentences from Exercise B. Encourage Ss to ask and answer questions. Continue the activity until each S has the opportunity to read at least two of his or her sentences.
Personal goals

discussion

In these activities, Ss discuss strategies for achieving personal growth.

A Pair work
1 Books closed. Write the following list of goals on the board:
   Learn to play the piano
   Learn to drive a car
   Earn enough money to be able to buy a house or an apartment
   Get a graduate degree in economics
   Become active in community volunteer work

   Ask selected Ss to explain how they would achieve a particular goal.

2 Books open. Direct Ss’ attention to the picture. Ask “What do you think this man’s long-term goal is? What short-term goals might he set for himself to get there?”

3 Explain the task. Have Ss individually list three short-term and three long-term goals. Then put Ss in pairs to compare lists.

4 Have Ss discuss their goals. Encourage Ss to explain why they think they will or will not achieve them.

B Pair work
1 Books open. Explain the task and explain any unfamiliar vocabulary.
   Have Ss read the list of suggestions individually and check (✓) those they find most helpful.

2 Have Ss add two more suggestions and then compare with a partner.
   Lead a class discussion as appropriate.

Optional activity: A personal goal
Time: 10–15 minutes. Ss discuss their personal goals.
1 Pair work Books closed. Ask Ss to think of a personal goal they would like to achieve. Ask them to write a list of obstacles they may meet and a plan for overcoming them. Then put them in pairs to discuss the goals with a partner.

2 Ask selected Ss to share their goals with the class.

Keeping focused

discussion

In this activity, Ss offer advice to others for personal growth.

Group work
1 Books open. Have Ss review the suggestions in Exercises A and B above and recall other suggestions from their discussion.

2 Explain the task and any unfamiliar vocabulary to Ss. Put Ss in groups and have each group come up with as many suggestions as they can. Point out the sample language. You may want to give each group a time limit – the group with the most suggestions wins.
In these reading activities, Ss compare their ideas with the author’s and practice summarizing the main idea of the article.

**A Pair work**

1. Books closed. Write the title of the article on the board. Ask Ss if they know what *rat race* means. Ask what comes to mind when they hear *the simple life*. Once you’ve established the definition of *rat race*, ask Ss to tell you what effect the rat race has on people.

   - *rat race* a stressful, competitive routine. *Rat race* usually refers to the rush of daily life (commuting to work, working long hours, not having enough time for one’s family, etc.).

2. Books open. Explain the task and put Ss in pairs to discuss the questions. Write two lists on the board: *Easy to give up* and *Hard to give up*. Have Ss list things that are easy to give up and things that are more difficult to give up. Ask Ss to call out their lists, and write the items on the board under the appropriate heading. Lead a class discussion.

3. Have Ss read the article silently and then compare their ideas with the author’s.

4. Optional: Have Ss work in pairs. Assign each pair a person(s) from the article (Mr. and Mrs. Giddens, Vicki Robin, Janet Luhrs). Have each pair write in their own words what these people’s lives were like before. Ask what they gave up and how they feel now.

**B Group work**

1. Books open. Explain the task and put Ss in groups of three or four to discuss the questions. Have groups assign a person to take notes.

2. Ask the group spokesperson to report back to the class.

3. Optional: Discuss the positive and negative impact of following the ideas of simple living mentioned in the article (cutting down on weeknight activities, avoiding shopping malls, etc.). Elicit those that would be most difficult for the Ss to put into practice. Lead a class discussion.
Unit 8 Buying and selling

This unit introduces the theme of shopping and marketing. Students learn about verbs that take direct/indirect objects and use them to talk about shopping and products. They also use verbs in the subjunctive to give consumer tips.

Lesson A

What's new on the market?

New products

starting point

In these activities, Ss discuss new products and services.

A Pair work

1 Books closed. Ask Ss to brainstorm a list of new consumer products that have made an impact on everyday life over the past few years. Some examples might be: cell phones, laptop computers, E-mail service, and TV satellite dishes. Ask Ss, “When you first heard of these products did you think they would be successful? Why or why not?”

2 Tell Ss that the products and services pictured in this exercise are imaginary. Then explain the task and put Ss in pairs to discuss the questions. Model the language in the box that is used for speculating.

3 Ask selected Ss to share their ideas with the class. Then have Ss vote for the product or service that they would consider using. Tally these results on the board.

Optional activity: A new classroom product

Time: 30–45 minutes. Ss design a new product.

1 Tell Ss they are going to design a new product. Put Ss in groups of three or four to design their product. They may look at their books (Exercise A) for reference. Give Ss these three questions to guide their discussion:
   • What exactly is your product? How does it work?
   • Who will be most likely to use it?
   • What special features does it have?
Tell Ss they should create a product they think will be successful in the marketplace. Have groups assign a spokesperson to report back to the class.

2 After all groups have finished presenting their product, have the class vote on the one they think will be most successful.

B Group work

Explain the task and put Ss in groups of three or four. Have Ss decide on three successful products, and give at least two reasons why each one is successful. Have selected Ss report back to the class.
To buy or not to buy?

In this activity, Ss listen for specific information about new products.

1. Books closed. Ask Ss if they can think of products that have been tremendous hits and products that have been miserable failures. Have Ss call out the products and list them on the board. Lead a discussion about why the products were successful or unsuccessful.

2. Books open. Explain the task and make sure Ss understand what information they need to listen for to complete the chart.

3. Play the audio program through and ask Ss to listen only. Then if they can, have them write the three products in the chart.

4. Replay the audio program, pausing briefly after each product is described to give Ss a chance to complete the chart. Have Ss compare answers before going over the answers with the class.

Answers

<table>
<thead>
<tr>
<th>Product</th>
<th>Is it selling well?</th>
<th>Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>subzero sleeping bag</td>
<td>yes</td>
<td>They're warm, take up less room, and are lightweight.</td>
</tr>
<tr>
<td>compact, portable electronic dictionary</td>
<td>no</td>
<td>Kids have computers and don't need dictionaries.</td>
</tr>
<tr>
<td>remote-control device for your car</td>
<td>yes (during the winter holidays)</td>
<td>It sends out a signal that warms up your car.</td>
</tr>
</tbody>
</table>

Transcript

Listen to sales representatives describing new products. Are these products selling well? Complete the chart.

Salesperson 1: OK, our new subzero sleeping bag here has a patented design, and it has revolutionary filling. We've had it tested by hikers and campers in subzero temperatures. And they're not only happy with the warmth, but they're also very pleased with how light it is. Now, our bags also take up less room than the bulkier, heavier sleeping bags you're used to, so campers don't have to sacrifice any of their equipment. We found that people who are new to hiking didn't like the term "subzero" because the idea of being outdoors when it's that cold is not very appealing. So, now we just emphasize how warm and lightweight it is, and it's selling better than any other sleeping bag!
Salesperson 2: You know, I first thought that this compact, portable electronic dictionary was going to sell really well — especially with the back-to-school market. You know, all school kids need to check a dictionary, right? Well, it just doesn’t seem to be taking off. I’m finding out that more and more kids these days have computers. And you know that computers have software with dictionaries, and most word-processing programs have spell check. Then I thought, “OK, there are still people who like to write the old-fashioned way, with pen and paper.” Well, a number of those people have told me that they still like the old-fashioned dictionaries, too.

Salesperson 3: We sell this really neat remote-control device that sends out a signal to start your car. It even lets you heat it up before you have to go out. That’s a really great feature in the winter. So often, you know, people complain about how long it takes to warm up the car. People hate being cold . . . and they hate having to wait even more! This gizmo sells really well during the winter holidays.

Placement of direct and indirect objects

grammar focus

This grammar focus explains the order of direct and indirect objects after certain verbs.

Grammar notes Two patterns are highlighted:
• Pattern A: verb + direct object + to + indirect object
• Pattern B: verb + indirect object + direct object

There are three groups of verbs presented in the grammar box:
• those that follow either Pattern A or Pattern B
  (give, lend, mail, etc.)
• those that follow Pattern A only
  (announce, describe, explain, etc.)
• those that follow Pattern B only
  (allow, ask, cause, etc.)

1 Books closed. Review direct object and indirect object with Ss. Remind them of these basic principles:
• Nouns that follow verbs are usually objects.
• Direct objects usually answer the question what or who (e.g., She bought a sweater. What did she buy?).
• If a verb is followed by one object, it is usually a direct object.
• If a verb is followed by both a direct object and an indirect object, the indirect object usually answers the question to whom/for whom (e.g., She bought a sweater for her brother. For whom did she buy the sweater?).
Books open. Review the information and examples in the grammar box. Pay special attention to those patterns that you can't say (e.g., The store mailed him them is not correct).

Write three column headings on the board: Pattern A and Pattern B, Pattern A only, Pattern B only. Have Ss close their books and classify the verbs under the appropriate heading.

Optional: Before Ss open their books the first time, have Ss see how many of the verbs they can classify correctly. You may want to split the class up into teams and make a game out of it.

A

Explain the task and have Ss check their answers with a partner.

Answers

1. Companies want to get customers to try their new products, so they send them free samples.
   Companies want to get customers to try their new products, so they send free samples to them.
2. I bought a great new CD player at a very reasonable price, so I recommended it to my friends.
3. Many of them offer their customers E-mail service.
   Many of them offer E-mail service to their customers.
4. That way I can ask them many questions.
5. Good salespeople are able to explain all the benefits of a product to their customers.
6. I always return defective merchandise to the refund department.

B Pair work

Books open. Explain the task to the Ss, and put them in pairs to talk about things they have bought recently. Ask them to use as many of the verbs listed as they can and to ask and answer follow-up questions.

The language of shopping

vocabulary

These activities present expressions related to shopping.

A Pair work

Books open. Explain the task. Advise Ss to read through the list of phrases first and identify any that they think they might know. Have them try to guess the meanings of the others. Then have them work alone to match the phrases with the definitions before they compare their answers with a partner.
B Pair work
1 Books open. Explain the task and go over the example sentences with Ss. Then have them work alone to write their sentences. Circulate to provide help as needed.
2 Ask selected Ss to write their sentences on the board.

C Group work
Books open. Explain the task and put Ss in groups of three or four to discuss their recent shopping experiences. Review the sample dialog, and remind Ss to use vocabulary from Exercise A when they can.

Are you a compulsive shopper?

discussion
In these activities, Ss evaluate the kind of shopper they are and discuss compulsive shopping.

A Pair work
Books open. Explain the task and ask Ss to read the survey statements alone and check (✓) Yes or No for each statement. Then put Ss in pairs to discuss their responses to each statement. Do they think they are compulsive shoppers?

B Group work
1 Books open. Explain the task and have Ss read the questions and jot down their answers before they form groups. Put Ss in groups of three or four to discuss the questions. Have groups assign one S to take notes.
2 Ask a spokesperson for each group to report back to the class. Lead a class discussion as appropriate

Supporting an opinion

writing
In these activities, Ss learn how to support an opinion in an essay.

A
1 Books closed. Ask Ss to tell you the negative and positive aspects of owning credit cards. As they call out their ideas, write them on the board.
2 Books open. Review the information in the box about writing a composition and supporting your opinions. Point out that an opinion essay also needs examples and details to support its thesis statement.
3 Explain the task and have Ss read the composition silently. Lead a class
discussion to answer the questions.

Possible answers

1. The writer thinks that credit cards should have limits on them according to people’s
ability to pay off the debt.
2. Many people run up bills and go bankrupt, causing problems for their families as well
as the people they owe money to. People spend too much money with credit cards. They can have many cards and
spend beyond their ability to pay.

B

Books open. Explain the task. Have Ss work alone to complete their opinions.
Circulate to make sure that the topic for the thesis statement is neither too
narrow nor too broad.

Possible answers

1. No one under 21 should be allowed to own a credit card.
2. Businesses should give preferred customers frequent discounts.
3. Stores should never give cash refunds for items without a receipt.
4. Customers who break an item in a store should pay for it.
5. Shoplifters should do community service by volunteering to work in a store.

Optional: Have Ss exchange their thesis statements with a partner. Ss should
evaluate their partner’s thesis statement based on these questions:
• Is the statement written clearly?
• Does the topic sound interesting?
• The thesis statement should not be too general nor too specific. Does it fit these
guidelines?

Allow time for Ss to rewrite based on the feedback they receive.

C

Books open. Have Ss work alone to list details or examples. Review the Ss’ lists
before proceeding to the next step.

D

Books open. Explain the task and point out that the essay will have four
paragraphs. Have Ss jot down notes for the four paragraphs before they begin
writing. Circulate to provide help as needed and see that Ss are
on task. Then have Ss begin their essays in class and finish them as homework.
E  Pair work
Books open. Explain the task and put Ss in pairs to take turns reading each other’s compositions and offering suggestions.
Optional: Have Ss rewrite their compositions for homework based on their partner’s feedback.

Lesson B

Consumer beware

1  Shopping options

starting point
In these activities, Ss discuss ways to shop for products.

A  Pair work
1  Books closed. Write the topics Food, Clothing, and Gifts on the board. Ask Ss to call out the names of stores where they shop for these things, and list them on the board. Have Ss give reasons why they enjoy shopping at those places.
2  Books open. Have Ss study the photos. Ask them which kind of shopping looks the most fun. Which of these different ways of buying things have Ss tried? Explain the task and have Ss read the list silently and add at least two more ideas of their own. Then put them in pairs to discuss the advantages of each type of shopping.
3  Regroup as a class. Ask Ss if their opinions about the different ways of shopping have changed based on their discussion or not.

B  Pair work
1  Explain the task and have Ss read the list. Review the sample dialog, and put Ss in pairs to complete the task.
2  Lead a discussion to find out where most Ss do their shopping. Discuss how popular on-line shopping and catalog shopping are.

2  Shopping preferences

listening
In this activity, Ss listen for specific information and identify reasons.
1  Books open. Explain the task and make sure Ss understand what information they need to complete the chart. Play the audio program and ask Ss to listen only.
2  Ask Ss to fill in the places mentioned by the two speakers if they can. Replay the audio program pausing briefly after each speaker to give Ss time to complete the chart.
3  Have Ss compare answers with a partner before going over the answers with the class.
Answers

<table>
<thead>
<tr>
<th></th>
<th>Where they shop</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken</td>
<td>on the Internet</td>
<td>There are a lot of retailers, it's cheaper and faster, and you can get things sent to you the next day.</td>
</tr>
<tr>
<td>Anna</td>
<td>department stores, discount stores, variety stores</td>
<td>She likes to physically see and try on things, likes different kinds of places, and likes window-shopping.</td>
</tr>
</tbody>
</table>

Transcript

Listen to Ken and Anna talk about their shopping preferences, and complete the chart.

Ken: You know, recently I've been doing a lot more shopping on the Internet because a lot of the retailers have Web sites, and it's cheaper sometimes to go right to their Web site and... and get exactly what you want, and sometimes it's 50% less than what you would pay if you were at a regular store. So, there's no point in going to the mall when you can just do it at home. And it's fast, too. You can get things sent to you almost right away. I can get them the next day. ...I... I've done it with electronics and computers - all the stuff I'm into - books. Uh, it's really a great deal. I love shopping on the Internet.

Anna: I am definitely not an Internet shopper - I don't even get the appeal of that. I'm not a catalog shopper, either. I like going into a store and physically seeing something. If I'm going to wear it, I like trying it on. I even like trying things on that I'm not going to get! I like window-shopping. I really like the experience of shopping. And I would say that I like different kinds of places. Like, I really like going to a department store - especially when it's not really crowded. I don't like it during big sales or on Saturdays. I also like discount stores or variety stores to look for bargains.

Verbs in the subjunctive

This grammar focus presents verbs and expressions which introduce clauses that use the subjunctive.

Grammar notes
Typically, a verb in the present tense adds an "s" in the third person singular:

<table>
<thead>
<tr>
<th>present tense</th>
<th>Subject</th>
<th>Verb</th>
<th>-s</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go</td>
<td>I</td>
<td>go</td>
<td>s</td>
</tr>
<tr>
<td>you go</td>
<td>you</td>
<td>go</td>
<td>s</td>
</tr>
<tr>
<td>he/she/it</td>
<td>he/she/it</td>
<td>go</td>
<td>s</td>
</tr>
<tr>
<td>we go</td>
<td>we</td>
<td>go</td>
<td>s</td>
</tr>
<tr>
<td>you go</td>
<td>you</td>
<td>go</td>
<td>s</td>
</tr>
<tr>
<td>they go</td>
<td>they</td>
<td>go</td>
<td>s</td>
</tr>
</tbody>
</table>

The subjunctive, however, does not add an "s" in the third person singular:

<table>
<thead>
<tr>
<th>subjunctive</th>
<th>Subject</th>
<th>Verb</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go</td>
<td>I</td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>you go</td>
<td>you</td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>he/she/it</td>
<td>he/she/it</td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>we go</td>
<td>we</td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>you go</td>
<td>you</td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>they go</td>
<td>they</td>
<td>go</td>
<td></td>
</tr>
</tbody>
</table>

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This subjunctive form is used in *that* clauses following these verbs: *demand, insist, propose, recommend, request, suggest*

I *insist* that she *leave* tomorrow.
These verbs can be in the present or past tense. The subjunctive form stays the same.

I *insisted* that she *leave* tomorrow.

The subjunctive also follows expressions with *be* that indicate something is very important or desirable.

It is important that he *attend* the meeting.

These expressions (*it is crucial/essential/imperative/important/necessary/vital*) can also be followed by the imperative. (Notice the use of *for* in the second sentence.)

It is important that he *attend* the meeting.

It is important for him to *attend* the meeting.

Books open. Lead Ss through the information and examples in the grammar box, and go over the verbs that must take the subjunctive and the expressions that may take the subjunctive or infinitive. Make sure Ss clearly understand the changes in sentence structure that occur when the imperative is used.

**A**

1. Books open. Explain the task and go over the example sentence. Have Ss work alone before comparing answers with a partner.

2. Go over the answers with the class.

**Answers**

1. I suggested that our family try to cut down on expenses.
2. It is essential that we limit how much money we spend.
3. It is crucial that everyone in the family cooperate.
4. My son suggested that each person in the family have a budget.
5. My daughter proposed that we shop at bargain stores.
6. I said it was imperative that she buy only clothes that she will wear often.

**B** **Group work**

1. Books open. Explain the task and put Ss in pairs to give advice for each situation. Remind them to use the verbs listed.

2. Ask selected Ss to share their advice with the class. Other Ss can agree or disagree with the advice they’ve just heard.

3. **Optional:** Have Ss tell their group members about shopping problems they’ve had in the past. The other Ss should listen and then give advice.
**Marketing strategies**

**vocabulary** These activities present words and expressions related to advertising.

A **Pair work**

1. Books closed. Lead a brief discussion about advertising. Ask Ss if they usually pay attention to advertising or try to ignore it. Ask if they have noticed any clever ways to advertise or any particular advertisements that have grabbed their attention.

2. Explain the task and put Ss in pairs to discuss the types of advertising. Ask pairs to try to define each expression in one sentence.

- **airplane banners** advertising banners attached to the end of an airborne airplane
- **billboards** very large boards on which advertisements are shown, often next to a road
- **blimps** large, airborne oval-shaped balloons filled with gas
- **classified ads** the advertisement section of a newspaper that categorizes (classifies) products and services being sold
- **flyers** single sheets of paper or brochures advertising something
- **free samples** products given free to potential buyers to try
- **full-page ads** newspaper ads that cover an entire page
- **Internet banners** advertisements along the top, bottom, or sides of a Web page that advertise a product or service
- **radio commercials** advertisements broadcast on the radio
- **telemarketing** sales by telephoning a potential customer
- **TV commercials** advertisements broadcast on TV

3. Books open. Ask Ss which one of the advertising strategies in the list they would use if they wanted to launch a new product. Be sure Ss give reasons for their choices.

B **Group work**

1. Books open. Explain the task and go over the language in the speech balloon. Put Ss in groups to discuss their recent purchases. What kind of advertising convinced them to buy what they did?

2. Ask each group to choose the "best" purchase to share with the class.
The power of advertising

**discussion** In these activities, Ss discuss types of advertising.

**A Group work**
1. Books open. Explain the task and have Ss read the questions. Review the sample language in the speech balloons. Put Ss in groups of three or four to discuss the questions. Remind Ss to give reasons for their answers. Have each group choose a S to take notes.
2. Have a group spokesperson report back to the class. Then lead a class discussion as appropriate.
3. **Optional:** Have Ss split into teams. Each team should present a persuasive argument that supports their particular answer to the question “Which type of advertising is the most effective?”

**B Pair work**
1. Books open. Explain the task and put Ss in pairs. Tell them that as a pair they must agree on three laws and be ready to support these laws. Review the sample language in speech balloons.
2. Have a partner from each pair share their laws with the class.

**Optional activity: Censoring TV ads**
Time: 15–30 minutes. Ss debate censorship on TV.
1. Explain to the class what to censor means.
2. Divide the class into two teams for a debate on the following question: “Should some television ads be censored?”
3. Give Ss a few minutes to compare their arguments. Appoint three Ss to be judges.
4. Have the debate. The student judges will choose the winning team.

On-line shopping

**reading** In these activities, Ss read for specific information and discuss on-line shopping.

**A Pair work**
1. Books closed. Ask Ss to call out on-line shopping sites that they know of, and record them on the board. Ask Ss which sites they have visited or bought something from. Do they think on-line shopping is safe?
2. Explain the task and put Ss in pairs to brainstorm a list of things to be careful about when buying merchandise over the Internet.
3. Ask selected Ss to share their lists, and write them on the board.
4. Have Ss read the article silently and then compare the list on the board with the author’s. Lead a discussion.
B Group work

1 Books open. Explain the task and take a quick poll to see which Ss have shopped on the Internet and which have not. Try to put Ss in groups with at least one person who has made an Internet purchase.

2 Have selected Ss report back to the class. Write the items that Ss have purchased on-line on the board.

Optional Activity: Pick the products
Time: 10–15 minutes.

1 Pair work. Books closed. Tell Ss they will start an on-line catalog for the business of their choice. Put them in pairs to decide on a business and five products they would list in their on-line catalog.

2 Ask pairs to present their “catalogs” to the class.
Unit 9 Animals

This unit introduces the theme of animals. Students use noun clauses with whoever and whatever to learn about the habits of wild animals. They also use whenever and wherever to talk about pets.

Lesson A

A wild bunch!

Animal quiz

starting point

In these activities, Ss identify animals and share interesting facts about them.

A

1. Books closed. Write the following words on the board: dog, whale, goose, frog. Ask Ss to brainstorm what they know about these animals.

2. Books open. Explain the task and ask Ss to read the comments silently. Provide help with vocabulary as necessary:
   
   extinct no longer in existence
   ecological relating to the balance between plants, animals, people, and their environment
   
   Answers
   
   1. whale  2. frog  3. dog  4. goose

B Group work

1. Books open. Ask Ss to spend a few minutes thinking about unusual facts they know about other animals.

2. Have Ss form groups of three or four to share their facts. Review the sample dialog. Have one S in each group take notes.

3. Ask the group spokesperson to report back to the class.

Optional activity: The most amazing animal

Time: 10 minutes. Ss choose the most amazing animal.

Pair work Books closed. Have Ss work in small groups to come up with the most amazing animal they can think of. Have them support their choices with as many facts as they can. Have each group present their choice to the class. As a class, vote on the most amazing animal.
vocabulary

In these activities, Ss match categories of animals with their definitions and classify animals they know in the categories.

A

1 Books closed. Write these categories of animals on the board: Mammal, Primate, Rodent, Amphibian, Reptile. Ask Ss to indicate which categories they know. Do not ask for definitions at this point.

2 Books open. Explain the task and ask Ss to read the categories and definitions before they begin matching. Have Ss compare answers with a partner before going over the answers with the class.

Answers

1. b 2. d 3. a 4. c 5. e

B Pair work

1 Books open. Explain the task and have Ss write an animal for each category before they compare answers with a partner.

2 Have Ss call out their animals, and write them on the board in the appropriate column.

Possible answers

mammal: man, dog, rabbit
primate: man, ape, chimpanzee
rodent: squirrel, rat, hamster, mouse
amphibian: salamander, frog, toad
reptile: iguana, snake, lizard

Optional activity: The animal in me

Time: 10–15 minutes. Ss describe the animal they would like to be.

Group work Books closed. Tell Ss to think of an animal that they would most like to be. (They cannot choose man). Have them list reasons for their choices. Then put Ss in groups of three or four to discuss their choices. Ask selected Ss to share their answers with the class.
This grammar focus presents noun clauses with *whoever* and *whatever* functioning as the subject or object of a clause.

**Grammar notes** Whatever, whoever, and whichever (not taught in this unit) are used when it is not important what place or thing is involved; they are used to refer to something or someone indefinite.

Whatever refers to things. Whoever refers to people. Whichever refers to people or things.

Whoever and whatever function as pronouns:

- Whoever crosses the line first wins the race.
- Whatever can also function as a determiner:
  - I like to eat whatever desserts I find in the kitchen.

It is important to note that when whoever or whatever are used as a subject or object in a clause of a sentence with two clauses, it is not necessary to repeat the additional subject or object in the second clause:

- **Wrong:** Whatever you buy in that store it is expensive.
- **Correct:** Whatever you buy in that store is expensive.

**A**

1. Books open. Lead Ss through the information and examples in the grammar box. Review noun clauses if necessary.

2. Explain the task and do the first item with the class. Ask Ss to complete the sentences alone before comparing answers with a partner. Then go over the answers as a class.

   **Answers**

   1. Whoever  
   2. Whoever; whatever/whoever  
   3. whatever/whoever  
   4. whatever  
   5. Whoever  
   6. whoever/whatever

**B** **Group work**

1. Books open. Explain the task and read the statements with the class. Ask Ss to complete the statements with their own ideas before joining a group. In groups have Ss argue for their own points of view. Have groups assign a S to take notes.

2. Call on each group's spokesperson to present their ideas to the class. Then lead a class discussion based on the information.
Endangered species

discussion In this activity, Ss discuss reasons why animals are becoming endangered and whether it is important to protect them.

Group work

1. Books closed. Write the term *endangered species* on the board. Elicit the meaning of the term and examples of animals that are endangered species.

   **endangered species** animals or plants that are in danger of becoming extinct (e.g., the gorilla, the panda, the Siberian tiger, the whale), as identified by an international organization that publishes a list of them.

2. Books open. Point to the photo of the cheetah. Then put Ss in groups of five. Explain that each S will be given one fact about the cheetah. Ss should memorize their fact.

3. Tell Ss that they need to answer the questions below about the cheetah. Read the first question. The S who has the answer to the first question should look up and tell it to the class, without reading it off the paper. Ss who are listening should write down the answer. Have the groups work through all the questions. Then go over the answers as a class.

   **Questions**
   1. How many cheetahs are there today, and where do they live?
   2. Who helps cheetahs?
   3. How fast can they run?
   4. How much do they weigh?
   5. Why are there fewer cheetahs today?

   **Answers** (to be handed out to individual Ss)

   - Today some 12,000 cheetahs live in 30 countries.
   - Cheetahs are helped by conservationists, people who work hard to protect the environment.
   - Cheetahs can run more than 60 miles per hour (95 km per hour).
   - An adult cheetah weighs 100 pounds (45 Kg).
   - There are fewer cheetahs today because they have been hunted.

4. Explain the task and ask Ss to read the information about endangered species silently. Have Ss form groups of three or four to discuss the questions. Encourage Ss to support their answers and ask follow-up questions. Ask selected Ss to share their responses and lead a discussion as appropriate.
Save the animals.

**listening**

In these activities, Ss listen to reports about animals and practice inferencing. They then write and discuss laws to protect these animals.

**A**

1. Books open. Direct Ss’ attention to the photos of animals. Tell Ss that all three animals are endangered. Make sure Ss understand that they are to listen and identify the animals talked about.

2. Optional: Pre-teach any of the following vocabulary items that you think will be helpful for your Ss:

   - **solitary** to be the only one or to choose not to be with similar people, animals, or things
   - **Tibetan highlands** the mountainous areas of Tibet
   - **rain forest** a forest in a hot area of the world that receives a lot of rain
   - **Borneo** a large island in Southeast Asia shared by the countries of Malaysia and Indonesia
   - **Sumatra** One of the islands of Indonesia
   - **habitat** the natural surroundings in which an animal or plant usually lives
   - **bamboo** a tall grass that grows in hot regions and has hard, hollow stems
   - **shoot** (as in bamboo shoot) the first part of a plant to appear above the earth as it develops from a seed, or a new growth on an already existing plant
   - **cycle** (as in growth cycle) a complete set of events that repeat themselves regularly in the same order
   - **to breed** to keep animals or plants for the purpose of producing other animals or plants

3. Play the audio program through, and have Ss write the name of the animal. Replay the audio program if necessary.

4. Have Ss compare answers before going over the answers with the class.

   **Answers**

   - Animal 1: snow leopard
   - Animal 2: orangutan
   - Animal 3: panda

**Transcript**

Listen to these reports about endangered species. As you hear each description, write the name of the animal.

**Man:** This solitary animal lives in the cold areas of central Asia, and moves up to the Tibetan highlands in the summer. It feeds on animals such as deer, often

*continued*
leaping as far as 45 feet to catch them. It is endangered because people hunt it for its beautiful fur.

**Woman:** This animal can be found in the tropical rain forests of Borneo and Sumatra, in Southeast Asia. It lives high up in the trees, swinging from branch to branch with its long arms. Its diet consists of fruit, leaves, and sometimes insects. This animal is endangered because too many are hunted or captured for zoos, and much of its forest habitat is being destroyed.

**Man:** This animal lives in the bamboo forests of the mountains of China. It stands around 6 feet tall and weighs about 200 pounds. To support its size, it must eat almost 85 pounds of bamboo shoots, stems, and leaves a day. Because many bamboo forests have been destroyed, and because the bamboo has a very long growth cycle, this animal is dying out from a lack of food. Zoos are trying to breed them, but unfortunately have not been very successful.

**Optional activity:** *Details, details*

Time: 10 minutes. In this activity, Ss listen for keywords that identify the animals. Books open. Tell Ss to listen and record keywords and phrases that help them infer what type of animal was described. Have Ss compare answers with a partner before going over answers with the class.

**Possible answers**

- *snow leopard*: central Asia, feeds on deer, leaping, beautiful fur
- *orangutan*: rain forests, trees, swinging, long arms, forest habitat
- *panda*: bamboo forests, China, 200 pounds, zoos

**B Pair work**

Books open. Explain the task and put Ss in pairs to write three laws to protect the animals in Exercise A. Have Ss prepare reasons for their choices of laws.

**C Class activity**

Books open. Have pairs present their laws. Encourage other Ss to ask and answer questions. After all pairs have presented their laws, have Ss vote on one law (it can be one of their own). Write the top three on the board as the class’s laws.

**6 Persuasive writing**

**writing**

These writing activities focus on taking a position and writing a persuasive composition.

1 Books closed. Write this sentence on the board: *People who kill endangered species should be put in prison.* Divide the class into two groups: pro and con. Give them a few minutes to brainstorm reasons for supporting their argument. Then bring the class back together, and have them call out their reasons while you write them on the board.
2 Tell Ss that in persuasive writing the writer takes a point of view and tries to convince the reader that his or her view is correct. To do this, the writer gives reasons, or arguments, to support the point of view with details and examples, but also argues against the opposing point of view. Brainstorming a list of reasons is a good way for Ss to get organized before writing.

3 Books open. Go over the information in the box.

A

Books open. Explain the task and ask Ss to read the composition silently. Then have Ss confer with a partner. Go over the answers with the class. Ask for a show of hands as to why Ss think the writer’s case is convincing or not. Elicit reasons from the Ss why some find the argument convincing while others remain unconvinced.

Answers

**Writer’s position:**
There needs to be a new law to protect endangered species: People who are caught buying or selling products made from endangered species should be forced to do community service.

**Reasons:**
- If people had to do community service working with endangered animals, they might understand how destructive their business is.
- Community service would turn animal traffickers into helpers, not destroyers.
- Paying fines alone doesn’t work. Community service is necessary.

B Pair work

Books open. Explain the task and put Ss in pairs. Have them write a statement about animals or endangered species and brainstorm both pro and con statements. You may wish to circulate to make sure Ss choose a variety of issues. Also, circulate and check their lists to see they are appropriate for a persuasive composition.

C

Books open. Explain the task and have Ss write the composition in class or assign it as homework.

D Pair work

Books open. Explain the task and have Ss exchange papers to take turns reading their partner’s composition and suggesting ways to make it more persuasive.


“Man’s best friend”

Pet demographics in the U.S.

starting point

1 Books open. Explain the task and ask Ss to read the statistics about pet ownership in the United States. Then put Ss in pairs to discuss the questions.

2 After they’ve finished their discussion, ask Ss these questions: “Were you surprised by any of the statistics? Are the statistics similar to those in your own country?”

Optional activity: Class mascot

Time: 10–15 minutes. Ss select a class mascot.

1 Class activity Write mascot on the board and define it (an animal or other symbol that represents an organization and is thought to be lucky). Ask Ss to tell you the names of some famous mascots for sports teams or other organizations in their countries.

2 Have Ss work in small groups to decide on a good mascot for their class. They should think of reasons for their choices.

3 Have each group present their nominee to the class. Write all the choices on the board, and then vote as a class to choose the class mascot.

Common ideas about pets

discussion

In this activity, Ss give their opinions about pets and give reasons for their opinions.

Pair work

1 Books open. Explain the task and ask Ss to read and record their opinions of the statements before they join a partner to discuss the statements. Review the language in the speech balloons, and remind Ss to give reasons for their opinions.

2 Call on selected Ss to present their opinions to the class, and lead a class discussion about the statements.

Whenever and wherever contrasted with when and where

grammar focus

This grammar focus contrasts adverbial clauses with whenever and wherever with adverbial clauses with when and where.
**Grammar notes** Adverbial clauses that begin with *whenever, wherever, when, and where* can go either before or after an independent clause.

*When* and *where* are used to refer to a specific time and place only.

*When I clapped my hands, the dog rolled over.* (specific event, one-time occurrence)
*Whenever I clapped my hands, the dog rolled over.* (habitual event)

If the adverbial clause with *whenever, wherever, when, and where* begins the sentence, a comma is required before the independent clause.

*Whenever I go away on a trip, my dog becomes very lonely.*

There is no comma if the independent clause begins the sentence.

*My dog becomes lonely whenever I go away on a trip.*

---

**A**

1. Books open. Go over the information and examples in the grammar box.

2. Explain the task and ask Ss to work alone to complete the sentences. Then have Ss compare their answers with a partner before going over the answers with the class.

**Answers**

1. *wherever*  
2. *when/whenever*  
3. *whenever/when; when*  
4. *where*  
5. *when*

---

**B Pair work**

1. Books open. Explain the task and have Ss complete the chart separately. Then have them compare their ideas with a partner.

2. Have Ss write four sentences and discuss them with their partner. Encourage Ss to ask follow-up questions.

3. Call on volunteers to share their opinions with the class. Then use the information to lead a class discussion.

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**People and animals**

**Discussion** In this activity, Ss talk about the many ways people interact with animals.

**Pair work**

1. Books closed. Ask Ss to think about the following questions:
   - Are there some animals that should never be pets? If so, which animals?
   - Are there ways in which humans use animals that is harmful?
   - Is it OK for humans to do whatever they want with animals?
2 Books open. Explain the task and put Ss in pairs to discuss the questions. Review the language in speech balloons.
3 Ask selected Ss to present their ideas to the class. Then lead a class discussion as appropriate.

**Working animals**

In this activity, Ss listen for keywords and specific information.

1 Books open. Explain the task and make sure Ss understand the information they need to listen for to complete the task.
2 **Optional:** Pre-teach any items from the following vocabulary list that you think will be helpful for your Ss:

<table>
<thead>
<tr>
<th>Vocabularies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capuchin monkey</strong></td>
</tr>
<tr>
<td><strong>quadruplegic</strong></td>
</tr>
<tr>
<td><strong>to fetch</strong></td>
</tr>
<tr>
<td><strong>foster family</strong></td>
</tr>
<tr>
<td><strong>nursing home</strong></td>
</tr>
<tr>
<td><strong>disposition</strong></td>
</tr>
</tbody>
</table>

3 Play the audio program once through and ask Ss to listen only. Then give Ss a chance to write any information they can in the chart.
4 Replay the audio program, pausing briefly after each animal is introduced to give Ss a chance to complete the chart.
5 Have Ss compare answers with a partner before going over the answers with the class.

**Answers**

<table>
<thead>
<tr>
<th>Animal</th>
<th>How it helps people</th>
</tr>
</thead>
<tbody>
<tr>
<td>monkey</td>
<td>The monkey performs easy but necessary tasks for quadruplegics, such as turning electric switches on and off, fetching objects, and picking things up off the floor.</td>
</tr>
<tr>
<td>dog</td>
<td>People in nursing homes look forward to visits by dogs, often smiling and showing a true interest. The residents make more of an effort to walk or move their wheelchairs over to the dogs, in order to pet them.</td>
</tr>
</tbody>
</table>
Listen to some of the types of work that animals can do to help people, and complete the chart. Which of them do you consider the most surprising?

**Woman:** Helping Hands is an organization that trains Capuchin monkeys to aid quadriplegics, people who are unable to use their arms or legs. These animals are able to perform easy but necessary tasks such as turning electric switches on and off, fetching objects, and picking things up off the floor. They can even be taught to scratch an itch on someone’s nose. How are they trained? The young monkeys are placed with foster families who love them, take care of them, and teach them the basic skills. When the monkeys are adult, they go back to the organization for more advanced training. Once the monkeys are placed with a quadriplegic, they can be helpful for many years.

**Man:** These days, many nursing homes are discovering the powerful impact that animals such as dogs can have on the residents. Owners bring in healthy dogs with good dispositions for weekly visits. Residents look forward to their arrival, often smiling and showing a true interest in the animal. They make more of an effort to walk or move their wheelchairs over to the dogs, to pet them. This probably has a lot to do with the fact that dogs give everyone their attention, not caring about age, looks, or ability to speak. For some residents, it may spark fond memories of pets. The owners of the dogs also benefit from the experience. They see the happiness that volunteering their pets brings.

**Optional activity: Jobs for animals**

Time: 10–15 minutes. Ss list animals that are appropriate for jobs.

**Group work** Books closed. Tell Ss they are to make a list of jobs that are OK for animals to do. Encourage them to make a list of five or six animals and then think of jobs that are appropriate for those animals. Put Ss in groups of three or four to discuss the animals and their jobs. Then lead a class discussion.

**Is it right to do that?**

**discussion**

In this activity, Ss talk about animal issues.

1. Books open. Explain the task and ask Ss to read through the list of issues and decide if they agree or disagree. Ask them to think of reasons for their answers.

2. Lead a class discussion, calling on selected Ss to share their opinions with the class. Encourage other Ss to ask follow-up questions.
In this activity, Ss read a detailed account of search-and-rescue dogs and then debate the ethics of using such dogs.

**A Pair work**

1. Books open. Explain the task and put Ss in pairs to discuss the questions. Then have them join another pair to share their answers to the questions. Encourage Ss to ask and answer follow-up questions.
2. Have Ss read the article silently.

**B Group work**

Books open. Explain the task and put Ss in groups of three or four to discuss the questions. Then lead a discussion.
Students review the use of relative pronouns in defining relative clauses, placement of direct and indirect objects, verbs in the subjunctive, noun clauses with whoever and whatever, and whenever and wherever contrasted with when and where. They use these structures to talk about new trends and personal goals, shopping, products and advertising, and pets and animal issues.

**Relative pronouns in defining relative clauses**

In these activities, Ss practice relative pronouns in defining relative clauses to talk about changes taking place in their country or community.

**A**

1. Books closed. Write these two headings on the board: *Subject of clause* and *Object of clause*. Elicit from Ss when a relative pronoun is optional or required. The rules are:
   - When the relative pronoun refers to the *subject* of the clause, it is required.
   - When the relative pronoun refers to the *object* of the clause, it is optional.

2. Next, elicit the rules for relative pronouns as objects of prepositions (pronouns are required for more formal language) and for relative pronouns referring to possession (pronoun is required).

3. Books open. Explain the task and have Ss work alone to complete the sentences. Go over the answers with the class.

   **Answers**
   
   1. that/which
   2. that/which/no pronoun
   3. who
   4. that/which/no pronoun
   5. whose
   6. that/which/no pronoun

**B**

1. Books open. Explain the task and have Ss work alone to write their sentences. Circulate to provide help as needed. Then put Ss in pairs to discuss the changes.

2. Call on selected Ss to share their sentences with the class. Then use the information as a basis for discussion.
As if, as though, as, the way, and like

In these activities, Ss practice using as if, as though, as, the way, and like to talk about the ways in which their goals and thinking have changed.

A

1 Books closed. Write the following on the board: like, as, the way, as if, as though. Ask Ss to tell you which one is very colloquial and should not be used in formal written or spoken situations (answer: like).

2 Books open. Explain the task and have Ss work alone. Go over the answers with the class.

Answers

1. as, the way, like
2. as, the way, like
3. as if, as though, like
4. as if, as though, like
5. as, the way, like

B Pair work

Books open. Explain the task and put Ss in pairs to discuss the sentences in Exercise A. Then call on selected Ss to tell which sentences are true for them.

Placement of direct and indirect objects

In this activity, Ss complete sentences paying attention to the placement of direct and indirect objects.

A

Books open. Explain the task and go over the first example. Ask Ss to work alone to rewrite the sentences. Then have Ss compare answers before going over them with the class.

Answers

1. My car is almost ten years old, but it cost me a fortune at the time.
2. The salespeople recommended antilock brakes to me, and so I chose a car that had them.
3. They explained the benefits of dual airbags to me as well.
4. It still runs, but now I’m thinking of giving my sister my car. It still runs, but now I’m thinking of giving my car to my sister.
5. I mentioned the idea to her, and she was thrilled.
**B Pair work**

Have Ss discuss something that they would like to give away. Circulate to provide assistance and ask follow-up questions.

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### Verbs in the subjunctive

In these activities, Ss practice using verbs and expressions in the subjunctive to talk about shopping in their city.

---

**A**

1. Books closed. Have Ss call out verbs that are almost always followed by the subjunctive and verbs/expressions that can be followed by the subjunctive or an imperative.

   **Possible answers**

   - Verbs almost always followed by the subjunctive: demand, insist, propose, recommend, request, suggest
   - Verbs/expressions followed by the subjunctive or an infinitive: advise, ask, it is crucial/essential/imperative/important/necessary/vital

2. Have Ss read through the excerpt from the travel guide, and explain any unfamiliar vocabulary. Give Ss a few minutes to complete the sentences, and then go over the answers as a class.

   **Possible answers**

   When shopping at the night market in Chiang Mai, we propose/recommend/suggest that travelers allow themselves plenty of time. We propose/recommend/suggest that bargain hunters spend no less than a full evening to take in the entire market. We propose/recommend/suggest that they see as much of what’s available before making any major purchases. There is so much to buy! It is important/it is necessary that travelers budget their money carefully.

---

**B Pair work**

Books open. Explain the task and put Ss in pairs to discuss shopping in their city.

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### Nouns clauses with whoever and whatever

In this activity, Ss practice writing sentences with whoever and whatever.

Books open. Explain the task and have Ss work alone to rewrite the sentences. Then go over the answers with the class.
Answers

1. Whoever has wild animals at home should be careful because many of them will not recognize their owners when they grow up.
2. Cobras simply follow whatever moves in front of them.
3. Environmentalists these days are doing whatever is legal in order to protect some species from poachers. They are even painting the animal’s fur so it cannot be used to make coats.
4. Villages in some parts of Africa fear stampedes because the frightened animals can destroy whatever gets in their way.
5. In many countries whoever kills an endangered animal could receive a serious fine.

Whenever and wherever contrasted with when and where

In this activity, Ss practice contrasting whenever and wherever with when and where.

Pair work

Books open. Explain the task and have Ss work alone to complete the sentences before comparing answers with a partner. Remind Ss to explain reasons for their choices. Then go over the answers with the class. Call on selected Ss and have them explain their answers.

Possible answers

1. wherever/where
2. where
3. whenever/when
4. whenever/when

Trends and attitudes

In these activities, Ss discuss their opinions about alternative medicine, values, fitness, and other trends and attitudes.

A

1. Books open. Explain any unfamiliar vocabulary to Ss and go over the language in the speech balloon. Have Ss read what each person has said.
2. Ask selected Ss to explain who they agree with and why.
**B Group work**
Books open. Explain the task and read over the list of lifestyle choices with the class. Put Ss in groups of three or four to discuss one or two of the choices Ss know about. Have a spokesperson for each group report back to the class.

**8 Shopping advantages**
In this activity, Ss talk about where to purchase products.

**Pair work**
1. Books open. Explain the task and ask selected Ss to describe the items in the photos. Put Ss in pairs to discuss the places where they would most/least likely buy the items in the photos.
2. Ask selected pairs to share their answers with the class.

**9 New products and marketing plans**
In these activities, Ss present a new product and advertising plan to the class.

**A Group work**
Books open. Explain the task and put Ss in groups of three or four to plan a new product. Go over the sample language in the speech balloons. Circulate freely and give Ss enough time to carry out the task.

**B**
Books open. Explain the task. Call on groups to present their product and advertising plan to the class. Take a class vote to see who has the best product and promotional plan.

**10 Suitable pets?**
In this activity, Ss discuss whether or not they would keep any of these animals as pets.

**Pair work**
1. Books closed. Ask Ss to call out different kinds of pets people can have. Write the list on the board.
2. Books open. Direct Ss’ attention to the photos, and take a quick poll to see which animal(s) most Ss would want for a pet and which animal(s) Ss would want least.
3. Explain the task and put Ss in pairs to discuss which animals they would consider keeping as pets. Call on selected Ss to share their ideas with the class.
In this activity, Ss discuss statements about animal issues and give reasons to support their answers.

**Group work**

1. Books open. Explain the task and have Ss read over the list of statements silently. Then have Ss decide if they agree or disagree with each statement and write notes to support their opinion.
2. Have Ss form groups of three or four to discuss their opinions about the statements.
3. Lead a class discussion as appropriate. Encourage Ss to give reasons for their opinions.
4. **Optional:** Choose one of the statements and organize a class debate.
This unit explores aspects of language and how we use it to communicate. Students learn to use sentences with quantifiers and correct subject-verb agreement to talk about the nature of language. They also use passives to talk about their experiences with language and communication.

Lesson A

The nature of language

Spoken and written language

In these activities, Ss discuss features of written and spoken language.

A

1. Books closed. Ask Ss to reflect on the differences between spoken and written forms of their own languages. How are these forms different? Ask Ss what they have noticed about the differences between spoken and written English. (Don't go into detail on the topic here.)

2. Books open. Explain the task and ask Ss to read the texts silently. Point to the answer increase in productivity, which is given under the first text. Ask Ss to find the words in the text that allowed them to get the answer. (Answers include working at top speed and 20% ahead of my quota.)

3. Read the first text to the class, and ask Ss how they can tell that this text is an example of spoken language and not written language. (Possible answers include the use of informal language and the exclamation at the beginning.)

4. Have Ss work individually through the rest of the texts and mark their answers. Then have Ss compare their answers in pairs. Go over the answers with the class by pointing to a text and having Ss call out their answers.

Answers

1. increase in productivity, spoken language
2. new product, written language
3. increase in productivity, written language
4. management skills, spoken language
5. new product, spoken language
6. management skills, written language

B Pair work

1. Books open. Ask Ss to think about the differences between the written and spoken texts in Exercise A. What features distinguish those texts? Put Ss in pairs and ask them to think of as many differences as they can between spoken and written language.

2. Ask several partners to share their ideas with the class.
Possible answers

**Features of spoken language:**
- exclamations *That's impossible!*
- contractions *I'm, that's*
- informal words and phrases *The department was sort of a mess . . .*
- humorous or sarcastic usage *Maybe he'll get rid of those dinosaurs . . .*
- conversation fillers *Well . . .*
- short or incomplete sentences

**Features of written language:**
- organized presentation of information
- use of contractions in informal writing only
- longer and more complex instructions
- formal vocabulary

---

**What's correct language?**

**discussion**

In this activity, Ss discuss common ideas about language use after completing a chart to indicate whether they agree or disagree with those ideas.

1. Books open. Explain the task and have Ss work alone to complete the chart.
2. Review the sample language in the speech balloon. Put Ss in pairs to discuss their answers.

**Optional activity: What has changed?**

Time: 10–15 minutes. Ss discuss language change.

1. *Group work* Books closed. Tell Ss that languages are always changing. As an example, point out that *I shall* and *we shall* are rarely used in spoken American English anymore and that new words, such as *E-mail*, have entered the language very recently.
2. Ask Ss to think of changes that have occurred in their languages. If Ss do not all speak the same language, try to group Ss together who do.
3. Ask selected Ss to report on the language changes they discussed.

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**Subject-verb agreement in sentences with quantifiers**

**grammar focus**

In this grammar focus, Ss learn about subject-verb agreement in sentences with quantifiers as subjects.
Grammar notes  Quantifiers can be divided into three major categories:
(1) None, each, and every one are considered singular and are followed by singular verbs.
(2) All (of), a lot of, lots of, some, plenty, and fractions such as half of and a quarter of agree in number with the nouns they modify. The verb agrees with the noun modified by the quantifier. Use the following guidelines:
Quantifier + singular or uncountable noun → singular verb
A lot of information on the Internet is in English.
Quantifier + plural noun → plural verb
A quarter of the people in the world speak Chinese.
(3) Collective nouns such as staff, majority, and minority are followed by singular or plural nouns depending on meaning.
Family is an example of a collective noun that can also be followed by a singular or plural verb.
My family is at home. (All members are together as a group.)
My family all live in different cities. (The family members are dispersed. The aunt is in New York, and the grandmother is in Miami, for example.)

A
1 Books open. Lead Ss through the information in the grammar box. Go over the examples, and provide additional ones if necessary.
2 Explain the task and do the first item with the class. Have Ss give the rule that applies. (answer: feel, because people is plural)
3 Have Ss work individually and then compare their answers in pairs before you go over the answers with the class.

Answers

1. A lot of people feel that slang is inappropriate in writing.
2. The staff at school are able to speak at least three languages.
3. All of the employees in my company have to take a business communication course.
4. A lot of the language that people use every day is inappropriate in writing.
5. Every one of the letters I receive usually contains one or two spelling mistakes.
6. None of my friends read reads foreign newspapers regularly. (see below)
7. A lot of college students really benefit from taking debate courses early on in their studies.
8. Some of my friends are thinking about taking a pronunciation course next semester.

Note: For item 6, when none of is followed by a plural word, a singular or plural verb can be used. A plural verb is more common, especially in spoken English.
B Group work

1 Books open. Explain the task and ask Ss to complete the sentences individually. Do the first item with the class. Put Ss in groups of three or four to discuss their answers.

2 Call on selected group members to share their group’s discussion with the class.

Possible answers

1. Most of the announcers you hear on the radio use a lot of slang.
2. The majority of people my age listen to pop music.
3. A lot of the language young people use is not understood by their parents.
4. None of my friends studies study German.
5. A lot of the slang expressions people use these days relate to computers and the Internet.
6. Nowadays some of the language you hear in movies is inappropriate for young children to hear.

Idiomatic expressions

vocabulary

In these activities, Ss learn about and discuss idiomatic expressions used to characterize the way people speak.

A

1 Books closed. Tell Ss that idioms are phrases whose meaning cannot be derived from the literal meaning of the words that make up the phrase. Ask Ss to think of English idioms that they know. Write the idioms on the board. If Ss are having difficulty thinking of idioms, write the idiom *It’s raining cats and dogs* on the board and explain the meaning (i.e., It’s raining very hard).

2 Books open. Direct Ss’ attention to the picture. Ask Ss to guess the meaning of *windbag* from the picture.

3 Explain the task and have Ss read through the list of expressions. Write *Positive* and *Negative* over two columns on the board, and have Ss call out “positive” or “negative” as you read through the list. Write each expression in the appropriate column. (Note that in the sentence about Somak, *talking behind someone’s back* is a negative expression, but because Somsak *never* does it, the sentence is a positive comment on his character.)

4 Call on selected Ss to explain the expressions. Check that Ss understand the following:

windbag someone who talks too much (his or her lungs are filled with air)

a way with words a graceful or effective way of expressing oneself
to stick to the point to stay on the subject being discussed
to like to hear oneself talk to enjoy talking for its own sake, not necessarily to impart information

can't get a word in edgewise not getting a chance to contribute to the conversation because someone else is talking without pausing
to talk behind someone's back to say negative things about a person to other people that you wouldn't say to that person directly
to talk someone into (doing) something to persuade someone to do or accept something
to have a sharp tongue to talk in a severe and critical way

Possible answers

Positive: have a way with words, stick to the point
Negative: windbag, love to hear oneself talk, (can't) get a word in edgewise, talk behind someone's back, talk someone into (doing) something, have a sharp tongue

B Group work
1 Books open. Explain the task and model the activity by giving an example of someone you know who is a windbag or who can never stick to the point. Put Ss in groups to share stories about people they would describe with one of the ideas presented in the list in Exercise A.
2 Ask selected Ss to get up and act out the behavior of someone they told their group about, and have classmates guess which expression from Exercise A best describes that behavior.

Practical advice

discussion In these activities, Ss discuss advice for telling stories and then try to use that advice in telling their own stories.

A Pair work
1 Books closed. Ask Ss what they talk about when they get together with friends. Ask what they like about sharing stories and what kinds of stories they like to hear. Then ask them what they don't like about stories that people tell (for example, stories that are too long or stories about things that don't interest them). Write like and dislike on the board, and make a list of the things Ss like and dislike.
2 Books open. Explain the task and ask Ss to read the advice. Put Ss in pairs to discuss the advice and add other examples of their own. To help Ss think of more advice, ask them to think about their own negative experiences with storytelling.

3 Call on selected Ss to share their discussions and add their own advice.

4 Write a list of all additional advice on the board.

**Group work**

1 Books open. Explain the task and have Ss read the beginning of the sample story. Put Ss in groups of three or four to share their stories, and encourage them to follow the advice given for telling a story. Then have each group select the best story to present to the class.

2 Have Ss tell their selected stories to the class. Then ask Ss to tell which advice the speakers followed in order to make their stories interesting.

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**Storytellers**

**listening**

In this activity, Ss listen to stories and evaluate how interesting they are.

1 Books open. Explain the task and make sure Ss know what kind of information they are listening for.

2 Play the audio program once. Have Ss fill in the chart. Play the audio program again as necessary. Then have Ss compare answers with a partner. Go over the answers with the class.

**Possible answers**

<table>
<thead>
<tr>
<th>It is interesting?</th>
<th>Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>It's not interesting because the topic is boring, the speaker wanders off the topic, and she gives unnecessary details.</td>
</tr>
<tr>
<td>yes</td>
<td>It's interesting because the story is unusual and grabs your attention, it has a clear beginning and end, and the details mentioned add to the story.</td>
</tr>
</tbody>
</table>

---

**Transcript**

**Listen to these people’s anecdotes. Decide if each anecdote is interesting or not. Give reasons.**

**Woman:** Oh, gosh, let me tell you what happened to me today! Well, first of all, I got up at 8:00 ... no, wait, I think it was 9:00 ... yeah, because my brother had already left for school. I don’t know why he couldn’t wake me up before he left. That wasn’t very nice of him. Brothers! They can be so annoying, you know? Well, I had to rush around the kitchen like a maniac and make my breakfast, and I almost stepped on the cat. You know, Misty?
My cat? She’s always begging for treats. She’s so cute, but so annoying, too. Anyway, I was running after the bus and I almost missed it, but luckily it was the nice bus driver ... you know, the one who always tells funny stories? Well, anyway, I’m sitting on the bus, and who should get on but my old friend from elementary school. Can you believe it? I said, “Hi, Liz!” and she said, “Hi, Steffie!” Funny, huh?

Man: Did I ever tell you about my friend Steven? Well, when he was young, a classmate threw a book at him and broke his nose. Not only did it leave him with a definite slant to his nose, but over the years it also altered his sense of smell. Despite this, he became a food critic for one of the local weekly papers. Well, as time went on, he went to various doctors, but no one was able to help him. That is, until he visited an acupuncturist. After a few treatments, his sense of smell returned. But the amazing thing is that he now has a heightened sense of smell. I was walking with him the other day and he remarked how wonderful the bricks of the building smelled. Can you believe it? The bricks!

Optional activity: Tell a story
Time: 10–15 minutes. Ss tell their favorite fable or folktale.

1 Group work Books closed. Put Ss in groups of three or four to share their favorite fable or folktale. Have group members listen to the stories and take notes.

2 Call on selected Ss to retell a favorite story from their group.

Writing summaries

In these activities, Ss learn the basics of writing summaries and practice summarizing a short article.

1 Books closed. Ask Ss to think about instances in which summaries are useful – for example, movie or book reviews or note-taking. Have Ss call out their responses, and write them on the board.

2 Books open. Lead Ss through the information about summaries in the box. Explain that a summary states the main ideas of a text in the writer’s own words.

A

1 Books open. Explain the task and have Ss read the passage and the summary below it silently.

2 Have Ss work alone to match the sentences in the summary to the paragraphs which they come from in the passage.

3 Go over the answers with the class.
Possible answers

*Turn-taking is a way of organizing...* matches to Paragraph 1 in the original passage.
*Some ways of signaling...* matches to Paragraph 2.
*Listeners may show they want to talk...* matches to Paragraph 3.

**B Pair work**

1. Books open. Explain the task and put Ss in pairs to select an article. If it is inconvenient to have Ss bring in their own articles, you can have them use the reading on page 93. For whatever text is chosen, Ss should choose any paragraph they wish to summarize, provided that the paragraph is long enough (three sentences or more).
2. Have Ss work alone to write a one-sentence summary of the paragraph, and then have them compare their work in pairs.
3. Circulate to provide help as needed.

**C**

1. Books open. Explain the task and have Ss work alone to write summaries either of a whole article they have brought in or of the reading at the end of Lesson B.
2. Circulate to provide help as needed.

**D Pair work**

1. Books open. Explain the task and put Ss in pairs to exchange summaries and critique each other’s work. Then ask them to edit their work to write the best summary they can for the article.
2. Read over the summaries, and present selected ones to the class. If Ss have worked on the reading at the end of Lesson B, ask them which summary they think best expresses the ideas in the reading.
Great communicators

Are you afraid to talk?

In these activities, Ss discuss public speaking and give one another practical suggestions on speaking in front of others.

A
1 Books closed. Write these situations on the board: talking to someone in authority, approaching someone I don't know well, talking before an audience, telling a friend you don't like something he or she did. Ask Ss how well they think they communicate in these situations: Do they communicate effectively or ineffectively? Do they feel comfortable or uncomfortable when speaking?
2 Books open. Explain the task and ask Ss to read the list silently and complete the chart while you circulate, answering vocabulary or comprehension questions. Write the vocabulary items that Ss asked about on the board, and check that Ss understand the following:

- impromptu without preparation
- intimidated made to feel afraid or nervous

B Pair work
1 Books open. Explain the task and circulate to provide help as needed.
2 Tally Ss' responses to the questions in the chart, and record them on the board.

C Group work
1 Books open. Explain the task and point out the sample language for giving advice and suggestions (labeled Words of advice). Put Ss in groups of three or four to make a list of practical suggestions for being a public speaker.
2 Ask groups to share their lists with the class. Encourage other Ss to make comments or ask questions.

Making a good impression

discussion Pair work
In this activity, Ss give advice about how to make a good impression.
1 Books open. Explain the task and ask Ss to read silently about the people's experiences.
2 Put Ss in pairs to discuss each person's situation. Point out the sample language in the speech balloons.
3 Optional: Put the names Diane, Young-joon, and Carmen on the board. Have Ss call out their suggestions for each person, and list them on the board. You may even want to have Ss discuss the pros and cons of each suggestion and choose the best ones.

Overview of passives

This grammar focus presents a summary of the passive voice and its formation in various tenses and with modals.

Grammar notes In spoken English, many conversations involve the speaker as the doer of an action (the active voice). For this reason, the passive voice is used less frequently than the active voice. The passive emphasizes the person or thing affected by an action and makes it possible to describe the action without naming the agent, or the doer of the action, which is often omitted.

The word order rules that apply to passives are the following:

subject + form of be + past participle + ([optional] by + agent)

Example:

Active: She spilled the milk.

Passive with agent: The milk was spilled by her.

Passive with agent omitted: The milk was spilled.

The passive can be used with all verb forms, tenses, and modals. See the examples in the grammar box.

1 Books closed. Write the following sentences on the board: Composition is more frequently taught in advanced classes. They teach composition more frequently in advanced classes. Ask, “Do both sentences mean the same thing? What is the difference between the two sentences?”

2 Books open. Lead Ss through the information in the box about passives. Explain why the passive is less frequent in spoken English than the active voice. Go over the examples of passives with different verb tenses, and point out the word order rules that apply to passives.

A

1 Books open. Explain the task and go over the first item with the class. Circulate to provide help as needed.

2 Call on selected Ss to write their answers on the board. Use Ss’ answers to lead a discussion.
Possible answers

1. I've been told by many people that my English sounds too formal.
2. My classmates and I are constantly encouraged to correct each other’s mistakes.
3. I hope that someday I will be offered a scholarship.
4. I felt I was being pushed too hard when we were studying grammar.
5. Not long ago, I was told that my English was really good.
6. In my opinion, languages should be taught to students at an early age.
7. I've been advised to keep a vocabulary notebook.
8. University students shouldn’t be forced to study a foreign language.

B Pair work

1. Books open. Explain the task and put Ss in pairs to discuss their information about language from Exercise A. Remind them to ask and answer follow-up questions. Review the language in the sample dialog. Then point out the cartoon, and tell Ss that the woman’s speech is an example of very formal language.
2. Ask selected Ss to share follow-up questions with the class.

Communication skills

discussion Pair work

In this activity, Ss discuss workshops for improving communication skills and think about whether they could benefit from a workshop.

1. Books closed. Present this situation to the class: “A friend of yours wants to improve his communication skills. He has asked you for advice on how to do it. What would you suggest?” Have Ss suggest some approaches, such as taking a course, buying a self-help book, or getting a tutor. Write Ss’ suggestions on the board.
2. Books open. Explain the task and tell Ss that a workshop is a short course (sometimes as short as a few hours) that offers practical advice on a topic. Have Ss read the workshop advertisements silently while you circulate, answering vocabulary or comprehension questions. Write the vocabulary items that Ss asked about on the board, and check that Ss understand the following:

- **small talk** everyday conversation, usually about unimportant things such as the weather, someone's outfit, or how someone is feeling
- **charisma** a powerful personal appeal that attracts a great number of people (adjective: charismatic)
- **dynamic personality** a personality that is energetic and enthusiastic
- **to defuse** to make a problem situation calmer or less dangerous
- **seminar** a course in which students participate actively
- **to enhance** to improve the quality of something
3 Put Ss in pairs to discuss the questions. Remind Ss to give reasons for their answers.

**Optional activity: Offer a workshop**
Time: 15–20 minutes. Ss design a workshop for learners of English.

1 *Group work* Books open. Put Ss in groups of three or four. Tell Ss to design an ad for a weekend of English study. Refer them to the workshop ads in Exercise 4.

2 Call on selected groups to write their ads on the board. Have Ss comment on the ads. Lead a discussion on improving English skills.

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### Getting your message across

**listening**

In these activities, Ss listen to a list of information on effective presentations and then practice the advice.

**A**

1 Books open. Explain the task. Remind Ss that note taking involves writing down the important details, rather than writing complete sentences. Play the audio recording, and have Ss listen only. Then ask them to take notes on the information they hear.

2 Replay the audio recording, pausing briefly after each of the five pieces of advice to give Ss a chance to take notes. Have Ss compare answers in pairs. Then go over the answers with the class.

**Answers**

1. analyze the situation
2. prepare for your presentation
3. practice before giving your presentation
4. concentrate on your delivery
5. use visual aids

**Transcript**

*Listen to a talk about speaking in public. Take notes on how to prepare and deliver a good presentation.*

**Woman**: OK, making a presentation is often a source of anxiety for people. They usually rank it as one of the things they least want to do. But it doesn’t have to be that way. Here are some tips to make your next presentation go more smoothly.

First, it’s very important to analyze the situation. Think about your audience. What do they want to know? What do you want to accomplish? What is the most effective way to get your ideas across in the time that you have?
Once you've figured that out, you're ready for step two - preparation. Make an outline of your key objectives. This will help you shape a clear presentation; you want to begin with an introduction, go on to cover your main points, and then end with a conclusion. Remember to be clear and simple; too many details will confuse and bore your audience.

The third step is practice. One of the best ways to eliminate anxiety is to spend time knowing your material. Reread it and practice speaking in front of a mirror or another person. You could also tape yourself and play it back to see how you can improve. Practice will make you more confident.

The delivery of your presentation is the fourth important step. Concentrate on maintaining good posture, speaking clearly and slowly, and making eye contact with your audience. Beginning your presentation with an anecdote or funny story is a good way to make that initial contact with your audience. Remember to smile!

Finally, it's a good idea to use visual aids. They are a very effective method of conveying your ideas. Also keep them simple and easy to read. Charts, slides, videos, or handouts - all of these can be effective tools when used properly. Make sure you are prepared and know how to use any equipment ahead of time.

By following these five steps, you should be able to enjoy your next presentation, not dread it!

**B Pair work**

1. Books closed. Ask Ss to call out topics they like talking or reading about. Write the list on the board.

2. Books open. Explain the task and put Ss in pairs to choose topic presentations. Circulate to provide help as necessary and approve topics.

3. Ask Ss to brainstorm and list the information they will include in their presentations. Circulate to provide help as needed. Then have Ss organize the information for the presentation.

**C Group work**

1. Books open. Explain the task and put Ss in groups of three or four. Point out the sample language in the box labeled *Presentation starters*. Circulate and note both strong points and weak points of the presentations. Go over the presentation points with the class.

2. Call on selected Ss to give their presentations to the class.

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**Slang - new or old?**

**reading**

The reading presents information on the nature and use of slang. The activities practice predicting, reading for the gist, giving opinions on ideas in a text, and relating ideas to real-world knowledge.

Books closed. Write the title of the article on the board. Ask Ss about the kind of information they think will be included in the article.
A
Books closed. Explain the task and put Ss in pairs to discuss the questions before reading the article. Then ask Ss to read the article silently while you circulate, answering vocabulary or comprehension questions. Write the vocabulary items that Ss asked about on the board, and check that Ss understand the following:

- **couch potato** someone who sits around a lot, usually watching television, and does not lead a very active life
- **cheapskate** someone who hates to spend money and rarely does
- **dimwit** an idiot
- **flake** someone who lacks common sense
- **space cadet** someone who is very absentminded or does not pay attention to what is around him or her
- **worrywart** someone who worries constantly
- **mind-blowing** extraordinary
- **phenomenal** extraordinary

B **Group work**
1. Books open. Explain the task and put Ss in groups to discuss the ideas.
2. Have a volunteer from each group share ideas with the class. Lead a class discussion.
Unit 11 Science and technology

This unit introduces the theme of science and technology. Students talk about how advances in these areas affect our lives. Students practice various uses of definite and indefinite articles, and they contrast the uses of the present perfect and present continuous tenses.

Lesson A

Good science, bad science

What's new?

In these activities, Ss discuss scientific breakthroughs and whether or not they benefit human beings.

A

1 Books closed. Ask Ss what they consider to be the most important scientific breakthroughs in the last 20 years. Write them on the board.

2 Ss can read the texts silently as they decide which of the breakthroughs do and do not benefit humans. They should write down the reasons for their choices.

3 Lead a class discussion about the benefits of the breakthroughs, encouraging Ss to support their opinions.

B Pair work

1 Books open. Go over any unfamiliar vocabulary with Ss.

2 Ask Ss to read the information, and point out that Ss should first work alone to evaluate each statement before joining with a partner.

3 Have Ss compare their opinions in pairs, giving reasons for them.

4 Call on selected Ss to explain to the class why they felt the ideas were either good or bad. Encourage Ss to ask and answer follow-up questions.

Optional activity: If you could clone five people, who would you choose?

Time: 15–30 minutes. Ss identify candidates for a government cloning experiment.

Group work Ask Ss to imagine that the government has decided to clone five people, each from a different profession, as an experiment. Have Ss work in groups of four to agree on the five best people for the experiment. Each group should then send a representative to the board to write down the names of the five people they chose and to explain the reasons for each choice. Encourage class comments and questions.
The effects of technology

listening

Ss hear about the positive and negative consequences of growing and consuming genetically modified food.

A

1 Books closed. Explain the task, making sure that Ss understand what they need to listen for in order to complete the chart.

2 Optional: Pre-teach any items from the following vocabulary list that you think will be helpful for your Ss:

- **gene**: a specific chemical pattern (on a chromosome) that is received from the parents and controls the development of particular characteristics in an animal or plant
- **blueprint**: an early plan or design that explains something or how something might be achieved
- **organism**: a single living plant, animal, or other living thing
- **alter**: to change something (often slightly), or to cause a change to happen
- **crop**: a plant such as a grain, vegetable, or fruit grown in large amounts by farmers
- **herbicide**: a chemical that is used to destroy plants, especially weeds
- **soybean**: a type of bean grown especially in Asia and the U.S., used as a food for people and animals
- **weed**: any unwanted wild plant that grows in a garden or field
- **toxin**: a poisonous substance, especially one that is produced by bacteria and causes disease
- **species**: a set of animals or plants that have similar characteristics to each other and can breed with each other
- **ecological balance**: the balance of relationships between living things and their environment
- **self-perpetuating**: having a system that avoids change and produces new things that are very similar to the old ones
- **retailer**: a person or business who sells goods to the public

3 Play the audio program through once, and have students listen only. Then have them fill in as much of the chart as they can.

4 Replay the audio program, pausing briefly where appropriate to give Ss a chance to complete the chart. Have Ss compare answers with a partner. Then go over the answers with the class.
Answers

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Crops could be made resistant to plant-killing chemicals.</td>
<td>1. There could be new toxins in foods.</td>
</tr>
<tr>
<td>2. Crops could be made resistant to bacteria, viruses, and insects.</td>
<td>2. Diseases could spread across different species of plants.</td>
</tr>
<tr>
<td>3. More nutritious food could be developed.</td>
<td>3. The ecological balance could be disturbed.</td>
</tr>
<tr>
<td></td>
<td>4. Plants could grow out of control.</td>
</tr>
</tbody>
</table>

Transcript

Listen to a reporter discussing genetically modified food. What are some advantages and disadvantages of this technology?

Reporter: You’re in the supermarket deciding what you want to buy. The tomatoes and corn look especially delicious. But wait! Do you stop and wonder if those vegetables have been genetically modified? Wouldn’t you want to know before you bought them? Shouldn’t they be labeled so that you have the right to choose?

What are genetically modified foods? Genes are the blueprints for an organism. Genetic engineering is the process of artificially modifying these blueprints. Scientists can transfer the desirable genes of one organism to another – altering its genetic make-up. Scientists now are routinely using genes from bacteria, viruses, insects, fish, and animals to modify food crops.

Supporters of genetically modified foods want crops that are resistant to herbicides – plant-killing chemicals that farmers use to kill unwanted weeds and plants. Supporters also say that these new genetically altered crops such as corn, potatoes, and soybeans are more resistant to certain bacteria, viruses, and insects. Others claim that in the future, scientists will develop foods that are more nutritious and able to help prevent disease.

Opponents of genetically modified foods are worried about the dangers . . . and they list many. New toxins in foods, the spread of disease across species, disturbances in the ecological balance, herbicide-resistant plants that may grow out of control. They claim that we don’t know what the long-term effects of producing genetically modified foods will be. And once changes are made in the genetic structure of organisms, they cannot be reversed. The problem will be self-perpetuating. At the very least, opponents of genetically modified food want producers and retailers to clearly mark products that contain genetically modified ingredients.

Will all this technology result in better crops and healthier food? Or is there a risk to humans and the environment that should not be ignored?
**B Pair work**

1. Books open. Read the instructions for the task and divide Ss into pairs. Encourage Ss to think of a number of positive and negative consequences of the new technology they choose to discuss.

2. Call on selected Ss to share the results of their pair work discussion with the rest of the class.

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**Indefinite and definite articles**

**Grammar focus**

This grammar focus highlights the use of *a/an, the*, or no article. Ss learn whether or not they use articles with countable/uncountable nouns, superlative adjectives, and sequence markers.

---

**A**

1. Books open. Guide Ss through the information in the grammar box. As you go over the example sentences, ask Ss if they can think of similar examples.

2. Explain the task to Ss. Go over the first item with the whole class. Have Ss work alone to complete the items before calling on them to explain their answers to the class.

**Answers**

1. *X* (uncountable noun in general statement)

2. *X* (plural noun in a general statement)

3. The (reference to specific computers)

4. *X* (plural noun in a general statement)

5. *a* (first mention of a countable noun)

6. *X* (uncountable noun in a general statement)

7. The (*last* = sequence marker)

8. *X* (uncountable noun in a general statement)

---

**B Pair work**

1. Books open. Go over the instructions for the task. Point out the language in the first speech balloon. Have Ss first work alone to write their seven statements. Then divide them into pairs to discuss their ideas with a partner.

2. Ask selected Ss to present their most interesting statements to the class.
In this activity, Ss discuss the positive and negative consequences of scientific events presented in news headlines.

**Group work**

1. Books closed. Ask Ss if they can recall any recent news headlines related to scientific advances. Ask selected Ss to provide examples. Write them on the board.
2. Books open. Go over the instructions. Then divide Ss into groups of three or four to discuss the headlines. Point out the sample dialog as an example of how to begin the discussion.
3. Call on selected Ss to share their groups’ ideas with the class. Ask other Ss if they agree, and encourage them to ask follow-up questions.

**Scientific processes**

These activities focus on terms used to describe scientific processes.

**A**

Books open. Go over the instructions and the example. Ask Ss to work alone to match the words with their definitions. Then go over the answers with the class.

**Answers**

1. c
2. e
3. a
4. g
5. d
6. b
7. f

**B**

Books open. Explain the task and instruct Ss to work alone to complete the sentences, comparing answers with a partner. When the pair work has finished, go over the answers with the entire class.

**Answers**

1. discovery
2. law
3. theory
4. invention
5. phenomenon
6. conclusion
7. consequence(s)

**C Pair work**

Books open. Explain the task, going over the sample sentence. Then divide Ss into pairs to come up with sentences using the new vocabulary. Ask selected Ss to share their statements with the class.
Optional activity: Great inventions and discoveries

Time: 10–15 minutes. Ss discuss important recent inventions and discoveries.

Group work Divide Ss in groups of three to four to discuss the question: What three inventions or discoveries in the last hundred years have had the greatest influence on contemporary life? Ask each group member to think of at least one discovery or invention and explain its importance. A group secretary can write down each idea. The group should then agree on the three discoveries or inventions that have had the most impact. The group secretary can present the conclusions to the class. Write each group’s conclusions on the board, and have the entire class agree on the three best answers to the question. After you’ve written each group’s discoveries or inventions on the board, vote as a class on the three best answers overall.

6

Contrasting points of view

writing In these activities, Ss practice writing a comparison/contrast essay.

A

1 Books closed. Write compare vs. contrast on the board, and ask Ss to explain the difference between them. (Compare means to find similarities; contrast means to find differences.) Then ask Ss to brainstorm two technological or scientific advances that one might want to compare and/or contrast. Write their suggestions on the board. If they have difficulty, provide the first item and ask them to complete the pair. Some possibilities are solar energy (vs. nuclear energy), voice-mail (vs. E-mail), jet planes (vs. high-speed trains), etc. At this stage, do not elicit actual similarities and differences between the two items. Then have Ss open their books and go over the description of a comparison/contrast essay.

2 Ask Ss first to read the essay “Television vs. computers.” Have them go back and write the number of each paragraph next to the heading that describes its function or content.

3 Go over the answers with the class.

Answers

- Paragraph 1: introduction
- Paragraph 2: similarities between television and computers
- Paragraph 3: differences between television and computers
- Paragraph 4: conclusion

B

Books open. Explain the task and remind Ss of the technological advances brought up at the beginning of the lesson. Have Ss work alone to come up with more items if they can. Circulate to provide help as needed.
C
Books open. Go over the instructions, emphasizing the importance of including all of the various parts of a comparison/contrast essay. Have Ss write the composition in class or for homework.

D Pair work
Books open. Go over the instructions. Then divide Ss into pairs or have them choose their own partners to do the task.

Technology and you

It's simple!

starting point

In these activities, Ss learn to describe how common, everyday inventions work.

A
1 Books closed. Ask Ss the following question: “Do you like to know how machines operate, or are you happy just knowing how to operate them?” A good example to use is the car. How many Ss know how a car actually works? How many prefer just to turn on the engine and drive or ride?
2 Write the following words on the board: smoke detector, microwave oven, compact disc player. Ask Ss to raise their hands if they think they know how each of these things works.
3 Books open. Have Ss read the text below each photo.

B Group work
1 Books open. Explain the task, pointing out the example in the speech balloon, which is the beginning of a description of the functioning of a camera. Then divide Ss into groups of three or four to discuss how the items work. Be sure to tell Ss not to worry if they don’t have precise technical information, but rather to explain things as well as they can. Tell the groups they will present their explanations to the class. They may use diagrams to support their explanations if they would like.
2 Call on groups to explain the functioning of the four items. Have fun with the results – have the class vote for the groups who gave the best correct explanation, the best incorrect explanation (it sounded good but was wrong), the easiest explanation to understand, etc.

Optional activity: A useful invention
Time: 15–20 minutes.
Group work: Divide the Ss into groups of three or four. Ask the groups to think of a useful invention for the classroom or home. Each group should write down a description of the invention, giving its purpose and an explanation of how it works. Then have each group present their invention to the class.
I can't cope with it!

listening

In this activity, Ss listen for keywords and specific details as they hear a
comedian describe his difficulties with technology.

1 Books closed. Ask selected Ss to tell the class about any funny incidents
they have had with technology in their homes or elsewhere.

2 Books open. Explain the task, making sure Ss understand what information
they need to listen for in order to complete the chart.

3 Optional: Pre-teach any items from the following vocabulary list that you
think will be helpful for your Ss:

- give me a break (informal) an expression used to indicate an idea or a thing is silly or
  ridiculous
- to hook (something) up to connect something
- to be happening (slang) an expression meaning to be newly exciting or fashionable
- domain an area of interest or over which a person has control
- to go nuts (informal) to go crazy
- to revert to (something) to go back to a previous condition

4 Play the audio program, and have Ss listen only. Then ask Ss to complete as
much of the chart as they can.

5 Replay the audio program, and pause briefly where appropriate to give Ss
a chance to complete the chart. You can then have Ss compare answers
before going over the answers as a class.

Answers

<table>
<thead>
<tr>
<th>Items</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>remote control</td>
<td>The buttons are too small, it's easy to press the wrong button, and there are too many different remote controls - for the TV, the VCR, the cable television, and the stereo.</td>
</tr>
<tr>
<td>computer</td>
<td>It doesn't speak a language that you can understand.</td>
</tr>
</tbody>
</table>

Transcript

Listen to a comedian talking about the difficulties he has coping with the technology in
his house. List the items he mentions and what he finds particularly exasperating about
each one.

Comedian: Ah, yes, the wonders of technology! Technology is supposed to make our lives
easier. Right? Wrong! I mean, come on folks - the remote control! Control? What control?
First of all, the buttons are too small. I mean, who can read anything? Second of all, what are all those buttons for? Give me a break ... I want the volume up, I press a button, and
the channel changes. Great! I try to change the channel and the volume changes. Argh! And ... and we don't just have one remote control, do we? Nah. We've got the one for the TV, the one for the VCR, the one that works with both. The one for the cable ... the one for my stereo. See, I'm looking out at all of you, and I see your eyes flashing twelve o'clock, twelve o'clock. That brings me to the VCR - the one time that the VCR did work, it ate the tape. You should have seen the look on the guy's face at the video rental store.

So, I've got everything hooked up to the computer, now. Right? I thought, great. I am so happening. Wow. This will do it. I've got your Internet. I've got TV, movies. I listen to music. Great! Great! Great! Great! Great! Give me more technology. Yes. OK. OK. So, now I've got a positive attitude. I couldn't work anything before, but, hey, with the computer, I'm finally able to do it all. Control everything with one small touch of a button. I am the master of my domain. Not. It got worse. And I'm going nuts now! And the computer ... the computer keeps asking me things like, "Dave, do you want to revert to the file that is already opened?" What? I just want to watch a movie. I have no idea what it's asking me. It does not speak any language that I understand.

**Present perfect and present perfect continuous tenses**

**grammar focus** This grammar focus compares and contrasts the uses of the present perfect and present perfect continuous tenses.

**A**

1. Books open. Guide Ss through the uses of the present perfect and the present perfect continuous tenses in the grammar box. Ask Ss to give you additional examples of the uses. Write them on the board.

2. Explain the task and have Ss work alone to complete the sentences. Go over the answers as a class.

**Answers**

1. has built
2. have spent
3. have exceeded
4. have known
5. have been examining
6. have discovered
7. have been working on
8. have not (haven't) learned

**B Pair work**

1. Books open. Explain the task and have Ss work alone to write their sentences. Circulate to provide help as needed.

2. Have Ss compare their sentences with a partner. Ask for selected Ss to write their sentences on the board.
How important are they?

**Discussion** In these activities, Ss evaluate the importance of several electronic devices.

**A Group work**
1. Books open. Go over the instructions, and have Ss read through the list, checking (✓) those items that are important to them. Then have them add two more items to the list.
2. Write the list on the board along with items Ss have added. Call on Ss to talk about the importance of each item. Then have Ss vote for the three devices they feel are most important to them. Report the top three to the class and lead a discussion.

**B Group work**
1. Books open. Explain the task and put Ss in groups of three or four to make their time capsules.
2. Ask Ss if they know what a time capsule is (see box below). After a brief discussion, explain that they are going to make their own time capsule that focuses on the most successful or important products made or discovered in the last 1,000 years. Ss should be encouraged to think of products or inventions that have had a major impact on society. (Some possibilities: the printing press, gunpowder, electricity, the computer).
3. Give Ss 10 minutes to come up with their five products, or inventions, and then have each group report back to the class.

> **How a time capsule works:** Objects that are believed to be representative of a culture at a certain time are placed in a container, or capsule. The capsule is then sealed and buried. After many decades the capsule is dug up and the contents are studied, so that future generations can learn about life in the past.

Living without modern technology

**Discussion** In these activities, Ss discuss the way of life among the Amish, a religious and cultural group descended from a strict sect in Europe, who immigrated to the United States in the 17th and 18th centuries. They live in farm communities primarily in the states of Pennsylvania, Ohio, and Iowa and reject most modern technological conveniences.

**A Pair work**
1. Books closed. Direct Ss’ attention to the photo. Have them describe the photo and guess what life must be like for these people.
2 Write the word *Amish* on the board. Ask if anyone knows about the Amish. The information in the Student’s Book provides further details.

3 Ask Ss to read about the Amish. Then divide them into pairs to discuss how they think the Amish people’s traditions might affect their lives. Point out that the language in the speech balloon suggests a possible way of starting the discussion.

4 Call on selected pairs to share their ideas. Ask for a volunteer to write the ideas on the board.

**B Group work**

1 Books open. Explain the task and have Ss form groups of three or four to discuss how their lives would change if they had to reject television, computers, and telephones.

2 Circulate to provide help as needed and to take notes on Ss’ ideas. Then lead a discussion based on the information from the groups.

**Optional activity: Living without modern technology**

Time: 10–15 minutes. Ss discuss activities they would do if they did not have access to modern technology.

*Group work* Books open. Have Ss reread the list from Exercise A of what the Amish traditionally don’t do and do. Ask Ss to think of five to ten activities to do in their free time that don’t require technology. Put Ss in groups of three or four to discuss the activities. Then lead a class discussion.

**Fish farming**

*reading* Ss read about fish farming and discuss the advantages and disadvantages of biotechnology in the seafood industry.

**A Pair work**

Books open. Go over the instructions and have Ss work in pairs to discuss the questions. Then have Ss read the article silently. When they have finished, call on selected Ss to answer the questions.

**Answers**

1. The article is about seafood that is raised on aquaculture farms rather than fished from the sea or ocean.

2. A fish farm is a place where fish are raised in captivity.

3. *Transgenics* is the transfer of genes from one species to another.

**B Group work**

Books open. Explain the task and have Ss work in groups of three or four to discuss the questions. Go over the answers with the class.
Answers

1. Seafood supplies have increased and will increase further as genetic traits of fish and other sea animals are improved.

2. The environment suffers because water is polluted by fish waste and there is an inefficient use of fish resources: five kilograms of wild fish must be used in aquaculture in order to produce a single kilogram of farmed fish.

3. Answers will vary.
Unit 12 Getting down to business

This unit explores the theme of business. Students discuss why businesses succeed or fail and the advantages of home-based businesses as they review if-clauses with the past conditional and learn about subject-verb inversion as an alternative to if. Using clauses of condition, they also discuss personal working styles and qualities needed to do different kinds of jobs.

Entrepreneurs

Success stories

In these activities, Ss discuss the reasons for the success of well-known companies.

A

1. Books closed. Ask Ss to look around the classroom and call out brand names of things such as clothing, shoes, and electronic equipment. Make a list of the brands/companies on the board.

2. Check Ss' understanding of the following vocabulary items:

   | search engine | computer hardware and software used to search data for specified information |
   | loom          | a piece of equipment on which thread is woven into cloth |

3. Books open. Direct Ss' attention to the logos of the three companies. Ask them if they know what each company is famous for. Have Ss silently read the descriptions of the companies and fill in the blank with the correct company name. Have them compare their answers with a partner and then go over the answers as a class.

   Answers

   The Body Shop, Yahoo!, Toyota

B Pair work

1. Books open. Go over the questions with the Ss. Divide Ss into pairs to discuss the questions.

2. Have Ss list the successful companies they mention and note down any reasons they can think of for their success.

3. Have each pair write the names of some of the companies on the board. Keep track of how often each one is mentioned. Ask Ss for reasons for the success of the most-mentioned companies.
Optional activity: Number one
Time: 5–10 minutes. Ss list well-known logos and products.

1 Books closed. Write the following categories on the board: Soft drinks, Perfume, Athletic clothing, Designer clothing, Cars, and any others you wish to include. Ask Ss to think of the most well-known logos and products for each category. Put Ss in pairs to make a list.

2 Have Ss call out their lists and write them on the board. Encourage Ss to give reasons for their choices.

3 Tally the results and announce the number one product and logo for each category.

Business disasters

In these activities, Ss listen for specific points about unsuccessful businesses. They also give advice based on the information.

A

1 Books closed. Ask Ss to think of international or local businesses that have failed. Elicit reasons for these failures, and list them on the board.

2 Optional: Pre-teach any items from the following vocabulary list that you think will be helpful for your Ss:

| organic | not using artificial chemicals in the production of plants or animals for food |
| tight | limited |
| to wind up | to come to be in a particular situation or condition |

3 Books open. Explain the task and have Ss look over the chart, making sure they know what information they need to listen for. Play the audio program once through, and ask Ss to listen only. Then have Ss write the two businesses mentioned if they can.

4 Replay the audio program, pausing briefly after each person to give Ss a chance to complete the chart. Have Ss compare answers with a partner. Go over the answers with the class.

Possible answers

<table>
<thead>
<tr>
<th>Business</th>
<th>Reason for failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>restaurant</td>
<td>didn’t go slowly; not enough regular customers;</td>
</tr>
<tr>
<td></td>
<td>poor location; had to charge high prices</td>
</tr>
<tr>
<td>computer store</td>
<td>not enough money; inexperienced staff;</td>
</tr>
<tr>
<td></td>
<td>did not advertise; business partner spent time playing computer games</td>
</tr>
</tbody>
</table>
Transcript

Listen to two people discussing businesses they established that were unsuccessful. What are the main reasons each business failed?

**Woman:** I always dreamed of opening my own restaurant. I... I always loved cooking. So when it came time for college, I knew that the cooking institute was definitely the place for me. And when I graduated, I... I couldn't wait to get started. Well, that was probably my first mistake. I didn't go slowly. I picked a building for my restaurant that had a lot of charm, but it was in a residential neighborhood where parking was really difficult. I didn't have enough regular customers, because people didn't really drive by and see it. At first, I thought it was great to not have any competition, but I realize now that another restaurant or two would have brought people into the area. My other mistake was that I wanted to serve only the best and use organic food and exotic ingredients. Well, the problem with *that* was I had to charge a lot of money for the meals. That didn't help business either. If I had only known then what I know now.

**Man:** My cousin and I decided to open our own computer store. We were known as the computer geeks in school, so it seemed like the right kind of work for us. Easy, right? Wrong. Money was tight because computers are expensive and we were just starting out. So, we decided we really didn't need to advertise. People would just see us and come in, we thought. Only, not that many customers came in. Unfortunately, we also couldn't pay our sales help very much, so we wound up getting inexperienced workers. So when any customers did come in, they had a lot of questions, but found out the staff didn't really know the answers. That didn't help. Oh, yeah, and also the fact that my cousin spent way too much time playing computer games. That couldn't have helped either.

**B Pair work**

1. Books open. Have Ss read the questions and complete the information on their own. Then have them compare their answers with a partner.

2. Have Ss discuss the advice for the two people. Ask what additional specific advice they could offer them.

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**Subject-verb inversion in conditional sentences**

**Grammar focus** This grammar focus presents subject-verb inversion in conditional sentences to express something contrary to what actually happened.

**Grammar notes** In these conditional sentences the event of the *if* clause did not in fact happen. These sentences state what is contrary to the fact. Consider the examples:

The fact: *It wasn't a nice day. We didn't have a good time.*
Contrary to what happened: If it had been a nice day (it wasn’t), we would have had a good time (we didn’t have a good time).

The fact: It was a nice day. We had a good time.

Contrary to what happened: If it hadn’t been a nice day (it was), we wouldn’t have had a good time (we had a good time).

Notice that would have and could have are used in these sentences. In more formal writing and speaking, subject-verb inversion takes place in the if clause, and if is dropped. Note the examples:

If it had been a nice day, we would have had a good time.
Had it been a nice day, we would have had a good time. (more formal)
If it hadn’t been a nice day, we wouldn’t have had a good time.
Had it not been a nice day, we wouldn’t have had a good time. (more formal)

1 Books closed. Lead Ss through the grammar box, and go over the example sentences. Point out the subject-verb inversion used in more formal speech and writing.

2 Ask comprehension questions of the example sentences in the grammar box in the Student’s Book. Ask questions such as:
   “Did the company develop good marketing strategies?” (no)
   “Did it make larger profits?” (no)
   “Did the restaurant have high prices?” (yes)
   “Did it attract more customers?” (no)

A

1 Books open. Explain the task and go over the first example with the class. Ask Ss to work alone and then go over the answers with a partner.

2 Have Ss write their sentences on the board to review them as a class.

Answers

1. If I had gone to business school/Had I gone to business school, I would/could have started my own business.

2. If my friends and I had known enough about the potential of the Internet/Had my friends and I known enough about the potential of the Internet, we would have started an on-line business.

3. If Terry had developed a serious business plan/Had Terry developed a serious business plan, he would not have missed a number of opportunities.

4. If I had not run up huge debts/Had I not run up huge debts, I would not have been forced to take out a bank loan.

5. If Sun-hee had not rejected a scholarship at a language institute/Had Sun-hee not rejected a scholarship at a language institute, she would/could have been able to develop the skills to start a translation business.
6. If Elizabeth and I had not refused financial help from our families/Had Elizabeth and I not refused financial help from our families, we would/could have been able to open a small cafe at the beach.

B

1 Books open. Explain the task and have Ss work alone to complete the sentences. Circulate to provide help if needed. If any of the conditions are already true for Ss (e.g., if someone did take a part-time job last year), tell them to add *not* to the clause as needed.

2 Ask selected Ss to write their sentences on the board. Encourage Ss to ask you to check sentences they are not sure of.

Possible answers

1. If I had taken a part-time job last year, I could have afforded a vacation to Hawaii.
2. If all the students in the class had started a small business at the beginning of the school year, everyone could have earned some profits.
3. Had I known more about the Internet, I would have invested in some of the newer computer companies.
4. Had I followed my parents’ advice, I would have majored in business administration.
5. If I had invested some money in the stock market five years ago, I wouldn’t have had to take a second job.
6. If I had been able to predict the future two years ago, I could have made a fortune from my stock investments.
7. Had I followed my intuition, I wouldn’t have borrowed money at such a high rate.
8. If I’d started my own business, I would have had to learn to be more disciplined.

C Group work

1 Books open. Explain the task and put Ss in groups of three or four to discuss their sentences. Point out the sample language in the speech balloons, and remind Ss to ask follow-up questions.

2 Lead a class discussion based on the Ss’ sentences.

Optional activity: *If I had a million dollars* …

Time: 15-20 minutes. Ss plan a business.

1 *Group activity* Books closed. Put Ss in groups of three or four. Tell Ss to agree on a business they would like to start. They have a million dollars to spend as they wish to establish their businesses. Remind them of the business failures they learned about in Exercise 2.

2 Have groups assign a secretary to record the group’s allocation of the million dollars.

3 Call on secretaries to report the expenditures.
Working at home

discussion

In these activities, Ss discuss working at home and home-based businesses.

A Pair work

1 Books closed. Write a chart on the board with Self-employment on one side and Working for others on the other. Divide the class into two teams. Tell Team 1 to think of the advantages of self-employment and the disadvantages of working for others. Tell Team 2 to do the reverse. Give the teams a few moments to consider their responses. Alternate calling on Team 1 and Team 2. List their responses in the chart.

2 Have Ss read over the completed lists. Ask Ss to evaluate which team has made the best points.

3 Books open. Direct Ss’ attention to the photos, and ask them to read the captions. Then explain the task and put Ss in pairs to discuss the questions.

4 Lead a discussion based on Ss’ answers to the questions.

B Group work

1 Books open. Explain the task and ask pairs to join another pair to suggest three home businesses. Have them brainstorm potential problems and possible solutions.

2 Call on selected groups to share their ideas with the class.

Entrepreneur beware

discussion

In this activity, Ss discuss slogans for work-at-home advertisements.

1 Books closed. Write the title of this section, Entrepreneur beware and explain if necessary. Then ask Ss why entrepreneurs might need to be cautious.

entrepreneur a person who attempts to make a profit by starting a business

2 Books open. Explain the task and have Ss read the slogans and meanings. Explain that the slogans could come from newspaper or magazine advertisements, and that they are used to entice people to try and work at home to make money quickly and easily. Have Ss work alone, and then go over the answers with the class. Check that Ss understand the following vocabulary items:

untapped market a market that has not been exploited for sales
walks of life different levels of social position or achievement
Answers

1. b  2. c  3. d  4. e  5. a

3 Ask Ss to read the questions and take a few minutes to jot down their responses. Have Ss then discuss in small groups or lead a discussion.

### Writing business letters

**writing**

In these activities, Ss practice writing a business letter.

1. Books closed. Lead a discussion in which Ss describe the format of a business letter that is usually used in their country. Block out the format of an imaginary letter on the board. If you have more than one country represented in your class, have Ss work out a format they are familiar with. Write it on the board. The purpose of the format is to show the key parts of the letter and their position. No content is necessary.

2. Ask Ss if they think that business letters in English are formatted similarly or differently to those from their countries.

3. Books open. Direct Ss’ attention to the information in the box. Go over the information, and then list the five parts of a business letter on the board: *heading, inside address, greeting, body, closing.*

**A**

Books open. Explain the task and ask Ss to read the letter silently. Have them work alone to label the five parts and then compare answers with a partner. Go over answers as a class.

Answers

**heading**

- Summer Holiday Programs
- P.O. Box 1234
- New York, NY 10011
- (212) 555-3900
- December 15, 2000

**inside address**

- Mr. Jonathan Hayes
- 1472 Park Avenue
- Summit, NJ 07901

*continued*
B
Books open. Explain the task and have Ss write to the program in Exercise A. Have Ss complete the heading, inside address, greeting, and closing before they begin the body of the letter. Ask Ss to write the body of the letter in class or for homework.

Answers

heading  student's own information and date
inside address  Ms. Donna Malnick
Summer Holiday Programs
P.O. Box 1234
New York, NY 10011
greeting  Dear Ms. Malnick:
closing  closing phrase, student's signature, student's name,
and title (if student has one)

C Pair work
Books open. Explain the task and put Ss in pairs to read, label, and critique each other's letter.

Lesson B

The new worker

What kind of worker are you?

starting point

1  In this activity, Ss talk about the kinds of jobs they like.
Books closed. Ask Ss to brainstorm the kinds of jobs they would like and what it is about the jobs that appeals to them. List their ideas on the board.
2 Books open. Explain the task and direct Ss' attention to the photos. Have Ss complete each quote and choose the one most similar to them.

3 Call on selected Ss to share their quotes with the class. Encourage Ss to ask follow-up questions.

**The dream job**

**discussion**

In these activities, Ss rank and discuss features of a good job.

**A Pair work**

1 Books open. Explain the task and read through the list of features. Give Ss time to add two more qualities before they rank the list individually. Elicit the additional features they listed.

2 Put Ss in pairs to discuss their rankings. Ask for volunteers to share their rankings with the class.

**B Group work**

Books open. Have each pair join another pair to discuss their rankings in Exercise A. Remind Ss to give reasons for the rankings. Point out the sample language in the speech balloons.

**Optional activity: Job match**

Time: 10–15 minutes. Ss play the role of job counselors.

1 **Group work** Books open. Ask Ss to refer to the ideal job ranking they did in Exercise 2A. Put Ss in small groups to share their rankings and give reasons for their rankings. Tell groups it is their job to recommend an ideal job for each group member based on his or her rankings. Encourage group members to ask follow-up questions of the job seeker to make an ideal match.

2 Call on selected groups to report on the ideal jobs for their members. Be sure group members give reasons for their choices of jobs.

**Adverb clauses of condition**

This grammar focus presents adverb clauses of condition.

**Grammar notes** In addition to beginning with if, conditional clauses may begin with the following expressions: as long as, on the condition (that), provided (that), suppose (that), and unless. They modify the main clause of the sentence and describe the condition, or how, the main clause performs the action.

**A**

1 Books open. Lead Ss through the information in the box. Point out the tense agreement.
2 Explain the task and have Ss work alone to complete the exercise. Go over the answers with the class.

**Answers**

1. f  2. c  3. b  4. a  5. e  6. d

**B**

1 Books open. Explain the task and have Ss work alone to complete the sentences. Circulate to provide help as needed.
2 Put Ss in pairs to compare answers.

**Possible answers**

1. I wouldn’t want to work as a stockbroker unless I could make a lot of money.
2. Provided a company paid for my commute, I wouldn’t mind riding a train for two hours to work.
3. As long as I like what I do at work, I’ll stay in the same job.
4. I wouldn’t quit a job where I feel comfortable unless I found another one that was more exciting.
5. As long as my job pays well, I won’t quit.
6. I would agree to work overtime on the condition that I get extra time off later.

**C Group work**

1 Books open. Explain the task and put Ss in groups of three or four to discuss their sentences. Point out the sample language, and remind Ss to ask follow-up questions. Have groups assign a secretary to summarize the discussion.
2 Call on group secretaries to share their summaries with the class. Use the information to lead a class discussion.

**Essential qualities**

**Vocabulary** These activities present words to describe qualities important to working alone and working with others.

**A**

1 Books open. Direct Ss’ attention to the photo. Ask them to describe what they think is going on. Elicit words and phrases such as *working together*, *cooperating*, *collaborating*, or *working in a team*. 
2 Explain the task and check that Ss understand the following:

initiative  the ability to take necessary action, without suggestions from others
innovative characterized by introducing new ideas or inventions
conscientious characterized by making sure you do things well and thoroughly

B Pair work

1 Books open. Put Ss in pairs to discuss their answers. Point out the sample language, and remind Ss to give reasons for their choices. Encourage Ss to ask follow-up questions.

2 Have Ss discuss their lists. Encourage agreement but tell them that some words can be listed under either column. Stress the need to support their claims.

Possible answers

<table>
<thead>
<tr>
<th>Working alone</th>
<th>Working with other people</th>
</tr>
</thead>
<tbody>
<tr>
<td>A successful worker ....</td>
<td>A successful worker ....</td>
</tr>
<tr>
<td>has initiative</td>
<td>has charisma</td>
</tr>
<tr>
<td>has specialized training</td>
<td>has good communication skills</td>
</tr>
<tr>
<td>is innovative</td>
<td>has leadership ability</td>
</tr>
<tr>
<td>has self-control</td>
<td>is trustworthy</td>
</tr>
<tr>
<td>is conscientious</td>
<td>has influence</td>
</tr>
<tr>
<td>is optimistic</td>
<td>believes in honesty</td>
</tr>
<tr>
<td></td>
<td>is adaptable</td>
</tr>
</tbody>
</table>

3 Lead a class discussion. Have Ss try to agree on the three most important qualities for working alone and the three most important qualities for working with other people.

Can you really learn that?

listening

In these activities, Ss listen for specific information and discuss their opinions.

A

1 Books closed. Write the following questions on the board: How do people develop interpersonal skills? Why are some people's skills better than others? Can adults learn to improve their interpersonal skills? Why or why not? Ask Ss to consider the questions, and discuss either in small groups or as a class.

2 Books open. Explain the task and make sure Ss understand what information they need to listen for to complete the chart.
3 Optional: Pre-teach any items from the following vocabulary list that you think will help your Ss:

- **ground rules** basic rules for doing something
- **objective** not influenced by personal belief or feelings
- **to address a problem** to give attention to or deal with a problem
- **to tackle a problem** to attack a problem
- **scenario** description of possible events
- **to put yourself in someone else’s shoes** to imagine being in someone else’s situation

4 Play the audio program once through without stopping. Have Ss listen only.
5 Replay the audio program, pausing briefly after each person’s talk to give Ss an opportunity to complete the chart. Remind them to write notes, not complete sentences, in the chart.
6 Ask Ss to compare answers with a partner. Then go over the answers with the class.

### Answers

<table>
<thead>
<tr>
<th></th>
<th>What they learned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anne</strong></td>
<td>not to interrupt other people; not to take things too personally; to criticize ideas, not people; to respect differences</td>
</tr>
<tr>
<td><strong>Thomas</strong></td>
<td>the benefit of addressing work-related problems as a group and joining together to come up with a solution</td>
</tr>
<tr>
<td><strong>Paulina</strong></td>
<td>to understand the needs and concerns of your fellow workers, supervisors, and customers</td>
</tr>
</tbody>
</table>

### Transcript

**Listen to three people who participated in workshops on interpersonal skills in the work environment. List one thing each person learned.**

**Anne:** I attended a workshop on how to communicate better with the people I work with. It’s funny because the leader set up ground rules right away and wrote them on the board. Some people laughed and said they felt like they were in kindergarten. The rules were pretty basic. Don’t interrupt other people when they’re talking. Don’t take things too personally. Criticize ideas, *not* people. And respect differences. We could see during the workshop how those little rules kept things flowing much more smoothly. I found that I’ve been remembering them at work, too.

**Thomas:** OK, well, last week I went to a workshop on how to solve problems by working in small groups. The workshop coordinator started off by breaking the class into groups of six. Each group chose a leader, a recorder, and a spokesperson. We all had to discuss a problem and brainstorm ideas. The leader didn’t make decisions . . . she just made sure that everyone spoke. The recorder wrote an objective summary of the group’s
conclusions. Then the spokesperson reported our results to the rest of the workshop and answered any questions. We all learned the benefit of addressing work-related problems as a group and joining together to come up with a solution. I think this system is definitely better than trying to tackle a problem separately. It’s less stressful, and sharing different ideas helps you come to an interesting solution sometimes.

Paulina: Well, I attended a role-playing workshop in the store where I work. All the managers and salespeople got together and took turns pretending to do the other person’s job, as well as playing the part of the customer. The leader would give us a scenario, like “An angry customer tells the salesclerk that he wants to speak to the manager.” Well, that’s a common one! Well, anyway, we would role play the situation for five minutes and then analyze it. You know, it was actually very interesting to put yourself in someone else’s shoes. It helps you to better understand the needs and concerns of your fellow workers, supervisors, and customers.

**B Pair work**

Books open. Explain the task and put Ss in pairs to discuss whether they would like to take part in any of the workshops. Remind Ss to give reasons for their answers. Circulate and choose several Ss with different opinions to present their reasons to the class.

**6 Working with others**

**reading**

In these activities, Ss discuss people’s work values and temperaments.

Books closed. Write the title of the reading passage on the board: *The Value of Difference*. Ask Ss to guess the kind of information they think will be included in the article.

**A Pair work**

1. Books open. Explain the task and put Ss in pairs to discuss their friends. Ask them to list three different kinds of people according to their work values and temperament. Point out that work values can apply to school or other pursuits besides a paying job.

2. Ask Ss to read the article silently and then compare their ideas with the author’s.

**B Group work**

Books closed. Explain the task and put Ss in small groups to discuss the questions. Then have groups share their ideas with the class. Lead a class discussion as appropriate.
Students review the use of subject-verb agreement in sentences with quantifiers, the passive, articles, the present perfect and present perfect continuous, past conditionals and adverb clauses of condition to talk about language and communication, science and technology, and business.

Subject-verb agreement in sentences with quantifiers

In this activity, Ss review subject-verb agreement.

1. Books open. Explain the task and have Ss work alone to complete the sentences with the correct form of the verb.
2. Have Ss add statements of their own.
3. Go over the answers. Call on selected Ss to share their statements with the class.

Answers

1. rehearse  2. has  3. are  4. imposes  5. speaks

Overview of passives

In this activity, Ss review the use of the passive as it’s used with different tenses. Books open. Explain the task and have Ss work alone to rewrite their sentences. Have Ss compare answers with a partner before going over them with the class.

Answers

1. Teachers have told me that keeping a journal helps develop effective writing skills.
2. I am constantly encouraged by my friends to think more about how to use my language in business.
3. I am often warned by people not to think too much about grammar when I speak.
4. People have told me that it’s important to develop my own speaking style in English.
5. I was told by my classmate to watch movies in English in order to learn slang.

Passive with modals

In this activity, Ss review the use of the passive with modals.

1. Books open. Explain the task and have Ss work alone to complete the sentences with the correct form of the verb.
2 Have Ss complete the sentences and discuss their answers with a partner.
3 Go over the answers. Call on selected Ss to share their sentences with the class.

Possible answers

1. Languages could be learned more quickly if there were more language exchange programs.
2. A more extensive vocabulary might be acquired more rapidly if students did not rely on bilingual dictionaries.
3. Students should be told when they make the same grammatical error again and again.
4. We all could be made to feel more confident if teachers praised our language ability more often.
5. Finally, we should be encouraged to watch foreign films with subtitles rather than those dubbed into our native language.

Indefinite and definite articles

In these activities, Ss practice using or omitting the article *the* to talk about computers.

A

1 Books closed. Elicit from Ss when the article *the* is omitted, and when it is necessary. Write their responses on the board. Refer Ss to the grammar box on page 95 of the Student's Book if necessary.
2 Books open. Explain the task and ask Ss to work alone to complete the sentences. Then have them compare answers with a partner and explain their choices. Go over the answers with the class.

Answers

1. X  2. The, the  3. X, the  4. X  5. X

B Pair work

1 Books open. Explain the task and put Ss in pairs to discuss the statements in Exercise A.
2 Lead a class discussion based on Ss' responses.
Present perfect and present perfect continuous tenses

In this activity, Ss practice using the present perfect and present perfect continuous in an extended piece of text.

1 Books closed. Elicit from Ss the difference in using the present perfect and the present perfect continuous tenses. Refer Ss to the grammar box on page 99 of the Student's Book if necessary.

2 Books open. Explain the task and have Ss read the passage once through before they begin filling in the blanks. Have Ss compare answers with a partner before going over answers with the class.

Answers

For years, scientists have studied/have been studying the possible application of DNA profiling in law enforcement. In recent times, the police have used/have been using DNA profiling mainly in paternity cases and to identify criminals. Researchers have argued that the statistical possibility of two people (other than identical twins) having the same genetic makeup is very remote, so many prosecutors have been able to build strong cases against defendants in criminal cases. However, DNA evidence is not a resource just for prosecutors. Many defense lawyers have used/have been using DNA profiling as well in order to reverse cases of allegedly guilty defendants.

Subject-verb inversion in conditional sentences

In these activities, Ss review subject-verb inversion in past conditional sentences and discuss alternative situations to the ones they are now in.

A

1 Books closed. Write the following sentence on the board: *if I had studied French* (or whatever language Ss have not studied), *...* Call on volunteers to complete the sentence. Then have Ss state the rule for past conditional sentences (*Use would/could have + past participle of the verb in the main clause*).

2 Next, have Ss invert the subject and auxiliary *had* to make a more formal conditional sentence (*e.g., Had I studied French...*).

3 Explain the task and have Ss complete the sentences with their own information. Have them discuss their answers with a partner.
Possible answers

1. Had I started a home-based business two years ago, I probably wouldn’t have stayed in school.
2. Had a partner helped me start my own business, I wouldn’t have had to take a loan.
3. Had I accepted a job in a large company, I wouldn’t have been able to make an impact.
4. Had I not decided to study English, I probably would have studied German.
5. Had my parents not advised me to continue with school, I might have quit.

B Pair work

1. Books open. Explain the task and put Ss in groups to discuss their answers to Exercise A. Review the sample language in the speech balloons. Remind them to ask and answer follow-up questions.
2. Call on selected Ss to share their ideas with the class.

Adverb clauses of condition

In these activities, Ss review adverb clauses of condition and talk about working conditions.

A

1. Books closed. Ask Ss to call out expressions that can introduce adverb clauses of condition, in addition to if (answers: as long as, on the condition that, provided that, suppose that, and unless). Write them on the board.
2. Books open. Explain the task and ask Ss to work alone to rewrite the sentences. Then have them compare answers with a partner. Go over the answers with the class.

Possible answers

1. I wouldn’t work on Saturdays unless they paid me very well.
2. As long as I could visit interesting places, I wouldn’t mind a job that required a lot of travel.
3. Provided (that) I had the opportunity to do creative work, I would feel happy working in an office.
4. On the condition (that) I didn’t have to work with young children, I would enjoy teaching English in the future.
5. I would refuse to work for a low salary unless my job gave me benefits such as a flexible schedule and the opportunity to learn new things.
6. I’m willing to work on weekends provided (that) my employer gives me more vacation time.
B Pair work

1 Books open. Explain the task and have Ss work alone to write their sentences. Then put Ss in pairs to go over their sentences and ask follow-up questions.

2 Call on volunteers to read their sentences to the class. Lead a discussion as appropriate.

Speaking tips

In this activity, Ss offer advice to people in different situations.

Group work

1 Books open. Explain the task and have Ss read the five situations silently. Ask Ss to note suggestions for each situation. Then put them in groups of three or four to share their suggestions. Be sure Ss give reasons for their suggestions.

2 Call on selected group members to share their ideas with the class. Then have the class vote on the best suggestions.

Technological advances

In this activity, Ss discuss and support their opinions about the positive and negative effects of advances in technology.

Group work

1 Books closed. Ask Ss to call out how advances in technology have affected their lives. Record their answers on the board.

2 Books open. Direct Ss' attention to the photos. Explain the task and ask Ss to take a few minutes to rank the photos from 1 (most positive effect) to 6 (least positive or no effect).

3 Have Ss form groups of three or four to discuss their rankings. Direct Ss attention to the sample language. Remind Ss to give reasons for their answers.

4 Circulate and take notes. Then lead a discussion as appropriate based on the information you noted.
Is technology good or bad?

In this activity, Ss discuss writers’ opinions about technology.

**Group work**

1. Books open. Explain the task and ask Ss to read the passages silently. After they read have Ss write notes about their opinions on the issues raised in the text. Check that Ss understand the following vocabulary:

   - **rules of thumb** methods for judging a situation that are not exact but are based on experience
   - **baffled** puzzled
   - **bewildered** confused and uncertain

2. Have Ss form groups of three or four to discuss their opinions. Lead a discussion as appropriate.

**Personal qualities**

In these activities, Ss compare people to themselves and discuss personal and social qualities.

**A**

1. Books open. Explain the task and ask Ss to read the photo captions silently and decide which person they are most and least similar to. Have Ss prepare their reasons to share with the class. Tell them not to write the reasons.

2. Write the names of the three people on the board. Have Ss come to the board and put a check (✓) under the person’s name they are most like.

3. Discuss the results with the class. Have selected Ss give reasons for their choices.

**B Pair work**

1. Books open. Explain the task and have Ss read the list of qualities. Ask Ss to choose which of those qualities are their strongest. Tell Ss they may add other qualities if the ones listed are not adequate. Then have Ss think about which qualities are most necessary for their personal and professional goals.

2. Have Ss discuss the question with a partner. Refer Ss to the sample language.

3. Ask selected Ss to share their strongest qualities. Encourage Ss to give examples of these qualities.
Workbook Answer Key

Lesson A  Relationships

Exercise 1

<table>
<thead>
<tr>
<th>Separable</th>
<th>Inseparable</th>
<th>Intransitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk over</td>
<td>get over</td>
<td>got along</td>
</tr>
<tr>
<td>cheer up</td>
<td>stuck up for</td>
<td>moved away</td>
</tr>
<tr>
<td>let down</td>
<td>put up with</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2

2. Maybe you should talk it over with her.
3. I get along with her very well.
4. How do you put up with him?
5. As a matter of fact, I ran into her when I was downtown today.
6. Yes, but he called to apologize, and we made up.

Exercise 3

2. It took me a few days to get over my anger.
3. Marcia and Alice are roommates, but they don’t get along.
4. Karl finds it difficult to put up with my smoking when we’re together.
5. A good friend will stick up for you when you’ve been falsely accused.
6. Can we talk over a problem that I have at work?
7. Mark and Ying had a big fight about politics, but they soon made up.
8. Linda let Tom down when she didn’t meet him at the airport as she had promised.

Exercise 4

Answers will vary. Possible answers:
1. Nothing cheers me up as much as a telephone call from an old friend.
2. I get along best with people who stand by me when I’m down.
3. When someone lets me down, I try to talk to the person.
4. I will stick up for friends when they are in trouble.
5. My friends have to put up with me when I’m in a bad mood.
6. When I drift apart from a friend, I always feel bad.

Exercise 5

A

Thesis statement 1:
Be a person that your friend can trust.
Know when to give advice and when to keep silent.
Pay attention to what your friend thinks and feels.

Thesis statement 2:
Join clubs and other organizations that relate to your special interests or hobbies.
Sign up for a class, such as painting or cooking.
Participate in community service activities, such as working with the elderly.

Thesis statement 3:
Use the telephone or send messages by E-mail.
Get together and travel whenever possible.
Use the mail: write letters, send birthday and holiday cards, send inexpensive presents.

B

Answers will vary. Possible answers:
1. Be there when your friend needs you.
2. Get to know your neighbors.
3. Invite your friend to visit you.

C

Answers will vary.

Lesson B  More than a friend

Exercise 1

My name is Naomi. I'm 25, and I'm a lawyer.
I like to go out with people who enjoy playing sports and who intend to be successful in life. Write to me if you want to be taken seriously! Box WA-1468.

I've just moved here, and I'm looking for some new friends. I love spending quiet evenings at home cooking, listening to music, and talking. I certainly don't mind going out either, especially to movies. I'm a great cook — if you want to be treated to a great meal, let me hear from you. Write to Ryan. Box TW-4361.

Copyright © Cambridge University Press 2000
I'm Alex, and I'm seeking someone who really prefers living in the city. I love having a good time - dinner, dancing, and maybe a nightclub act. And... I like to stay out until the sun comes up!

Box TR-2310.

Exercise 2

2. to date 5. to be invited
3. going being invited 6. taking
4. being taken 7. to learn

Exercise 3

Answers will vary. Possible answers:
I can't wait to see you either! I'll probably enjoy doing just about anything, but I'd like to avoid bringing formal clothes. I'd prefer to eat in a casual restaurant - besides, I love Vietnamese food. Let's plan to be outside a lot. I just bought a new camera and would like to take a lot of pictures.

Exercise 4

2. intriguing 4. embarrassing
3. disastrous 5. hilarious

Exercise 5

A
Answers will vary. Possible answers:
1. No, it isn't.
2. I usually talk to them.
3. Sign up for an activity that you like doing.
4. In some cases, yes.
5. No, not at all.

B


Lesson A

The way we dress

Exercise 1

conservative traditional in keeping with the latest trends of fashion
chic sloppy careless; not neat eccentric highly individual; odd

Answers will vary. Possible answers:
2. chic 4. eccentric
3. conservative 5. sloppy

Exercise 2

2. g 4. e 6. b 8. f
3. d 5. h 7. c 9. a

Exercise 3

2. to look 4. spending
3. buying 5. to donate

Exercise 4

Answers will vary. Possible answers:
1. I'd advise the school to form a committee consisting of teachers and students to determine the dress code.
2. I think students should be allowed to wear shorts on hot days.

unit 4

Clothes and appearance

3. I think students should avoid wearing hats to class.
4. I would discourage students from wearing clothes with holes in them.
5. The dress code should permit students to wear blue jeans.
6. The dress code shouldn't tell students how to wear their hair.
7. I don't want to go to a school with a strict dress code.

Exercise 5

A

Thesis statement 1: Getting dressed up can be a lot of fun if you have the right attitude.

Possible paragraphs:

I like to dress nicely for many different types of occasions. For example, if I go to a restaurant with friends, I might put on a tie with a nice jacket. For a concert or a play, I might wear a stylish but comfortable suit. If I am going with someone else, I always try to find out what that person is wearing because . . .
There are many advantages to dressing nicely. For example, if I am interviewing for a job or conducting a business deal, dressing nicely might make the difference between success or failure. People often give you more respect if they perceive you as caring about the clothes you wear. Getting dressed up also makes me feel . . .

Thesis statement 2: I feel that young people need to reject pressure to dress stylishly.

Possible paragraphs:

Keeping up with the latest fashions is an expensive pursuit. For example, a friend of mine spends nearly all his money every month on clothes, and he never seems satisfied with what he purchases. Usually the latest fashions are also the most expensive items in a store, so . . .

Television and fashion magazines do not set a good example. They show teenagers as being obsessed with having the trendiest clothes. Fashion magazines especially are to blame. They often show teenaged models dressed in clothes that . . .

B Answers will vary. Possible thesis statements:

1. are It may come as a surprise to many, but dressing casually at work has more advantages than disadvantages.
2. shouldn’t A student isn’t able to act as an individual when wearing a school uniform, so I feel that uniforms should not be required in any schools.
3. should Clothes tell a lot about a person’s character, so I think it’s fair if employers judge their employees by the clothes they wear.

C Answers will vary. D Answers will vary.

Lesson B How we appear to others

Exercise 1

Dear Diary,

December 9

Today at the gym, I met this great person. She was using the stair machine next to mine. What I noticed first was the look of determination on her face. She was really working hard! As she was finishing up, I started chatting with her and asked what her name was. It was Susie. We talked some more, and what I really liked was her sense of humor.

Then she asked me what exercise I was going to do next. I told her I was finished. She said she was also finished, and she asked me to have something to drink with her at the juice bar. So, we had a great time for about an hour. What struck me most about her was her assertiveness. I think she’s a very strong person — emotionally — and I like that. But I made a big mistake. I forgot to ask for her phone number! What am I going to do? I guess I’ll have to go back to the gym every day until I see her again. What I can’t believe is how stupid I was!

Exercise 2

Answers will vary. Possible answers:

2. Not me. What I liked best was her eyes. How about you, Jin?
3. Yes, her eyes are stunning, but what struck me was what she did with her hair.
4. As for me, what I admired was her voice.

Exercise 3

Answers will vary. Possible answers:

1. What I look for in an employee is a strong dedication to the company.
2. What I think is most important is the willingness to be a team player.
3. What I probably notice first is the person’s smile.
4. What I pay attention to is the confidence in the person’s voice.
5. What I ask about first is the person’s reasons for wanting to work at the company.
6. What I think is least important is the grades the person received in college.

Exercise 4

1. mysterious 3. intense 5. arrogant
2. dignified 4. sympathetic

Exercise 5

A Answers will vary.

B

1. willing to listen, engaged in conversation
2. willing to listen, not engaged in conversation
3. not willing to listen, engaged in conversation
4. not willing to listen, not engaged in conversation

C

Answers from left to right:

fugitive reflective responsive combative
Lesson A  High achievers

Exercise 1
Answers will vary. Possible answers:
2. In my opinion, diplomats must be open-minded.
3. I was confused by the fast-talking salesman.
4. Maxwell’s is not a well-known restaurant. Maxwell’s is a little-known restaurant.
5. The famous conductor is widely recognized.
6. Dr. Kendall is an intelligent-looking teacher.
7. Sonya made a good first impression at the interview because she was so well dressed.

Exercise 2
2. good-looking 6. strong-willed
3. poorly educated 7. closed-minded
4. easygoing 8. high-spirited
5. old-fashioned

Exercise 3
Answers will vary. Possible answers:
1. A social worker should be kindhearted and open-minded.
2. A mountain climber needs to be coolheaded and strong-willed.
3. A surgeon needs to be well educated and coolheaded.
4. A judge should be open-minded and highly respected by others.
5. A car salesman needs to be smooth-talking and well dressed.
6. A clown should be easygoing and kindhearted.

Exercise 4
A
1. 1939  2. 15 years  3. 1958

B
a. 6  b. 1  c. 2

C
Answers will vary.
3. Lu Chen is an impressive athlete. She is one of the most determined and strong-willed skaters I’ve ever seen.
4. Tiger Woods is one of the most easygoing athletes in golf. I find his talent awe-inspiring.

**Exercise 4**
*Answers will vary. Possible answers:*
1. I should follow through on my plan to help my friend.
2. I should pick the box up and put it into the shopping cart.
3. I should try to calm the person down.
4. I should check on my friend frequently.
5. I should give some of the clothes away.

**Exercise 5**
A
award-winning, internationally minded

B
1. MSF 3. Red Cross 5. MSF
2. MSF 4. Red Cross

---

**unit 4 Superstitions and beliefs**

**Lesson A Superstitions**

**Exercise 1**

2. explain 5. feel
3. doubt 6. assume
4. assert 7. report

**Exercise 2**

The care of babies is the subject of many superstitions in the United States. For example, some parents say that something is wrong if their baby gets his or her teeth late. But scientists assert that late teething is irrelevant to physical or mental growth. Some people believe that babies who are frightened by strangers will be insecure. This is simply untrue, according to child psychologists. Some parents believe that their babies will walk faster if they wear shoes. The experts say that this, too, is a myth – babies who go barefoot develop their muscles more rapidly. What about fat babies? Traditionally, people have assumed that fat babies are healthy, but today’s research reports that they tend to become overweight adults. Parents who want the best for their children should pay attention to the facts rather than blindly following superstitions.

**Exercise 3**

2. To keep it away, I felt (that) I had to adjust the covers over me.
3. I assumed (that) my stuffed bear would protect me.
4. I doubted (that) my parents would understand about the monster.

**Exercise 4**
*Answers will vary. Possible answers:*
2. I would admit that I rub a rabbit’s foot for good luck.
3. I would argue that there is no scientific proof that it is true.
4. I would assume that good luck charms have worked for her in the past or she wouldn’t still carry them.
5. I would report that an article I read said that names given to Chinese babies are carefully chosen in order to be lucky.

**Exercise 5**
A
1. c 2. b 3. f 4. d

B
*Answers will vary.*
Lesson B  Believe it or not

Exercise 1

On October 30, 1938, perhaps the most famous broadcast in the entire history of radio took place. Heard all over the United States, the broadcast reported that a spacecraft from Mars had landed in a small town in New Jersey. It was said that the Martians were attacking the surrounding area with a “death ray.” Radio reporters also claimed that three huge war machines had emerged from the spacecraft. After much destruction, it was reported that the Martians were dying. Specialists suggested that the Martians had no resistance to Earth’s infectious diseases.

Of course, this story was just a radio play, written and produced by the famous actor, Orson Welles, but many people believed it. It was reported that there was widespread panic throughout the country, especially in New Jersey. It has been suggested that Welles’s broadcast offers many lessons about how the mass media can affect people.

Exercise 2

Answers will vary for opinions. Possible answers:

1. It is argued that there is probably life on other planets.
   I believe/don’t believe that there is life on other planets.

2. It is believed that the universe began with a huge explosion.
   I believe/don’t believe that the universe began with a huge explosion.

3. It has been claimed that John F. Kennedy’s death was the result of a criminal conspiracy.
   I believe/don’t believe that John F. Kennedy’s death was the result of a criminal conspiracy.

4. It is suggested that traditional treatments such as acupuncture are very effective.
   I think/don’t think that traditional treatments such as acupuncture are very effective.

5. It has been reported that animals can predict earthquakes.
   I doubt/don’t doubt that animals can predict earthquakes.

6. It has been shown that more than 60% of Americans believe that UFOs probably exist.
   I believe/don’t believe that UFOs exist.

Exercise 3

Answers will vary. Possible answers:

2. In a news release yesterday, it was claimed that there may be simple plant life on Venus.

3. In a New Year’s interview with Madame Mona, it was claimed that all nations will be at peace.

4. In an agricultural journal last month, it was reported that plants grow better if classical music is played.

Exercise 4

1. astrology  4. telepathy
2. ghost  5. psychic
3. ESP

Exercise 5

A

1. b  2. a  3. c

B

1, 2
Lesson A Trends in reading

**Exercise 1**

2. This tabloid, like many others, presents the news in a sensational way.

3. If you want to learn how to knit or work with wood, you can buy a crafts book.

4. *Vogue* is a famous fashion *magazine* with both beautiful photography and serious articles.

5. In many countries, there is a daily newspaper that is considered to be the most authoritative in its presentation of the news.

**Exercise 2**

2. Apparently in November, but copies will be available to me in October.

3. Supposedly, the author used material from other books without giving credit to the original authors.

4. You will probably disagree, but I thought the writing was dull.

5. Obviously you like that kind of book!

6. But a more careful reading *unquestionably* reveals deeper meaning.

<table>
<thead>
<tr>
<th>Certainty</th>
<th>Less certainty</th>
<th>Possibility</th>
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<td>clearly</td>
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<td>obviously</td>
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<td>unquestionably</td>
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**Exercise 3**

*Answers will vary. Possible answers:*

1. Reading nonfiction is *possibly* more educational than reading novels.
   I think reading great works of literature is also educational.

2. Young people today are *supposedly* not interested in reading newspapers.
   I think young people spend more time watching television than reading newspapers.

3. *Clearly* there is a magazine available for almost any interest that a person might have.
   There are too many magazines for sale. I can never find what I'm looking for.

4. Because of electronic publishing, books will *possibly* disappear in the next 25 years.
   More and more people will download books from computers so they won't have to buy them.

5. The Internet is unquestionably the most powerful communication medium since the printing press.
   The Internet is becoming more widespread than any other medium in the world.

**Exercise 4**

*Answers will vary. Possible answers:*

1. Reading a book or magazine in an armchair is probably more comfortable than reading at a computer.

2. It is clearly the case that the number of bookstores will decline.


4. Obviously you can't change the print size of a book, whereas you can change the print size of what you read on a computer screen.

5. Unquestionably the Internet will fundamentally change the way people receive information.

**Exercise 5**

*Answers will vary.*

Lesson B Television

**Exercise 1**

2. g 3. f 4. b 5. e 6. c 7. a

**Exercise 2**

2. Seldom does television present programs that challenge the viewer's intellect.

3. Never will television viewers lack choices in the future, mostly because of the continued popularity of satellite broadcasting.

4. (These days,) Seldom do people in many parts of the world go through a week without watching a movie on television.
5. Never did broadcasting in the United States reflect the diversity of the population during its early years.
6. Rarely can people living in remote areas get more than a few television channels unless they have cable.
7. Never have viewers had such a wide range of local programming.

Exercise 3
Answers will vary. Possible answers:
1. Television can be so absorbing to some children that they want to watch it all the time.
2. Soap operas are so addictive that many people watch them every day.
3. Nature documentaries are such fascinating programs that I watch as many of them as I can.
4. News programs can be so superficial that little information can be learned from them.
5. Television is such a diverse medium that you can find almost any kind of program that you want.
6. The documentary about Mother Teresa was so inspirational that I sent some money to her organization.

Exercise 4
Answers will vary. Possible answers:
2. Soap operas are so slow-moving that I hate to watch them.
3. Robin Williams is such a great actor that I try to see all of his movies.
4. Commercials can be so annoying that I often turn down the sound when they come on.
5. This is such a funny movie that I laugh every time I see it.
6. Watching television can be so relaxing that I like to watch it after a busy day.
7. Crime is such a violent program that I never watch it.

Exercise 5

A
1. He was an inventor who received the first radio transmission in Morse code.
2. No individual can claim to have invented television.

B
3, 5, 1, 6, 4, 2

C
1, 6

Art and music

Lesson A The enjoyment of art

Exercise 1
2. less 4. longer 6. better
3. poorer 5. less

Exercise 2
It seemed as though the more I drew, the better I got.
I used to be a big fan of Andy Warhol, but the more I developed my own style, the less I felt he was my model.
I know, but the more I studied his work, the more I learned that his sense of freedom was key.
The longer I stay in New York, the more I realize I need a change.
Not exactly, but I think the sooner the better.

Exercise 3
1. cubism 3. surrealism
2. impressionism 4. pop art

Answers will vary. Possible answers:
1. At first I didn’t like cubism because I didn’t understand it, but now I really like it.
2. Impressionism is a beautiful style that most people like.
3. Surrealism is a style that I find strange and hard to understand.
4. Pop art is silly and shouldn’t be considered “great art.”
Exercise 4

Answers will vary. Possible answers:
1. (already true) I go to as many contemporary art shows as I can.
2. The more unusual an artist is, the more interested I become in his or her work.
3. The more artists do not show reality in paintings, the more likely I am to enjoy it.
4. (already true) Artists end up drawing what they think the government wants instead of what they are inspired to draw.
5. The more time children spend learning about art, the more they will learn about more important things.

Exercise 5

A
1.a. Yes  b. No  c. Yes  d. Yes
2.a. Yes  b. Yes  c. Yes  d. No
3.a. Yes  b. Yes  c. Yes  d. No
4.a. Yes  b. Yes  c. No  d. Yes

B
Answers will vary.

Lesson The importance of music

Exercise 1

Answers may vary. Possible answers:
2. Folk music is a type of traditional music. Performers use simple, stringed instruments.
3. Jazz is music of African-American origins. It is known for improvisation and a strong rhythm.
4. New age music is soft, soothing music. It is a form of instrumental music.
5. Rock ’n’ roll is music with a strong beat. Drums and electric instruments contribute to the strong beat.

Exercise 2

4. Liking Ricky Martin as I do, I appreciate these concert tickets.
6. Having performed all over the world, the pianist’s favorite city is New York.

Exercise 3

2. Knowing his solo was coming up, the guitarist stepped to the front of the stage.
3. Having pushed up against the stage, some fans then tried to climb onto it.
4. Looking down at the right time, the guitarist was able to avoid falling over the fans.
5. Thinking this was a dangerous situation, the guards made fans step back from the stage.
6. Realizing that the guards had averted a potentially dangerous situation, the band publicly thanked them.

Exercise 4

Completed answers will vary. Possible answers:
1. Having listened to different kinds of music growing up, I appreciate a wide range of musical styles.
2. Having sold so many records worldwide, Elvis Presley became a multimillionaire.
3. Knowing that parents may not like loud music, teenagers often wear earphones.
4. Having such an appeal to young people, rock ’n’ roll music quickly became widely recognized.
5. Realizing that videos are so appealing, music producers try to put as many as they can on TV.

Exercise 5

A
the brain

B
Changing times

Lesson A  Lifestyles in transition

Exercise 1
2. You can work productively without the pressure that you may get from supervisors.
3. Your home has a quiet room which you can use as your office.
4. You have the office equipment that you will need to do your job at home.
5. There are no family members who will bother you while you are trying to work.
6. You won’t miss the social interaction that many people enjoy.
7. The people who you deal with outside the company will have no problems with your telecommuting.
8. You can effectively use the telephone and E-mail to communicate with co-workers whose help you may need while you are away from the office.

Exercise 2
1. Keeping physically fit is an important goal (that/which) a lot of people try to achieve these days.
2. Many people that/who find the time to work out regularly at a gym stay fit.
3. For best results, it’s important to find a gym (that/which) you like.
4. It may be a good idea to hire a trainer that/who can work with you privately.
5. Your trainer can give you exercise advice that/which can help you avoid injuries.
6. If you get bored at the gym, try bringing a CD player (that/which) you can listen to while you exercise.
7. To help with motivation, work out with a “gym pal” whose company you enjoy.
8. Concentrate on the parts of your body that/which need the most work.

Exercise 3
Answers will vary. Possible answers:
1. I have always admired people who are able to make time for everything that they want to do.
2. I’ve always thought that I would enjoy a lifestyle that is less hurried than mine is now.
3. Mothers who do volunteer work should be greatly admired.
4. These days many people want jobs that give them as much flexibility as possible.
5. Finding enough time to spend with family and friends is a problem that many working people face.
6. In my opinion, medical therapies that include alternative medicine should be emphasized in health care.

Exercise 4
1. bodybuilding  4. voluntary simplicity
2. vegetarianism  5. homeschooling
3. telecommuting  6. alternative medicine

Exercise 5
A
1. Thesis statement:
   I feel it is very important for families to have regular meals together.
2. Focus of the second paragraph:
   how they set three fixed days to have dinner together
3. Focus of the third paragraph:
   how the family dinners went
4. Restatement of the thesis statement:
   The idea of having regular family meals together, which seemed difficult at first, has brought about many positive changes in our lives.

B
Answers will vary.

C
Answers will vary.

Lesson B  Setting goals

Exercise 1
2. as  4. like  6. as though
3. as if  5. the way  7. like
Exercise 2

2. Planning early for retirement doesn’t concern young people as/the way it does older people.
3. If you want to lose weight, you don’t have to work out as if/as though you are a bodybuilder, but you should get plenty of exercise.
4. Not knowing what the future will bring doesn’t bother me as/the way it did when I was younger.
5. I know I need to save more money because sometimes I spend as if/as though I’m a millionaire.
6. Getting involved in community activities helps new arrivals to a city feel as if/as though they belong there.

Exercise 3

Answers will vary. Possible answers:
2. She feels as if/as though/she has to take a vacation soon.
3. He feels as if/as though/he’s going crazy.

Exercise 4

Answers will vary. Possible answers:
1. I feel as though I don’t have enough money to go on a vacation this year.
2. I don’t feel like I have to go out every Friday night the way I did when I was younger.
3. Nowadays I think many people act as if they are capable of anything.
4. I still try to go to the gym five days a week, just as I did last year.
5. I feel like I need to get in touch with some of my old friends.

Exercise 5

A
2. subtract
3. demented
4. sharp as a tack
5. ripe (old age)

B
1, 2, 4

unit 8
Buying and selling

Lesson A
What’s new on the market?

Exercise 1

1. Today’s computers give their users many more options than before.
2. Advertising is useful because it tells us news about improved products.
3. The salesman recommended the new software to me.
4. Someone had to explain the new printer to Daniel.
5. This palm-top computer must have cost you a lot of money.
6. You should mail this card to the company for a rebate.
7. I don’t shop on-line because I like to ask salespeople questions in person.

Exercise 2

2. The salesclerk recommended the PX-2000 to the woman.
3. He described the main features to her.
4. The woman asked him the price.
5. The clerk told her $2,500.
6. She said nothing to him for a moment.
7. The clerk offered her a discount.
8. She gave the money to the clerk.

Exercise 3

Answers will vary. Possible answers:
1. Vickie should return the classical music CD to the store.
2. Ben should lend Pam some money.
3. Glen should teach his sister a little about computers.
4. Robin should recommend Luigi’s to her father.
5. Max should mention the oil problem to his neighbor.
Exercise 4

Answers will vary. Possible answers:
1. Both Monika and Emi love to go window-shopping.
2. Sam is a compulsive shopper.
3. Mark is a bargain hunter.
4. Anne and her mother went on a shopping spree.
5. You can usually find Cuban cigars in the U.S. on the black market.
6. Some computer companies are engaged in a price war.

Exercise 5

A
1. b, c
   Possible supporting sentence:
   Television advertising teaches children to want more and more things.
2. a, c
   Possible supporting sentence:
   Digital cameras don’t require processing like film does.
3. b, c
   Possible supporting sentence:
   Drivers have to look away from the road when dialing a cellular phone.

B
Answers will vary.

C
Answers will vary.

Lesson 8  Consumer beware

Exercise 1

Maria,

I’m sorry that you are in this situation, and I know it’s not easy to get out of debt. If you’re serious about it, it’s essential that you make some changes in your lifestyle and spending habits. Here’s what I suggest that you do. First, I strongly recommend that you start working full-time instead of part-time, and I propose that all of your extra money go toward the credit card debt. Second, I advise that you cut your expenses by 25%. It is crucial for you to spend money only on essential things for a while. Third, I think it’s imperative that you sell your car. I suggest you take the bus to work until you can afford a car. I think that if you do these things, you will be in a much better position in about a year.

Let me know how you’re doing. Good luck!

Love, Dad

Exercise 2

2. It is important for you to keep your receipts for all major purchases.
3. It is essential that people purchase only what they can afford.
4. It is vital for consumers to read the labels when purchasing medicine.
5. It is imperative that retailers be aware of their main competitors.

Exercise 3

Answers will vary. Possible answers:
1. If you want to get the best electronics prices, I suggest that you go to a discount store.
2. If you buy something that you later realize doesn’t fit, I recommend that you return it.
3. If you think that you are a compulsive shopper, it is important that you not go in stores on payday.
4. If you dislike shopping in large stores, I propose that you shop from a catalog.

Exercise 4

Answers will vary. Possible answers:
2. I would use a full-page ad in a newspaper because people commuting to work will probably read it.
3. I would hand out flyers so that people walking by would come into the store.
4. I would use an Internet banner so people surfing the Internet could see the ad.
5. I would use a radio commercial so people could hear it while driving.
6. I would use a TV commercial because many young people watch TV and are interested in buying computer games.

Exercise 5

A
Answers will vary.

B
1. c  2. b  3. b
Lesson  A  A wild bunch!

Exercise 1
1. whoever  4. Whoever
2. Whoever  5. whatever
3. whatever  6. Whoever

Exercise 2
1. Whoever thinks that bats are dangerous pests is wrong in most cases.
2. These bats will eat whatever they find as they fly through the air at night.
3. Unfortunately, bats are frightening to whoever believes in the old stories of vampire bats.
4. Whatever endangers bats in these areas will also affect the regions’ fragile ecosystems.
5. Whoever is interested in learning more about bats can visit his or her local library.

Exercise 3
Answers will vary. Possible answers:
2. I agree. Whoever fights for the rights of endangered animals should be admired.
3. I disagree. Governments should not stop whatever threatens an endangered animal’s habitat.
4. I agree. Whoever claims not to be afraid of snakes or rodents is lying.
5. I disagree. Whatever is considered dangerous, such as a wolf or a shark, should be given the same amount of protection as other animals.

Exercise 4
1. mammals     4. amphibians
2. rodents      5. Reptiles
3. primates

Exercise 5
A
1. Dams permanently alter the ecosystem of rivers.
Dams prevent fish from migrating to their breeding grounds.
Dams encourage pollution because of housing developments along the shore.

B
Answers will vary.

Lesson  B  “Man’s best friend”

Exercise 1
1. wherever  4. When; wherever
2. where       5. When; wherever
3. whenever; whenever

Exercise 2
2. Wherever I went, there were dogs running around without their owners.
3. She looks like that whenever she sees a bird outside.
4. Just put more food in his dish whenever you notice that it’s empty.
5. Whenever I watch fish swimming, I feel calm, wherever I am.

Exercise 3
Answers will vary. Possible answers:
1. Whenever Patty sees her neighbor and his dog, she wonders who is walking whom.
2. Whenever Joon sees a horse running across a field, he feels very happy.
3. Whenever Beth takes a vacation, she always takes pictures of reptiles.
4. Winnie goes wherever Ray goes.

Exercise 4
1. Whenever I see a puppy, I want to get one.
2. Pet reptiles should be kept where there is sunlight and fresh air.
3. People shouldn’t have pets when they have no time to care for them.
4. A caged bird cannot fly wherever it chooses to go.
Exercise 5

A
Answers may vary. Possible answers:
1. good luck  2. yes

B
5 Mrs. Malkoc put the fish in a lake.
2 The war broke out.
7 The Malkoc family began caring for and feeding the fish in the lake.
6 The Malkocs rebuilt their house.
3 Mr. Malkoc was killed.
8 The Malkoc family began selling the fish.
4 Mrs. Malkoc returned to the village.
1 Smajo Malkoc brought two goldfish home for his children.

Exercise 3
Answers will vary. Possible answers:
1. Each language in the world is unique.
2. A lot of English vocabulary is difficult.
3. All bilingual people use two languages with ease.
4. The majority of older people speak two languages.
5. Every one of my classmates has an English dictionary.
6. The majority of TV newscasters speak formally.

Exercise 4
1. Well, she has a sharp tongue, but she’s also very perceptive.
2. Peter would never talk behind your back.
3. I couldn’t get a word in edgewise.
4. He really has a way with words.
5. Let’s stick to the point.
6. He sure loves to hear himself talk, doesn’t he?
7. She certainly can talk me into anything.
Exercise 5

A

Answers will vary. Possible summary:

English has had a long tradition of borrowing words from other languages. This tradition began with the conquest of Britain by the Norman-French in 1066. Because these conquerors established themselves as rulers, their dialect of French became the language of the aristocracy, of government, and of education. Another strong influx of vocabulary came from Latin. The British colonial era, which began with outposts in North America in the early seventeenth century, brought English speakers into contact with many other languages. Words from the Native American peoples quickly found their way into the language. The presence of Spanish colonies in North America led to the adoption of numerous Spanish words. Asian languages also made contributions. Words from African languages, too, made their way into English. The result of all of this absorption of new words is a very rich vocabulary.

B

1. English has borrowed many words from French and Latin, although these words are no longer considered foreign.
2. North American English has many words that were borrowed by early settlers from native populations and Spanish colonists.

C

Answers will vary.

Lesson B Great communicators

Exercise 1

1. has tried
2. explained
3. should tax
4. might have been delivered
5. cheered
6. was offered
7. will be defeated

Exercise 2

2. I have been told that I have good presentation skills.
3. Foreign languages should be taught beginning in elementary school.
4. The language that is heard on the street these days is full of slang.
5. The language theories were being carefully explained to us.
6. I was reminded to use eye contact during my speech.
7. Brandon would have been given an A if he had worked harder on the final project.

Exercise 3

Answers will vary. Possible answers:

2. Jim is being told to rewrite it.
3. All the pizza was eaten.
4. He has just been reminded to put on his jacket.
5. He can expect to be offered a job.
6. He is frustrated because the store is closed.

Exercise 4

A

2. impediment
3. status quo
4. pantheon
5. merit

B

1. No
2. Yes
3. No
4. Yes
Lesson A  Good science, bad science

Exercise 1
1. discovery
2. invention
3. conclusion
4. phenomenon
5. consequence
6. theory

Exercise 2
2. The abacus is the earliest form of mechanical computing.
4. It consists of a wooden frame with wires that are strung together.
5. On the wires are beads, which represent units.
7. A skilled operator can make calculations on it very quickly.

Exercise 3
2. X  8. X
3. an  9. a
4. the  10. a
5. a  11. the
6. a  12. X
7. the  13. a
14. a
15. the
16. a
17. the
18. a

Exercise 4
Answers will vary. Possible answers:
2. The silliest invention I can think of is the umbrella hat.
3. A medical cure I would like to see discovered is a cure for cancer.
4. A consequence of genetic engineering is higher-yield crops.
5. The trendiest product on the market is a new cellular phone carrying case.
6. The most interesting Web site is the one my friend designed.
7. A principle I follow in my life is to treat others like I want to be treated.

Exercise 5
A
Answers will vary. Possible answers:
traditional commerce only
You must carry cash or credit cards.
You can see the products in person.
Shopping takes place in stores.
It's usual to carry your purchases home.
E-commerce only
Shopping takes place at home.
Purchases will automatically be delivered.
Your credit card number is always needed.
You see pictures and read about products.
traditional commerce and E-commerce
You're able to hunt for bargains.
You're able to do comparison shopping.
There's a wide range of items to choose from.
You can often return items if you're unsatisfied.

B
Answers will vary.

C
Answers will vary.

Lesson B  Technology and you

Exercise 1
Scientists at Food Technologies, Inc., have developed a group of food plants that are resistant to insect damage and diseases. Although farmers have been planting these genetically engineered crops for years, it's not clear that consumers are ready to accept them. In some cities, shoppers have been gathering in the streets to protest genetically engineered food. Many of these people believe that the technology of genetic engineering needs to be carefully controlled, and a group of government officials has adopted this point of view. They have agreed that action needs to be taken and claim they will propose a new law soon. However, a spokeswoman for Food Technologies, Inc., has insisted that government involvement is unnecessary.
Exercise 2
1. has installed 5. has been blinking
2. have been trying 6. have read
3. has passed 7. have been waiting
4. has studied

Exercise 3
Answers will vary. Possible answers:
1. Biotechnology has enabled scientists to produce more disease-resistant products.
2. Animal cloning has begun a debate about the ethics of human cloning.
3. Wireless communication has revolutionized the way people communicate with each other.
4. Satellite television has become a major source of news and entertainment for people in rural areas.

Getting down to business

Lesson A Entrepreneurs

Exercise 1
   Yes Yes No Yes

Exercise 2
2. had followed 5. had advertised
3. hadn’t had 6. had chosen
4. had stayed

Exercise 3
Answers will vary. Possible answers:
1. Had the woman not answered the ad, she wouldn’t have become a veterinary assistant.
2. Had the man not entered the speech contest, he wouldn’t have won first prize.
3. Had the woman not taken the class, she wouldn’t have started her own business.
4. Had the couple not gotten the house cat, they wouldn’t have had all the kittens.

Lesson B The new worker

Exercise 4

A
Sentences that do not belong:
It is very kind of you to read this letter.
You have probably never had a candidate as qualified as I am!
None of my current customers wants me to leave.

B
Answer will vary.

C
Answer will vary.

Lesson B The new worker

Exercise 1
1. d 2. e 3. a 4. c 5. b
Exercise 2

Answers will vary. Possible answers:

2. I would commute to work as well on the condition that it took an hour or less each way.
3. I think office jobs can be interesting as long as you have a variety of tasks to do and work with dynamic people.
4. Suppose that you were demoted but transferred to a department you preferred to work in. What would you do then?
5. I think I would speak up, too, unless I thought it might embarrass her.
6. Provided that you both agree on when the money will be paid back, I think it’s OK to lend a family member a large amount of money.

Exercise 3

Answers will vary. Possible answers:

1. I wouldn’t take a pay cut unless I received a significant increase in vacation time.
2. I would work every weekend on the condition that I had three days off during the week.
3. Provided that I continued to make the same salary, I would gladly be transferred to another country.
4. As long as it was for only a short time, I would work two jobs at the same time.
5. I would quit my job and go back to school provided I had enough money saved up.
6. I would leave a good job to start my own business unless I felt it was too risky.

Exercise 4

Answers will vary. Possible answers:

2. Optimism is the most important quality for engineers because they need to have confidence in their work.
3. Charisma is most important for politicians because without it they would be less likely to succeed.
4. The most important quality for teachers is self-control, since it can be such a stressful job.
5. I think leadership is vital for business executives to possess because their employees will look to them for guidance.
6. For attorneys, conscientiousness is the most important quality as they work with the judicial system.
7. Adaptability is most important for students, since a lot of unplanned things can happen in a day.

Exercise 5

A

Answers will vary.

B

Answers will vary. Possible answers:

1. Biofeedback information is used to assess the potential for injury on the job.
2. Handwriting analysis has been used to determine both new hires at a company and promotions.
3. The ACLU has filed numerous charges opposing recruitment practices that appear to be discriminatory.
4. The traditional interview is still considered to be one of the best recruitment methods.