Speaking by Speaking
Skills for Social Competence
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Our Focus

This book is intended to support one semester of study for intermediate students learning English conversation. The use of twelve units reflects our experience that it is very difficult, and not particularly desirable, to teach more in a semester. Each unit is intended to provide a guided learning experience for a total of 3.0 hours of class time. The two parts of each unit reflect the university practice of having two class meetings per week.

We have balanced communicative activities with the grammar and vocabulary work that we feel is essential to rapid study. By providing a briefly described scenario for each dialog, we have also chosen to begin to make students familiar with the sociolinguistic framework that gives the communicative approach a reason for being.

Though learning conversation is the primary focus of this book, we have made an effort to raise the level of thinking above that required by most English training books. In addition to the usual vocabulary, grammar, and expressions, we have provided opportunities for students to exercise their analytic and mathematical thinking within the context of conversation.

Our premise is that university students are intelligent, curious, and concerned young people in spite of their limited abilities to converse in English. For this reason, we have chosen to try and stimulate their overall intellectual growth, as well as their English conversational skills.

Using This Book

Each unit of this book is divided into two parts, each are four pages long and have four sections. The topic of Unit 1 is Socializing, and each of its two parts deals with a subtopic related to Socializing (Small Talk and Invitations). The other units are divided in a similar way.

In each unit, there are four sections in each of the two parts. The goals of each section are always the same, but in the cases of Sections I and II, the specific exercises provided are dissimilar to prevent boredom from close repetition. To illustrate, Section I always introduces its subtopic and introduces the useful expressions used in that part, but the Section I in Part A uses different exercises than the Section I in Part B to accomplish these goals.

In the next few pages, we will review details about the kinds of exercises used in the book, as well as a powerful exercise that will strongly support English learning in class. We will look first at Sections I and II in Part A, then Part B, as they differ. Then we will look at Sections III and IV, for which the formats are similar in both parts, differing only in content.
In Section I, the subject matter and expressions to be used in the subunit are introduced.

A. Brainstorming

In this exercise unique to Part A, students are challenged to activate their current vocabulary about the topic with a short brainstorming session. Students should be encouraged to write whatever words pop into their heads in random fashion. Attention to spelling, or making longer clauses and sentences, defeats the spontaneous nature of this work. This should only require a few minutes after they understand their task.

B. Listening

A brief, recorded synopsis of some of the topics to be covered in this unit is played while students listen. The teacher may have them simply listen or prepare a cloze exercise by blanking out some portions of the transcript provided at the back of the book.

C. Useful Expressions

In this exercise, the particular expressions to be repeated in Part A are introduced. Students are asked to join disjointed phrases or expressions in ways that require them to know how these expressions are used in conversation. The best arrangements are given in the answer section at the back of the book.
In Section II, a model dialog is introduced for the first time. Typical of all dialogs in our book, the sociolinguistic details essential to guiding and limiting the proper use of English in each context are provided in a brief description (the scenario) of the people speaking, the relationship between them, and the location at which they are speaking. There are three exercises in this section.

A. Model Dialog

The teacher should read the model dialog aloud while the students read along silently. This provides the pronunciation guidance students will need in the following exercise. The specific expressions unique to this subunit are printed in blue.

B. Group Work

We have elected to use choral reading of the model dialog in larger groups for several reasons. First, being corrected while speaking English aloud would help students learn more quickly, but many new learners are too shy about their abilities to do this. Reading in a group gives them emotional support and the group sound covers mistakes they may make.

Second, if students in a group are encouraged to read a dialog aloud and listen to the others in their group at the same time, weaker students are able to learn the proper stress and rhythm from the more confident and, presumably, more competent speakers. Experience has shown that when students listen and really try to reach unison, often two readings are enough.

C. Guided Speaking

In this exercise, pairs of students are encouraged to take a more active role in producing short pieces of a guided conversation. They are to use, when appropriate, some of the expressions in blue type in the model dialog above. Each student should take both roles in completing the sentences provided. Some sample answers are provided at the back of the book, appropriate for filling in the blank spaces in the practice dialog.
Inside and outside of classrooms, students must be able to read and interpret a variety of tables and graphs before they will be able to talk about them. In this section students are asked to analyze the information in a variety of visual representations, at times to construct simple visual displays and to communicate with their peers about the conclusions they have drawn from such displays. The Description section has a visual exhibit, two exercises and a grammar or usage exhibit. Note that in Section III, the exercises will follow the same format in both Parts A and B; only the content will vary.

A. Charts/Graphs/Tables
In this exercise, one of a number of different visual displays (charts, graphs, or tables) is provided with a brief explanation. Students should be allowed sufficient time and given assistance to understand what each graphic is presenting.

B. Pair Work
In the pair work exercise, students are asked to complete sentences describing the visual, to describe it in more detail, and to interview classmates about related issues. Students are expected to learn to identify and use specific information given in the graphics. The goal is for them to learn to compare and analyze parts of a whole, to make statements about data trends, and to do interviews and report their findings to their peers.

C. Grammar Focus or Focus on Usage
In Grammar Focus, one important grammar point used in the unit is pointed out. This form-focused component provides an opportunity to examine a specific, common, grammatical structure and how it functions in communication. In cases where the point is not so much grammar as usage, the heading will be Focus on Usage.
Section IV provides an opportunity for students to exercise comprehension of written English and to process what they read into forms suitable for use in conversation. As with Section III, Section IV varies only in content between Part A and Part B.

To start the first exercise, the teacher should read the passage carefully aloud while students follow along silently. Definitions of some words and phrases in the reading are given in the yellow box on the right to help keep attention focused on the reading. The teacher should check to see what other words or expressions might need explanation before the students move on to the discussion exercise.

Two questions follow each reading. Question 1 asks about specific content provided in the reading. Question 2 asks for a more general answer based on opinions, previous knowledge or experience about the subtopic. To get students started, cues are given for answering each question. Sample answers starting with the cues provided are given in the answer section at the back of the book.
In Part B of each unit, a second subtopic and a new set of target expressions are introduced in the warm-up portion. Section I contains three exercises that provide specific examples of English conversation and provide students several ways to utilize their processing of these.

A. Listening

Students should hear the recorded dialog one or more times, depending on their listening abilities, to prepare for the following Cloze-style exercise.

B. Dictation

As students listen to the recorded dialog once again, they are expected to write the missing portions of the dialog in the blanks provided. The portions missing in the exercise are provided at the back of the book.

C. Useful Expressions

The five expressions used in Part B are introduced. In this exercise, students select and insert expressions to create complete sentences. These have already been used in the recorded dialog and will be used again in the printed model dialog that follows. In this way, students are exposed to these expressions at least three times, in short succession.
II. Listening & Speaking

Section II provides another dialog example, provides an opportunity for choral reading and pushes students a bit toward producing their own conversation. There are three exercises in this section.

A. Model Dialog

The teacher is expected to read this dialog aloud while students read along. The useful expressions just introduced are used in a different context and marked in blue type. The dialog is also recorded so students may review it as needed.

B. Group Work

The teacher is expected to divide the class into two or more groups, one for each role in the model dialog. Encourage students to listen to the others in their group as they read aloud.

C. Guided Speaking

This exercise encourages pairs of students to begin producing their own English conversation with very short cues for answers to the questions given. Example answers for these questions, using the cues given, are provided at the back of the book.

Boardwork

One particularly powerful classroom activity is not explicit in any of the exercises in this book. By taking 15 - 20 minutes each week to work with students at the blackboard, teachers will efficiently gain insights into the abilities of individual students. As students work, teachers will see how well they spell, and at what level they process or comprehend spoken English.

In the version used successfully for many years by one of the authors, students at the blackboard hear and write down fifteen sentences read to them. Each student works with only one sentence, thus three groups of five students are put at the blackboard in turn.

To prepare for this exercise, the teacher should go through the pages of the unit currently being studied, and drawing on some of the grammar, vocabulary, and content offered on each page, create a list of fifteen sentences in three groups. The first set of five may be either statements or questions and will be used for simple dictation (students write what they hear). The second set of five should be questions (to which students will provide answers), and the third set should be statements (to which students will provide follow-up questions).
I. Warm-Ups

A  Brainstorming
Write down as many words as you can about socializing.

B  Listening
Listen to the short passage about small talk.

C  Useful Expressions
Match the related choices.
1. Can you come to my party this Saturday?
2. Please don’t take this the wrong way,
3. I know this is none of my business,
4. What do you think of the weather?
5. How about
6. How long since you stopped smoking?

• a. Well, I think I can make it.
• b. It couldn’t be better.
• c. but why is your arm in a sling?
• d. It’s been quite a while.
• e. but that’s a very nice skirt.
• f. I buy you a beer?
Model Dialog

Listen as the teacher reads the model dialog.

(Scenario – Two employees from a large business firm are attending a company dinner in NYC.)

Ronaldo: *I know this is none of my business, but when did you start working for the firm?*
Maria: That’s all right. I started four years ago at the Texas office.
Ronaldo: *What do you think of our new CEO?*
Maria: He seems to be revising our budget with good sense. *(pause)*
I just love this ice sculpture.
Ronaldo: *It’s sublime. *(pause)* When was the last time you were in NYC?*
Maria: Oh gosh, I think it was when I was in high school. *How about you?*
Ronaldo: I’ve been living here for quite a while, sixteen years.
There’s nothing like NYC.
Maria: *Please don’t take this the wrong way, but are you here alone?*
Ronaldo: Yes, I am. *(pause)* My wife couldn’t make it due to another commitment.
Maria: Oh, I see. *(pause)* Uh, I’ve just noticed a coworker from Texas. I’m going to say hi to her. Merry Christmas.
Ronaldo: Merry Christmas, have a great night.

Group Work

Read the model dialog aloud, with a different group for each character.

Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.

(Scenario – Two strangers are in a post office queue.)

Ulrich: *(1)____________________ your hat. Are you a Red Sox fan?*
Jerry: Yes I am! *(2)____________________ a good baseball game on a Monday night.
Ulrich: I can’t say I’m a Red Sox fan, but *(3)____________________ the pitcher’s fast ball. I hear he broke a record.
Jerry: *(4)____________________ time you watched a game?*
Ulrich: *(5)____________________, but I don’t like baseball.
Jerry: Then why did you ask me if I was a fan?
Ulrich: I’m just making small talk. We’ve been waiting in this line for *(6)____________________.*

Tip: Socializing

- If you see someone wearing a sports cap or jersey, ask how his team is doing.
- If you see a well-dressed person, pick out a piece of the outfit that gets your attention and ask about it.
- A bus stop, train station, grocery store, elevator lobby, or post office is a great place to make small talk.
III. Description

A  Pie Charts

Read the following chart, and learn how U.S. college students spend their time.

How do you spend your day? The chart represents how U.S. college students reported they spend their time on an average weekday. Full-time students spend 3.2 hours in classes, 8.3 hours sleeping, and 3.9 hours on leisure and sports activities.

B  Pair Work

1. Look at the chart again, and complete these descriptions.
   a. Students spend ________________________ on sleeping and leisure/sports combined.
   b. Students spend ___________ time studying than doing leisure activities.
   c. Students spend less time on education than ______________________________.

2. Show how you use your time on an average weekday by filling in the following table. Then create your own pie chart.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Hours / Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleeping</td>
<td></td>
</tr>
<tr>
<td>grooming</td>
<td></td>
</tr>
<tr>
<td>eating and cleaning-up</td>
<td></td>
</tr>
<tr>
<td>transportation</td>
<td></td>
</tr>
<tr>
<td>working</td>
<td></td>
</tr>
<tr>
<td>classes</td>
<td></td>
</tr>
<tr>
<td>telephone calls, e-mails, or computer-chatting</td>
<td></td>
</tr>
<tr>
<td>socializing/entertainment</td>
<td></td>
</tr>
<tr>
<td>others</td>
<td></td>
</tr>
</tbody>
</table>

3. Compare your typical day with a partner’s.

C  Grammar Focus (spend + time + verb-ing)

- I spend 30 minutes putting on my makeup.
- I would literally spend about an hour a day commuting back and forth to campus.
- I spend approximately 3-4 hours studying and doing homework every day.
Small Talk

Am ericans often have short conversations, called small talk, with strangers they meet. Such chats occur at bus stops, on buses, in elevators, while waiting in line—almost anywhere that strangers gather close together. These short verbal exchanges are a way to say hello and express friendliness. They usually cover a broad range of topics. These may include weather, customer service, movies, TV shows, or consumer products. Personal questions about money, family, religious beliefs and politics are off limits during these conversations. It’s best to ask open-ended questions. If you ask visitors whether they like your city, they may say simply, “Yes.” But if you ask “What do you think of our city?” they will have more freedom in answering. This type of question also shows that you are interested in their opinion. If you appear interested in what people are saying, they feel more comfortable talking with you.

Americans end many conversations with the phrase “Have a nice day” or “Have a good day.” Store clerks often say this to customers after purchases are made. It might sound insincere, but studies have shown that it makes many people feel better. People get a sense that others care about them, rather than ignoring them. The American greeting “How are you?” has a similar effect. The questioner may not really care about the answer, but simply asking the question often raises the other person’s spirits.

1. According to the reading passage, what topics are off-limits for small talk?

   personal affairs, money, family, religion, politics

   Your answer may begin like: They are personal questions such as ....

2. What topics could you use to start a conversation?

   weather, appearances, lunch, weekend, ice breaker, book, exam

   Your answer may begin like: It depends, but the weather is probably the number one topic. Actually, ....
I. Warm-Ups

A Listening Track 4
Listen to the following conversation.
(Scenario – Harry and his female friend, Chloe, meet at a party.)

B Dictation Track 5
Fill in the blanks as you listen to the dialog again.

Chloe:   Harry! It’s (1) __________________________! I didn’t know you’d be here.
Harry:   Hello Chloe. Wow! That (2) ________________________________ on you!
Chloe:   Thanks, (3) ____________________________ so.
Harry:   Chloe, I must admit (4) _______________________________ before.
Chloe:   (5) ____________________________ . Jonathan is very kind and friendly.
Harry:   Thank you (6) ______________________________. Where is he?
Chloe:   He’s the tall man at the bar. (7) ________________________________.
Harry:   I will. (8) ______________________________ later.
Chloe:   Sorry, it’s time for me to call it a night. (9) ______________________________.
Harry:   Too bad. (10) ______________________________ about lunch.

C Useful Expressions
Make complete sentences by writing the best expression in each blank.

1. I must admit · a. We’ve all had too much to drink. Let’s ____________.
2. good to see you again · b. You’ve been away far too long. It’s so ____________.
3. looks good on you · c. ____________ I had a great time in spite of the rain.
4. call it a night · d. That color really ____________.
5. thank you for your concern · e. You’re very kind. I really ____________.
A  Model Dialog  
Listen as the teacher reads the model dialog.  
(Scenario – Katrina and Axel, her male friend, are talking on the phone.)

Katrina: Hello Axel. Were you invited to the Art Museum opening?  
Axel: Yes, Katrina. I have some paintings on display there.  
Katrina: That’s great! You can meet a lot of important people.  
Axel: Katrina, you know I’m awkward around strangers.  
Katrina: Axel, this could really help your career!  
Axel: I know. I know. Will you be there?  
Katrina: Yes, I will. Just come and try to enjoy it.  
Axel: OK. I must admit, it will be good to see you again.  
Katrina: You too, but I can’t decide what to wear.  
Axel: Your dark green evening gown really looks good on you.  
Katrina: Thank you. That’s a good idea.  
Axel: What time shall we meet?  
Katrina: How about 7:30, at the door on State Street.  
Axel: That sounds good Katrina.  
Katrina: Promise me you will meet ten new people before you call it a night.  
Axel: Thank you for your concern. I promise. See you soon.

B  Group Work  
Read the model dialog aloud, with a different group for each character.

C  Guided Speaking  
With a partner, take turns completing the answers to the questions.

- Why won’t you come to our party?
  I’m sorry, I (1) _____________________________________________________________________.

- Do you know the hostess?
  Yes, she and I (2) _____________________________________________________________________.

- Why are you staring at me?
  It’s because that jacket (3) _____________________________________________________________________.

- Why are you leaving?
  I’m exhausted. Let’s (4) _____________________________________________________________________.

- Where should we meet?
  Let’s meet (5) _____________________________________________________________________.

- How long will it last?
  I think (6) ___________________________________________________________________________.
### A Tables

Read the following table, and learn how busy college students are.

College students are busier than ever these days! The same holds for Barbara, a university student majoring in Business. She is always busy, as the timetable below shows.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30</td>
<td>Wake up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wake up at 10:00</td>
<td></td>
</tr>
<tr>
<td>7:00~8:00</td>
<td></td>
<td>Swim at the Sports Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:40~12:20</td>
<td></td>
<td>Classes</td>
<td></td>
<td></td>
<td></td>
<td>Home</td>
<td></td>
</tr>
<tr>
<td>12:30~14:00</td>
<td>At school</td>
<td>With study group</td>
<td>At school</td>
<td>With study group</td>
<td>At school</td>
<td>Squash at the Sports Center</td>
<td></td>
</tr>
<tr>
<td>15:00~18:00</td>
<td>Internship</td>
<td>Internship</td>
<td>Class</td>
<td>With book group</td>
<td>With book group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19:00~20:00</td>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
<td>Dinner</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>20:30~22:00</td>
<td>Baby-sitting</td>
<td>Watch TV</td>
<td>Watch TV</td>
<td>Watch TV</td>
<td>Movies</td>
<td>Computer Games</td>
<td>Study</td>
</tr>
<tr>
<td>22:30</td>
<td>Time to go to bed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B Pair Work

1. Look at the table again, and complete the following sentences.
   a. Barbara always ______________ at 7:00 a.m. weekdays.
   b. She has meetings with her study group from ______ to ______ on ___________ and _____________.
   c. She goes to the Sports Center to ______ and ____________________

2. Compare your schedule with Barbara’s, and share your results with a partner. You may use expressions given in the memo below.

### C Focus on Usage (expressions of time and frequency)

- I work out five days a week.
- I have a study group meeting at 7:00 p.m., Monday, June 8.
- I go to bed during the week at 11:00 p.m.
Read the following invitation and its reply. Then answer the questions. Use the words provided below each question.

Invitation and Reply

To: Mike Charles

You are cordially invited to attend the official retirement of Mr. Kevin Dugas, CEO of Lighthouse Publishing. Mr. Dugas is retiring after 35 years in the business. As one of Lighthouse’s most respected clients, we would be delighted if you could join us in saying goodbye to Mr. Dugas, who as the founder of our company, an award-winning businessman, and a regular on the factory floor, will be greatly missed. Please RSVP by returning the enclosed reply card to Stella Davis by August 25th. We hope to have the pleasure of your company.

From: Mike Charles

Thank you so much for the invitation. I’d love to go, but I’m afraid I won’t be able to make it. Mike Brothers are opening their first overseas branch the Friday before, and so I’ll be in Seoul to oversee things. I won’t be getting back to Seattle until the 7th, and then I’ll have to fly straight back to the head office in New York. I suppose I’ll just have to send him a card. I’m sure that Kevin will have plenty of interesting stories to tell and many hilarious anecdotes to share. Too bad I’ll miss it all. I hope you get a good crowd to send him off. Thanks again for the invitation.

1. According to the reply, why can’t Mr. Charles attend the official retirement of Mr. Dugas?

Your answer may begin like: His company is opening its first overseas branch in Seoul. He’ll....

2. What are some appropriate ways to respond to formal invitations?

Your answer may begin like: First, respond as quickly as possible no matter whether you will attend or not. Second,....
A Brainstorming
Write down as many words as you can about appearances.

B Listening
Track 8
Listen to the short passage about describing appearances.

C Useful Expressions
Match the related choices.
1. To all appearances, • • • • • a. white as a ghost.
2. You look • • • • • b. you look fine.
3. I’m sorry to say • • • • • c. What seems to be the problem?
4. I don’t feel good. • • • • • d. Let me take a look.
5. I’ve got a splinter in my finger. • • • • • e. your dog died.
A Model Dialog

Listen as the teacher reads the model dialog.
(Scenario – Julio goes to the hospital to see a doctor.)

Doc: You look white as a ghost. What seems to be the problem?
Julio: Well Doc, I met a girl last night that was dressed to kill.
Doc: Go on.
Julio: Yeah, well, we spent the night together. I woke up this morning with a terrible pain in my neck, and I’m very dehydrated.
Doc: Let me take a look. Does it hurt when I do this?
Julio: Yes, a little.
Doc: How did this girl come across to you?
Julio: Nothing unusual. To all appearances, she seemed to be a normal girl. Why?
Doc: It seems this girl, I’m sorry to say, has bitten your neck and drained your blood. She’s a vampire!
Julio: Are you serious? Aaaaaaargh! I’m doomed!

B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.
(Scenario – Two girls are in their apartment getting ready for a rock concert.)

Jung Me: Ji Young, what do you plan to wear?
Ji Young: I am going to wear my black high heels with tight jeans and a tank-top.
Jung Me: We have to look awesome. I am going to wear my black leather mini-skirt, my pink blouse, and pink sneakers.
Ji Young: I know, I know. I’m so nervous. I can’t decide what to wear.
Jung Me: We are going to meet the band so you should (1) _____________.
Ji Young: (2) ________________? You didn’t tell me we had back-stage passes.
Jung Me: I did just now. How do you want to (3) ________________ them?
Ji Young: I want to look fabulous. (looking in the mirror) Oh my God, oh my God, I look (4) _____________________.
Jung Me: (5) ___________________. You always look that way.
Ji Young: Make-up, make-up, I need make-up. Aaaaaaargh! I’m out of rouge.

Tip: Appearances

✓ Casual wear is not appropriate for job interviews.
✓ Good posture conveys a sense of dignity and optimism.
✓ Think about wearing the right thing for the right occasion.
III. Description

Part A Describing Appearances

A Hairstyles

Look at the pictures below, and learn what kinds of hairstyles they have.

a. _______  b. _______  c. _______  d. _______  e. _______  f. _______  g. _______

B Pair Work

1. Write the correct word beneath the pictures above.

bob           ponytail           pigtails           curly           bun           braids           bangs

2. Now look at the people below. How would you describe their appearance? Share your answers with a partner.

a. _______  b. _______  c. _______

EXAMPLE:
A man has a short cut.
He is wearing polo shirt.
A woman has braids.

3. What do you look for when you date someone? Using the chart below, give your rating for appearances and personal qualities on a scale of 7 (not important=1, very important=7). Share your answers with a partner.

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Rank</th>
<th>Personal qualities</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>height</td>
<td></td>
<td>money</td>
<td></td>
</tr>
<tr>
<td>hairstyle</td>
<td></td>
<td>job/position</td>
<td></td>
</tr>
<tr>
<td>eyes</td>
<td></td>
<td>sense of humor</td>
<td></td>
</tr>
<tr>
<td>clothes</td>
<td></td>
<td>intelligence</td>
<td></td>
</tr>
<tr>
<td>smile</td>
<td></td>
<td>education</td>
<td></td>
</tr>
<tr>
<td>body shape (fat/thin)</td>
<td></td>
<td>hobbies</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>

C Grammar Focus (sequence of adjectives)

opinions or impressions > facts (a wonderful Italian pizza)
size > age > shape > color > origin > material > purpose (a large old green wooden kitchen table)

• I like the model with short blonde hair.
• This lovely young girl with braids is my niece.
• I like long straight black hair.
Describing Appearances

There are a lot of words we use in the English language to compliment someone or describe someone’s appearance. There is a saying, “Beauty is in the eye of the beholder.” This means that everyone has a different opinion of what is beautiful. To say a woman is very attractive, one can say that she’s gorgeous, beautiful, or stunning. A man is usually described as handsome. Men and women can both be described as good-looking or charming. It is also okay to say that a man or woman is cute or adorable. However, these terms are used to describe animals and children. They are not always used as a compliment for an adult.

If you know a person and their family, then you can describe them by comparing them to their relatives. You could say, “You’re just like your mother,” “She acts just like her sister,” or “He takes after his father.” These expressions all show that the person is very similar to their relatives in appearance or character.

To describe a person’s character, you could say someone is an extrovert or introvert. An extrovert is very outgoing, talkative, and assertive. An introvert is more quiet or shy.

1. According to the reading passage, what are two ways to describe a person’s appearance?

Your answer may begin like: First, we can describe a person’s appearance directly by ....

2. Describe the appearance of a person near you.

Your answer may begin like: My English teacher, Ms. Smith, is in her mid-50s but she looks ....
I. Warm-Ups

A. Listening

Listen to the following conversation.
(Scenario – Gabriella and Susan are friends, resting in lounge chairs beside a swimming pool. Gaby is a common nickname for those with the name Gabriella.)

B. Dictation

Fill in the blanks as you listen to the dialog again.

| Gabriella: Susan! I’ve never (1) ___________________________. You have a perfect body! |
| Susan: Thanks, Gaby. (2) ___________________________.
| Gabriella: How do you stay (3) ____________________________? |
| Susan: Mostly, I have my parents to thank. They made me (4) _______________________. |
| Gabriella: You (5) _______________. This is your natural body? |
| Susan: I haven’t had plastic surgery, if (6) ___________________________. |
| Gabriella: Susan! (7) _________________ without a lot of work. |
| Susan: I’m no exception. I (8) __________________________ and exercise every day. |
| Gabriella: Well, I wish I looked as good as you do. |
| Susan: I’d like to point out that (9) ___________________________. I’m alone. |

C. Useful Expressions

Make complete sentences by writing the best expression in each blank.

1. kind of you to say so  • a. I’m not that beautiful, but it’s ____________________________.
2. made me what I am today  • b. I’d _____________ that your eyes and lips are simply gorgeous.
3. if that’s what you mean  • c. He’s stout, but he’s not fat, ____________________________.
4. I’m no exception  • d. Too much sun, alcohol and tobacco have ____________________________.
5. like to point out  • e. When it comes to eating too much of the wrong foods, ____________.
II. Listening & Speaking

A  Model Dialog

Listen as the teacher reads the model dialog.
(Scenario – Jane Smith, a health counselor, is in her office speaking with an older woman, Naomi.)

Jane: Hello, Naomi. What can I do for you today?
Naomi: Hello, Jane. I wanted to talk with you about getting plastic surgery.
Jane: Naomi, you look wonderful. What are you thinking?
Naomi: It’s kind of you to say so, but I don’t feel attractive any more.
Jane: What’s the difference between being attractive and being young?
Naomi: I don’t understand.
Jane: Youthful beauty is only one of the things that makes us attractive.
Naomi: I never thought about it like that.
Jane: Women get older, and I’m no exception. But we can still be attractive.
Naomi: Can you be more specific?
Jane: We all enjoy people who are energetic, humorous, positive and outgoing.
Naomi: I’m not a couch potato, if that’s what you mean.
Jane: Not at all. I’d just like to point out that you’re attractive now.
Naomi: But my body is aging and changing. I don’t want that.
Jane: Time and my daily choices have made me what I am today. You too.
   You don’t need surgery; you are already attractive. Save your money.
Naomi: Thank you, Jane. You’ve given me a lot to think about.

B  Group Work

Read the model dialog aloud, with a different group for each character.

C  Guided Speaking

With a partner, take turns completing the answers to the questions.

- Why do you think people want plastic surgery?
  Because (1) ________________________________.

- Do you think plastic surgery makes people look young?
  Yes, because (2) ________________________________.
  No, I don’t. Because (3) ________________________________.

- What are your best facial features?
  My (4) ________________________________.

- Is there any part of your body that you want to change?
  Yes, I want (5) ________________________________.
  No, because (6) ________________________________.

- Which facial features are most attractive to you?
  I really like (7) ________________________________.

- What body features of others are most attractive?
  I find (8) ________________________________.
A Line Graphs
Read the chart, and learn about cosmetic surgery trends during the past decade.

It is reported that 10 million more cosmetic procedures were performed in the United States in 2007 than in 1997. The chart shows a sharp increase in the number of surgical procedures.

B Pair Work
1. Look at the line graph above, and complete the following sentences below to describe it.
   a. The rate decreased between __________ and __________, __________ and __________, __________ and __________.
   b. There was ____________________________________________ between 1999 and 2001.
   c. There was an increase of almost __________ million cases in 2007, compared to 1997.

2. Now describe the chart in more detail. Then share your descriptions with your partner.

   Example: In the graph, I can see there was a huge increase in plastic surgeries in a decade.
   I can see two peaks in 2001 and 2004....

3. Interview two of your classmates with the following questions. Circle Y for yes, N for no. Discuss the results.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yourself</th>
<th>________</th>
<th>________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you approve of cosmetic surgery?</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>2. Would you feel embarrassed about having cosmetic surgery?</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>3. Would you consider cosmetic surgery for yourself?</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>4. If you said yes, what kind of surgery would you like?</td>
<td></td>
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</tbody>
</table>

C Focus on Usage (expressions of increase and decrease)
- This year the rate went up to 57%, compared to 51% in 2007.
- The economy had reached a low point and its slide had ended.
- Earnings rocketed at a rate of over 67% per quarter.
- The sales surged more than 50%.
The way you think about your own body is called your body image. If you have a negative body image, it means you don’t like your body. If you don’t like your body, you probably don’t like yourself. In this way, body image is connected to self-esteem.

Body image might be improved by plastic surgery. However, this does not always result in higher self-esteem. Sometimes, the main reason for a negative body image is psychological, not physical. In such cases, plastic surgery alone cannot help. First, learn to appreciate everything about yourself, not just your appearance.

You can also try to improve your body image by managing how and what you eat. A good diet consists of eating the proper amounts of healthy foods. If you follow a good diet for a long time, you can lose weight and feel better about yourself over time. Unfortunately, many people are impatient. They have a negative body image, and they want to change the way their body looks right away.

A third way to change your body is through exercise. Exercise can change the shape of your body. It can also make you feel more energetic and relieve your stress. These are important because changing how you feel can change your body image, too.

1. According to the reading passage, what are three ways you can improve your body image?

   appreciate, diet, exercise, stress, benefit

   Your answer may begin like: First, you need to learn to appreciate everything about yourself, ....

2. Is your body image more positive, or more negative?

   positive, strong, negative, mirror, body, hair, old, bright

   Your answer may begin like: Generally positive. First, I'm taller than average because it runs in my family. Second,....
### Unit 03
### Shopping

#### Part A  Shopping at Stores

### I. Warm-Ups

#### A  Brainstorming
Write down as many words as you can about shopping.

<p>| | |</p>
<table>
<thead>
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</tbody>
</table>

#### B  Listening  Track 15
Listen to the short passage about shopping at stores.

#### C  Useful Expressions
Match the related choices.

1. I’d like to try this on. •
2. Do you have this in blue? •
3. We have leather and cotton. •
4. It looks great on you. •
5. How will you pay for that? •

   • a. I will use my VISA card.
   • b. Which do you prefer?
   • c. Thank you. Is it on sale?
   • d. We have various colors of blue....
   • e. OK. What size do you take?
II. Listening & Speaking

A Model Dialog

Listen as the teacher reads the model dialog.

(Scenario – Tenesha is a young office worker shopping for a blouse at a department store.)

Tenesha: Hello, I’d like to try this on.
Sales Person: No problem. I’ll show you where the fitting room is. Follow me.
Tenesha: (looking in mirror) I think this would look better in blue. Do you have this in blue?
Sales Person: Yes, I do. We also have it in pink, white, and burgundy. Which do you prefer?
Tenesha: I will try on the blue blouse.
Sales Person: What size do you take?
Tenesha: Medium should fit.
Sales Person: I have two colors in your size. Here’s the blue blouse. Please try it on.
Tenesha: OK. (looking in mirror) What do you think?
Sales Person: I think it looks great on you.
Tenesha: I’d really like to buy this. Is it on sale?
Sales Person: Yes, today is a clearance sale. Everything in this section is 20% off.
Tenesha: I’ll take it.
Sales Person: How will you pay for that?
Tenesha: Cash.

B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.

(Scenario – A young man named Tili is shopping for shoes.)

Tili: Hello, I am looking for a pair of business shoes.
Sales Person: (1) _____________________, loafers or wing tips?
Tili: I prefer wing tips. (2) _____________________ in brown?
Sales Person: I believe we do. Let me check. Here we are.
Tili: (3) ________________________.
Sales Person: (4) ________________________.
Tili: (5) ________________________?
Sales Person: No, I’m sorry they are not, but they are selling for a great price.
Tili: OK, I’ll take them. Do you accept VISA?
Sales Man: Yes, we do.

Tip - Shopping

☑ It is not a good idea to go grocery shopping when you are hungry.
☑ You can sometimes find priceless artifacts at garage and tag sales.
☑ Finding and using coupons can save you thousands of dollars in your lifetime.
III. Description

A Tables

Read the table below, and learn about international shoe size conversion.

Products such as shoes and clothing are not measured the same around the world. You need to convert your size to a different measuring system when you travel to other countries. The following table provides an approximate shoe size conversion for several countries.

International Shoe Size Conversion Table

<table>
<thead>
<tr>
<th></th>
<th>Women’s Shoes</th>
<th>Men’s Shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>4.0</td>
<td>4.5–5.0</td>
</tr>
<tr>
<td>UK</td>
<td>2.0</td>
<td>2.5–3.0</td>
</tr>
<tr>
<td>Europe</td>
<td>34.5</td>
<td>35.0–35.5</td>
</tr>
<tr>
<td>China</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Inches</td>
<td>8.6</td>
<td>8.86</td>
</tr>
<tr>
<td>mm</td>
<td>220</td>
<td>225</td>
</tr>
</tbody>
</table>

B Pair Work

1. Look at the table again, and answer the following questions.

   a. Mike, whose foot size is about 260 mm, is looking for shoes in the USA. What size will fit him? _______

   b. Ms. Peng wears approximately size 36 in China. She is looking around a shoe store in London. What size should she try on? ________________

   c. Jane is visiting France for her vacation and wants to buy shoes for her brother as a gift. His shoe size is 9.5 in the U.S. What size should Jane buy him? _______

2. Convert your shoe size to the appropriate measurement.

   a. Your shoe size: _______ Country: ____________

   b. If you buy a pair of shoes in the United States, what size should you try on? _______

   c. If you buy a pair of shoes in the United Kingdom, what size should you try on? _______

C Grammar Focus (phrasal verbs)

• I’d like to try this on.

• You’d better try on a larger size.

• I am looking for a pair of business shoes.

• That might cheer you up.
Shopping

Shopping is a favorite activity for many people in North America. Most people just like to go and look around. When you enter a shop, the clerk or salesperson will ask you if they can help you. If you say no, they will not ask again. Also, they will not stand by or follow you around. Prices are set and the price is usually clearly marked on the product or near it. It is not possible to bargain in most stores in North America. After you buy something, save the receipt. It is quite easy to return the purchased item to a store, even if you have taken it home and unwrapped it. However, you must have the receipt.

Many Americans love to shop for things on sale. There are almost always some special items for sale at a discount. Also, there is usually a “clearance” area of the store. Here, you can find old items, such as last year’s fashions, for very low prices.

If you want to pay even less for clothes, you can go to a second-hand store. You can find used clothes and other items here. Most of the things are quite old. However, you could find some high-quality, brand-name clothes for just a few dollars. If you shop there, you will be helping others as well. Most second-hand stores are owned by charities. Almost all of the money from the sales goes to help the poor.

1. According to the reading passage, where can you buy clothes at a lower price?

- two, clearance, last year, second-hand, price

Your answer may begin like: There are two ways to do it. First, go to ....

2. How do you buy things at lower prices?

- website, compare prices, bulk, cash, ask

Your answer may begin like: First, I use websites where I can compare prices among different stores. Second, ....
I. Warm-Ups

A. Listening (Track 18)
Listen to the following conversation.
(Scenario – Tanya and Michelle are female friends talking at a coffee shop.)

B. Dictation (Track 19)
Fill in the blanks as you listen to the dialog again.

Tanya: Michelle, I (1) _________________.
Michelle: What’s the problem, Tanya?
Tanya: I bought a (2) _________________. It turns out that it’s of very low quality.
Michelle: (3) __________________. Just return it.
Tanya: That’s the problem. I (4) __________________ to return it.
Michelle: Isn’t there a physical (5) _______________?
Tanya: None. No (6) ______________. Not even an e-mail address.
Michelle: It (7) __________________ they intended to rip off shoppers.
Tanya: I’m afraid you’re right. I (8) __________________ I can’t wear.
Michelle: That’s why (9) __________________ on the Internet.

C. Useful Expressions
Make complete sentences by writing the best expression in each blank.

1. it turns out that • a. If you think I’m going to leave, ___________________.
2. that’s too bad • b. In the last ten years, I’ve never ______________ lose weight.
3. found any way to • c. After all this time, _______________ we should be friends.
4. it seems to me that • d. It’s late, but ______________. You still have to do your homework.
5. I’m afraid you’re right • e. After a long search, ______________ the dog was under our house.
II. Listening & Speaking

A  Model Dialog (Track 20)

Listen as the teacher reads the model dialog.

(Scenario – Jason and Maria are friends having lunch at a restaurant.)

Jason: This is a great restaurant for lunch! Thanks for inviting me here.
Maria: My pleasure. It's good to see you again.
Jason: You too. What have you been doing lately?
Maria: I've been buying a lot of items for our high-tech store.
Jason: Is that hard?
Maria: It turns out that most of what we need is on the Internet.
Jason: That must be helpful.
Maria: If we didn't use the Internet, it would be harder to make a profit.
Jason: It seems to me that your customers could buy those things directly.
Maria: Frankly, they could. But our customers like to see what they're buying.
Jason: Have you found any way to get special discounts?
Maria: Yes. We often get lower prices when we buy large amounts.
Jason: Internet shopping is working for you.
       My experience has been worse.
Maria: That's too bad. I'm afraid you're right for clothes and shoes.
       Things like that.
Jason: I guess shoppers have to be careful no matter how they shop.
Maria: True. Or you could shop with us and relax.

B  Group Work

Read the model dialog aloud, with a different group for each character.

C  Guided Speaking

With a partner, take turns completing the answers to the questions.

- What do you shop for on the Internet?
  Mostly I (1) ________________________________________.

- How often are you satisfied with your results?
  Usually (2) ______________________. [or] Sometimes ______________________.

- How often do you shop on the Internet?
  I shop on the Internet (3) ______________________________.

- How do you feel about prices on the Internet?
  Internet prices are (4) ________________________________.

- What kind of problems have you had?
  Once I (5) _________________________________. [or] I've never _________________________________.

- Have you found any way to get discounts?
  Often (6) ________________________________________________.
A  Shopping Receipts
Read the receipt, and learn the common symbols and expressions.

When we go shopping we receive a receipt for what we buy. Receipts are small and can be difficult to read if we don’t understand the common symbols used on receipts. Below are explanations of common symbols and expressions.

LB: Pounds
@: At
/: Price per unit (in this case: Pound)
TAX: State and local taxes due on purchases
BALANCE DUE: Total of all purchased items
CASH: Payment method
CHANGE: Money returned after a cash payment
08/24/09: Date of purchase

B  Pair Work
1. Look at the receipt again, and answer the following questions.
   a. The shopper purchased ________ pounds of apples.
   b. The shopper spent $ __________ for beverage.
   c. The shopper paid using __________.
   d. Salmon costs $ ________ per pound.

2. Answer the questions below, and interview two of your classmates. Then share the interview results with the class.
   a. Do you like shopping? If yes, what item(s) do you usually buy? __________
   b. How often do you go shopping? _______________
   c. Do you prefer online shopping or shopping at stores? _______________

C  Grammar Focus (conditionals)
• I am not a couch potato, if that’s what you mean.
• We would be delighted if you could join us.
• If we didn’t use the Internet, it would be harder to make a profit.
• If I had a magic carpet, I’d take you to a magic land.
Have you ever bought anything online? Or have you ever gone “window shopping” on websites? If so, you’re not alone. This is one of the fastest growing consumer habits in the world.

Just a few years ago, people were not very familiar with Internet technology. They were worried about making a purchase online. But now people can buy nearly everything on the Internet. From 1999 to 2002, electronic commerce, or e-commerce, grew by 29 percent annually. This is not only due to an increase in the number of people trusting the Internet; it is also because more people have Internet access. In 1997, less than 20 percent of Americans had Internet access at home. In 2001, that number increased to more than 50 percent. As more people have gained online access, they have begun shopping online more often.

The Internet has created a convenient way for business people to locate items they need and to get them at the best prices. In the past, owners of most businesses bought their supplies locally. Now, business people anywhere in the world can shop on the Internet to find the best deals. For instance, the owner of a restaurant in a small town that wants to buy uniforms for employees can compare items from New York, Chicago, and other cities. In this way, he or she often can choose from a wider variety of items at lower prices. If you are one of the few people who haven’t tried online shopping yet, you’re likely to be an online shopper eventually!

1. According to the reading passage, what can restaurant owners in a small town do?

   buy, uniform, employee, compare, Chicago

   Your answer may begin like: They can buy uniforms on the Internet for their ....

2. What are some Internet shopping tips?

   price-comparison site, buyer review, trust, coupon

   Your answer may begin like: First, get the best deal by using price-comparison sites. Second, ....
A Brainstorming

Write down as many words as you can about reaching agreement.

---

B Listening

Track 22

Listen to the short passage about reaching agreement by mediation.

C Useful Expressions

Match the related choices.

1. I’m sorry, I can’t hear you.  
2. I will give you $500 for the car damage.  
3. I was at my mom’s.  
4. Do you agree to the terms?  
5. Welcome to my home.

- b. What did you say?  
- c. Is this acceptable?  
- d. Yes, if we can meet halfway.  
- e. Let me clarify that. You were at your mom’s?
B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.

(Scenario – A girl named Sulgi visits her boyfriend at his apartment.)

Phillip: Come in, beautiful. Sit down, (1) ________________________.
Sulgi: I don’t think I can be comfortable.
Phillip: Well try. So, can you tell me why you won’t marry me?
Sulgi: Well, my mother says we come from different cultures and religions, so it just won’t work.
Phillip: (2) ________________________? You’re not marrying me because your mom THINKS we are not compatible?
Sulgi: Yes, that is the short version.
Phillip: But I’m not marrying your mom. I’m marrying you.
Sulgi: I’m sorry. There is nothing I can do. I must go.
Phillip: Go? Are you saying (3) _________________?
Sulgi: Yes, goodbye.
III. Description

A Emotions
Look at the pictures below, and learn about emotions.

1. 2. 3. 4. 5. 6. 7.

B Pair Work
1. Look at the pictures above, and choose the correct word for each.

   a. discouraged______  b. furious______  c. humiliated______  d. nervous______
   e. stressed______    f. relieved______  g. thrilled______

2. The following are emotional adjectives. Classify the words into positive and negative categories.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>amused</td>
<td>annoyed</td>
</tr>
<tr>
<td>energetic</td>
<td>enthusiastic</td>
</tr>
<tr>
<td>perfect</td>
<td>pleasant</td>
</tr>
<tr>
<td>annoyed</td>
<td>energetic</td>
</tr>
<tr>
<td>enthusiastic</td>
<td>pleasant</td>
</tr>
<tr>
<td>perfect</td>
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</table>

3. Pick negative and positive adjectives to describe someone you know (third person) to your partner.

C Grammar Focus (subject complements)

- I don’t think I am enthusiastic. (adjective)
- He became a nurse. (noun)
- To see is to believe. (infinitive)
- The problem is that she refused to tell me what was going on. (clause)
IV. Reading and Discussions

Read the following passage, and answer the questions. Use the words provided below each question.

Mediation

Of the methods used to settle or resolve conflicts, mediation is one with which almost all of us have experience. If two people disagree and are unable to come to an agreement, they might call in a third person to help solve their problem. The third person then becomes the mediator. When we are young, this is often a parent or a teacher. For adults to reach a successful conflict resolution, they must agree to follow some rules. First, they must make a sincere effort to solve the problem. Second, they must not be rude or insulting during this process. Third, they must listen carefully, and not interrupt, while others are speaking. Fourth, they must tell the truth about their desires and feelings. In this case, the mediator manages the resolution process.

To start, the mediator asks each person how the conflict came about. Each speaker continues without interruption until finished. They are asked how they feel about the conflict. They are asked what they really want. They are asked how they might reach an agreement. The best result is one in which those in conflict create their own agreement. Still good is a result in which the mediator suggests an agreement acceptable to those in conflict. If allowed to escalate, conflicts often end in anger, hurt feelings and violence. Resolving conflicts as soon as possible helps avoid major problems and allows us to get on with our lives.

1. According to the reading passage, what are the rules for a successful conflict resolution?

   effort, rude, insulting, listen, truth

   Your answer may begin like: First, make a sincere effort. Second, ....

2. Do you have your own rules for preventing interpersonal conflicts?

   smile, good things, number, sense of humor

   Your answer may begin like: First, smile. I practice smiling in front of the mirror before I leave home. Second, ....
I. Warm-Ups

A  Listening  Track 25

Listen to the following conversation.
(Scenario – Aaron, a teenager, is at home with his mom and dad.)

B  Dictation  Track 26

Fill in the blanks as you listen to the dialog again.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Blank</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron: Mom, I need ___________________________ night.</td>
<td>(1)</td>
<td>hear me out</td>
</tr>
<tr>
<td>Dad: Aaron, that's unacceptable. ___________________________ , you got drunk.</td>
<td>(2)</td>
<td>should be fine</td>
</tr>
<tr>
<td>Aaron: This is different. ___________________________ . I'm going to a movie with Annie.</td>
<td>(3)</td>
<td>hear me out</td>
</tr>
<tr>
<td>Mom: Annie ___________________________. That should be fine.</td>
<td>(4)</td>
<td>willing to compromise</td>
</tr>
<tr>
<td>Aaron: That's right. ___________________________. I'll be home before midnight.</td>
<td>(5)</td>
<td>willingness to compromise</td>
</tr>
<tr>
<td>Dad: ___________________________ what you say this time?</td>
<td>(6)</td>
<td>willing to compromise</td>
</tr>
<tr>
<td>Aaron: Come on. You've got to ___________________________ sometimes.</td>
<td>(7)</td>
<td>willing to compromise</td>
</tr>
<tr>
<td>Mom: I suppose so. But you'd ___________________________ this time.</td>
<td>(8)</td>
<td>willing to compromise</td>
</tr>
<tr>
<td>Dad: And no alcohol. ___________________________.</td>
<td>(9)</td>
<td>willing to compromise</td>
</tr>
<tr>
<td>Aaron: Thanks. Thanks. ___________________________. And I'll be home early. I promise.</td>
<td>(10)</td>
<td>willing to compromise</td>
</tr>
</tbody>
</table>

C  Useful Expressions

Make complete sentences by writing the best expression in each blank.

1. hear me out  •  a. This won't be easy to understand but just ___________________.
2. should be fine  •  b. He's so stubborn. He's just not ___________________ about anything.
3. do what you say  •  c. Cleaning your room before you go out ___________________.
4. willing to compromise  •  d. If you want me to trust you, always ___________________.
5. is not negotiable  •  e. If we dress warmly, even if it snows, we ___________________.


Part B Finding Solutions
A Model Dialog

Listen as the teacher reads the model dialog. 
(Scenario – Sean, a factory labor representative, is with Charles, the work supervisor.)

Charles: Good morning Sean. What can I do for you?
Sean: Thanks for seeing me, sir. The men have asked for a change.
Charles: What kind of change?
Sean: They’re exhausted. They want to return to a five-day-work week.
Charles: Sean, that’s unacceptable. We have to run this factory six days a week.
Sean: I understand, sir. Please hear me out.
Charles: Go on. I’m listening.
Sean: Each man would work only five days. We’d run the factory for six.
Charles: What are you proposing?
Sean: Some men have volunteered to work Saturdays, if they can be off Mondays.
Charles: It sounds complicated.
Sean: We’ve already worked out a schedule that should be fine.
Charles: If we do this, our output must stay the same. This is not negotiable.
Sean: We know. We’re willing to work harder if needed.
Charles: Sean, if you can do what you say, I’m willing to compromise.
Sean: Thank you sir. This really will improve morale.

B Group Work
Read the model dialog aloud, with a different group for each character.

C Guided Speaking
With a partner, take turns completing the answers to the questions.

- What is it you want to change?
  We want (1) ____________________________________________________.

- What are you proposing?
  We would like to (2) ____________________________________________.

- Why do you think we can reach an agreement?
  Because (3) ____________________________________________________.

- Are you rejecting our offer?
  Yes, we (4) ______________. [or] No, we ______________________.

- Why don’t we work it out among ourselves?
  That’s (5) ____________________________________________________.

- Is a salary increase negotiable?
  No, we (6) ____________________________________________________.
A Bar Graphs
Read the graph about information sources people depend on when they solve problems.

The chart indicates sources of information people consult when they need to talk about their problems. These include such as dealing with health concerns, making a decision about school enrollment, financing school, or upgrading work skills.

B Pair Work
1. Look at the bar graph above, and complete these sentences to describe the graph.

a. Professional advisors were the ____________ popular source people consult about their problems.

b. Fifty-three percent of the respondents said they went to ________________ such as doctors, lawyers, or financial experts.

c. Four major information sources people turn to in order to address problems are: ________________________________.

2. Interview three of your classmates about what sources of information they would consult if they needed to address a problem. Report your results to the class.

When you need to address problems, what or who do you turn to?

When dealing with a health issue: ________________________________

When making a decision about educational matters: ________________________________

When seeking advice about friendship or family troubles: ________________________________

C Grammar Focus (indirect questions)
• He asked if I could help him with writing a contract.
• Could you tell me who needs to be involved?
• I don’t know what you mean.
• I wonder how long it will take to get there.
In the course of everyday life, people often have goals or desires that cause conflict with others around them. Such disagreements are frequent and often unavoidable. How we handle conflicts thus becomes a major factor in our quality of life. Many people spend much of their lives angry and hostile because they do not get the things they want. Negotiation is a process by which two people reach agreement after a peaceful discussion. Disagreements can be settled so that only one side wins. However, over the years one strategy, called win-win, has proven to be superior. When negotiators pursue this strategy, they commit to having both sides benefit. Each side knows they will benefit from negotiating. This prevents the ‘losing side’ from using pressure or violence to resolve the situation in their own favor.

Informal negotiation is common in everyday life. We may negotiate with family members to get them to do their share of chores around the house. We may negotiate with our friends to see what we will do together during our free time. Negotiation is a powerful social tool to get more of what we want, to keep our friends and family happier, and to improve our quality of life.

1. According to the reading passage, what happens in a win-win situation?

   benefit, prevent, violent methods, favorable

   Your answer may begin like: Both sides of the negotiation benefit. Plus, ....

2. What have you negotiated for lately?

   return, discount, benefit, deal, at work, raise

   Your answer may begin like: The first time was when I bought a printer on the Internet and I found a ....
I. Warm-Ups

A. Brainstorming
Write down as many words as you can about culture.

B. Listening
Listen to the short passage about cultural gaps.

C. Useful Expressions
Match the related choices.

1. My wife divorced me. Life is terrible.
   - a. Don’t worry. Things will get better.
   - b. I’ve been depressed lately.
   - c. I just received news that my son died in the war.
   - d. If you ever need someone to talk to, I’m always available.
   - e. I don’t know what to expect.

2. I’m out of my element.
3. How are you doing?
4. My heart is heavy.
5. Sometimes I just need to talk with someone.
Model Dialog

Listen as the teacher reads the model dialog.

(Scenario – Jose, from the Mexican countryside, is at a bar in NYC, talking with his friend Mike.)

Mike: How are you adapting to the Big Apple?
Jose: Not good. I’ve been depressed lately.
Mike: I’m sorry to hear that. Are things getting you down?
Jose: I don’t know what it is. I feel like I am out of my element.
Sometimes I get dizzy and feel like the room is spinning.
Mike: You’re probably experiencing culture shock. Don’t worry. Things will get better in time.
Jose: I do miss my family, home-cooked meals, the farm animals, and the peaceful starry nights, to mention a few things.
Mike: Want to rent a Mexican movie in Spanish? That might cheer you up.
Jose: That’s a good idea. My heart is heavy for home, so that just might work.
Mike: How about going to Taco Bell for some authentic Mexican food? Ha, ha, ha, just joking.
Jose: Funny, funny, funny, you’re a good guy. Thanks for being my friend.
Mike: No problem. If you ever need someone to talk to, I’m always available.

Group Work

Read the model dialog aloud, with a different group for each character.

Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.

(Scenario – Frank is in a bar, where he meets a friendly stranger.)

Frank: ________________________________ so I am going to get drunk.
Stranger: ________________________________?
Frank: They certainly are. ________________________________ on this planet.
      I need to get back to Earth.
Stranger: I know what you mean. There is a huge cultural gap. I’ve been here for ten years and I still don’t feel quite right.
Frank: Bartender, give me a bottle of whiskey and two glasses for me and my friend here.
Stranger: Let’s get good and drunk. ________________________________ I just heard my daughter got married and she didn’t invite me. (time passes)
Frank: Well, I’m drunk. ________________________________.
Stranger: Spinning! It is! The bar is inside a super tornado!

Tip

Adapting to strange cultures

✓ Don’t let people get on your nerves—try to understand them instead of them understanding you.
✓ Don’t judge the entire country by the actions of one or a few.
✓ Do have a spirit of humility and the desire to meet and talk with the locals.
### A  Line Graphs

Study the graph, and learn what phases of culture shock people undergo in a new place.

![Graph showing phases of culture shock](image)

When you move to a new place, it is normal to experience culture shock at some point. In general, there are four stages of culture shock: the Honeymoon Phase, the “Everything is awful” (hostility) phase, the “Everything is OK” (humor) phase, and the “Feeling at home” (enthusiasm) phase.

### B  Pair Work

1. Look at the curve in the graph above, and complete the sentences below to describe it.

   a. In the first phase, generally called the ________ phase, people feel very positive about the culture.

   b. The excitement diminishes toward a normal mood level ________ after moving to a new culture.

   c. The hostility stage hits bottom during the ________ and ________ months.

2. Now interview three of your classmates about how they feel when they move to a new place (country, college, or university). Then report the interview results to the class.

   **Questions for survey**

   a. *How did you feel when you first left your home country/town and went to another country/town?* (sadness, loneliness, melancholy, insomnia, desire to sleep too much, etc.)

   b. *What made you feel like “a fish out of water” at the very beginning when you moved to the new place?*

   c. *After staying in the new place for a while, how did you feel—better or worse?*

### C  Grammar Focus (**be going to** and **will**)

- *I'm going to* buy you lunch.
- *I am going to* wear my black high heels with tight jeans and a tank-top.
- *I will* try on the blue blouse.
- *I will* give you $500 for the car damage.
IV. Reading and Discussions

Read the following reading passage, and answer the questions. Use the words provided below each question.

**Cultural Gap**

Though often confused, the meaning of the words “culture” and “society” are a little different. Society results from the organized interaction among people living in a geographical or political region. Culture is the shared way of life of a particular group of people. The values, beliefs, behaviors, and physical objects that a group shares, make up its culture.

Culture has two distinct aspects: spiritual and material. The spiritual aspect includes values, ideas, and beliefs. These could be anything from **capitalism** to **Confucianism**. The material aspect, meanwhile, includes tangible things from pyramids to lawn mowers.

For millennia, human cultures have adapted to their environments in unique and **astonishing** ways. Some cultures choose to evolve at the pace of their environment. This may be so that they can conserve resources. Cultures that choose rapid change also choose unlimited use of resources. Each culture must eventually make one of these two choices. The result is two groups of cultures with opposing lifestyles.

One result of this conflict is “cultural gap” or “culture shock.” Imagine modern city people stranded in a nature-based culture. They might need to learn to accept **nudity** or to eat uncooked foods. Now imagine traditional people stranded in a modern urban culture. They would likely be overwhelmed at the **dizzying** pace of modern life. They might also feel helpless without their usual supportive matrix of people, plants, and animals.

---

1. According to the reading passage, what is the definition of culture?

   **Your answer may begin like**: Culture is the shared way of life ....

2. Where do you think cultural gaps exist?

   **Your answer may begin like**: Cultural gaps, I think, are not only about foreign countries. Within a single country, ....
A  Listening  Track 32

Listen to the following conversation.
(Scenario – A man, Shalin, and a woman, Nanda, are friends leaving a London cinema.)

B  Dictation  Track 33

Fill in the blanks as you listen to the dialog again.

C  Useful Expressions

Make complete sentences by writing the best expression in each blank.

1. was a nice change from
2. ready to go home
3. take a walk
4. come to your attention
5. been thinking about

a. The senior trip ______________________ our studies.
b. When did this ______________________?
c. You seem a thousand miles away, what have you __________?
d. I like to _____ every morning before work.
e. We’re too drunk! I think we’re __________.
II. Listening & Speaking

A Model Dialog

Listen as the teacher reads the model dialog.

(Scenario – Peter and Jim are old friends having beer in a pub.)

Peter: Jim, I’ve been thinking about South Korea lately.
Jim: Yeah, Peter, I sometimes miss Korea too.
Peter: I recall that we could take a walk late at night without fear.
Jim: Not a good idea in many American cities these days.
Peter: What do you miss?
Jim: The respect students showed for teachers. That was nice.
Peter: Yeah. It was a nice change from the rudeness of many young Americans.
Jim: True. On the other hand, I don’t miss the smell of garlic.
Most Koreans won’t eat without having Kimchi. What a smell!
Peter: It does smell bad, but I came to like it. I still eat it often.
Jim: Peter, do you want more beer?
Peter: No, Jim. I’m about ready to go home.
Jim: Anyway, why has all this come to your attention now?
Peter: I’ve been thinking about the treasure I brought home from Korea.
Jim: You found treasure in Korea?
Peter: I certainly did––a hardworking Korean wife and a lovely daughter.

B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

With a partner, take turns completing the answers to the questions.

- Why are you thinking about Korea? It’s because (1) ________________________.
- What did you enjoy most about Korea? I really liked (2) ________________________.
- What were some of your favorite foods? I (3) ________________________________.
- Why do you take walks late at night? Because (4) ____________________________.
- Do you know any foreign languages? Frankly, (5) ____________________________.
- Did any of your friends marry foreigners? My (6) ________________________________.

Note

Ending conversations

Speakers use signals to show that they are ready to end a conversation. People who miss or ignore such signals will be considered socially inept or worse. We suggest our students use simple, clear messages to end conversations. Maybe something like, “I’ve enjoyed talking to you, but I’ve got to go. See you later. Good bye.”
### A Bar Graphs

Study the chart, and learn about the major religions of the world.

Culture, religion, and language are three parts of personal identity that interconnect with racial and ethnic identity. A large percentage of the world’s people practice one of several major world religions. The chart shows the percentages of people practicing these world religions.

### B Pair Work

1. Look at the bar graph above, and complete the sentences below to describe the graph.

   a. __________ is the most popular religion. About ______ percent of the world population practices it.
   
   b. __________ is second with ______ percent.
   
   c. ______________, ______________, and _________________ are also major world religions, enjoying about 13%, 6%, and 6% respectively.

2. Interview two of your classmates regarding their cultural, religious, and language identities. You may use the questions below. Then report the interview results to the class.

   1. What is your mother tongue? Do you speak that language with a regional accent or dialect?
   
   2. What religion do you practice?
   
   3. How can you describe your culture? What cultural characteristics do you think your country possesses that make it distinctive and why? (arts, crafts, foods, music, color, smell, etc.)

### C Focus on Usage (emphatic do)

- It **does** smell bad.
- Cultural characteristics **do** change; however, they change slowly.
- The debate was about the statement that religion **does** cause war.
- You **did** get into serious trouble.
In 1996, the French Government made a new plan to cut down on American influence on French culture. The French government represented many countries which worried about losing their cultures. The French stood up for those countries’ rights to try and keep the influence of American culture from taking over the world through movies, television, and music.

A number of corporations in America had plans to further expand their influence throughout the world. These companies tried to pass a free trade agreement very favorable to America at the world trade talks. The agreement did not come about due to the French government’s political power.

The French government then passed a law which made all French radio stations build up the number of French pop songs played over the radio. Radio stations in France had to play at least four French pop songs out of every ten songs played. Stations which did not stick to this limit of foreign songs would be breaking the law. The French encouraged other countries to do the same.

No one in France expects the new law to stop American influence on the French people. However, they do hope the strength of the influence of American culture will fade away a little over time. Furthermore, the French government’s actions will ensure survival of a multi-cultural world.

1. According to the reading passage, what did the French government do to cut down on the American influence on French culture?

Your answer may begin like: The French government supports the efforts made by countries to reduce the influence of American culture. As far as music is concerned, ....

2. What does the government of your country do to protect the national culture against foreign cultures?

Your answer may begin like: First, one of the central government’s ten departments is in charge of culture-related affairs. Second. ....
A  Brainstorming
Write down as many words as you can about the Internet.

B  Listening
Track 36
Listen to the short passage about the bright side of the Internet.

C  Useful Expressions
Match the related choices.
1. My house burnt down.
   - a. That seems simple enough.
2. The invention of the computer is
   - b. He can do much more. He is walking, too.
3. Thank you for giving me directions.
   - c. the best thing that’s happened since sliced bread.
4. I hear your baby is talking.
   - d. Nothing to worry about, your insurance will buy you a new one.
5. Just point and click.
   - e. The pleasure was mine.
A  Model Dialog  (Track 37)

Listen as the teacher reads the model dialog.
(Scenario – Jane bought her mother a computer for Christmas and is teaching her how to use it.)

Jane: Mom! Did you know you could save a lot of time and money by learning Internet skills?
Mom: Oh, really! Technology is so confusing. Moreover, I’m too old to learn.
Jane: Let me help you. First, you learn how to surf the net. Just point and click.
Mom: That seems simple enough. Can I contact you abroad on the Internet?
Jane: You can do much more than that. You can send e-mails, make phone or video calls, shop for many things, do your banking, and more.
Mom: Banking on a computer! That worries me. Is it safe?
Jane: Nothing to worry about. Computers are as safe as using the phone.
Mom: Well, I am getting old and it would be nice not having to drive to the bank.
Jane: Don’t worry, mom. The Internet is the best thing that’s happened since sliced bread.
Mom: Thank you for teaching me, sweetheart.
Jane: The pleasure was mine. Got to go, see you tomorrow.

B  Group Work

Read the model dialog aloud, with a different group for each character.

C  Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.
(Scenario – Lillian, an old woman, is trying to operate a gas pump. Teddy, a young man, helps her.)

Lil: Sonny, will you help me?
Ted: Sure, what’s wrong?
Lil: Well, they say technology is (1) ___________________________.
Ted: It is, but (2) __________________________ at times.
Lil: So true. I know how to slice bread but I can’t pump gas.
Ted: (3) __________________________. I’m a technological genius. Just lift the nozzle, select the grade you want, and press start.
Lil: (4) ___________________________.
Ted: It’s very simple. Next time it will be even easier for you.
Lil: Oh, you’ve been so helpful. Thank you.
Ted: (5) ___________________________. Have a great day.

Tip  Internet use

✓ Never use your real name, phone number, or address on an unsecured site.
✓ Never reply to e-mail with your information unless you know the sender.
✓ When using your credit card, check the security of the website.
III. Description

A Pie Charts
Read the pie chart, and see how many people use the Internet around the world.

A survey about computers and Internet usage shows that about 1.6 billion people currently use the Internet, which comes up to 24% of the world population. The pie chart shows the Internet users by region.

B Pair Work
1. Look at the chart above, and complete these sentences. Then share your descriptions with a partner.
   a. Asia has ____________________ half of the world’s Internet users.
   b. Oceania/Australia has _____________________________________________ Asia.
   c. Latin America has ____________________________________ North America.
   d. The number of Internet users in Asia is _____________________________ as large as that in North America.

2. Now describe the chart in more detail. Then share your descriptions with a partner.
   In the chart, I can also see that Europe has the second largest Internet population. North America is the region with the third largest Internet population, and ....

C Grammar Focus (comparison and its modification)
• The e-mail usage rate of males is slightly higher than that of females.
• Each region has less than 20% of the total number of users, except for Asia and Europe.
• The Internet users in Asia are more than twice as many as those in North America.
• Developers claim that the next product will have a significantly faster Internet connection.
The Internet & Freedom of Expression

One important thing the Internet has improved has been freedom of expression. The Internet is a huge virtual space shared by people around the world. The diversity of its users means that no one standard can govern the Net. Also, Internet technology doesn’t allow total blocking of access to information.

The Internet has improved political freedom. All protesters can now express their discontent. In 1990, Chinese dissidents used the Internet to avoid government censorship. As a result, Chinese around the world learned of the Tiananmen Square rebellion and its tragic outcome. In 1991, people inside and outside the Soviet Union learned of the attempted coup against Mikhail Gorbachev. This was despite an information blackout. During Iraq’s invasion of Kuwait, Internet users got timely news though radio and television broadcasts had been cut off.

In the late 1990s, some countries restricted the shocking freedom of expression accessible on the Internet. In Singapore, political and religious websites had to register with the government. In China, all Internet users had to register with the police. In Saudi Arabia, only those at universities and hospitals could use the Internet. Due to the nature of the Internet, none of these efforts at control has had much lasting effect.

1. According to the reading passage, what did some countries do to prevent their people from using the Internet?

   restrictions, censorship, cut off access, freedom of expression, register, control

   Your answer may begin like: Singapore demanded that political and religious Internet sites register with the government. In China, ....

2. What do you usually use the Internet for?

   e-mail, education, shopping, sell, friend, research

   Your answer may begin like: Eight times out of ten when I log onto the Internet, I do it to check my e-mail. And I also ....
A Listening  Track 39

Listen to the following conversation.
(Scenario – A woman, Min Jeong, and Ronald are university students resting on the steps of the library. Ron is a common nickname for those with the name Ronald.)

B Dictation  Track 40

Fill in the blanks as you listen to the dialog again.

<table>
<thead>
<tr>
<th>Min-Jeong:</th>
<th>Ronald:</th>
<th>Min-Jeong:</th>
<th>Ronald:</th>
<th>Min-Jeong:</th>
<th>Ronald:</th>
<th>Min-Jeong:</th>
<th>Ronald:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ron, one of my girlfriends</td>
<td>one of my girlfriends</td>
<td>A</td>
<td>A</td>
<td>What happened?</td>
<td>What happened?</td>
<td>Why did she</td>
<td>Why did she</td>
</tr>
<tr>
<td>on the Internet.</td>
<td>on the Internet.</td>
<td>(3)</td>
<td>(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronald:</td>
<td>Min-Jeong, (2)</td>
<td>. Many people lie about themselves.</td>
<td>. Many people lie about themselves.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Min-Jeong:</td>
<td>What do you mean?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronald:</td>
<td>A (3)</td>
<td>with a man she met online.</td>
<td>with a man she met online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Min-Jeong:</td>
<td>What happened?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronald:</td>
<td>(4)</td>
<td>. Worse, he was odd and scary in person.</td>
<td>. Worse, he was odd and scary in person.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Min-Jeong:</td>
<td>Why did she (5)</td>
<td>?</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronald:</td>
<td>Online, he was kind and funny. He (6)</td>
<td>.</td>
<td>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Min-Jeong:</td>
<td>I want (7)</td>
<td>.</td>
<td>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronald:</td>
<td>Yeah. (8)</td>
<td>. Even if it may take a while.</td>
<td>. Even if it may take a while.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C Useful Expressions

Make complete sentences by writing the best expression in each blank.

1. had better be careful
   - a. After you move to Vancouver, please ___________.
2. made a date
   - b. Learning how to win online games _____________.
3. keep in touch
   - c. If you want to _____________., you have to get out of your house.
4. make new friends
   - d. If you walk in traffic using earphones, you _____________.
5. may take a while
   - e. I asked her out for two months before I finally _____________. with her.
A Model Dialog  
Listen as the teacher reads the model dialog.
(Scenario – A young woman, Miwa, and a man, Kazuo, are meeting for the first time in an Internet cafe.)

Kazuo: Excuse me, may I sit here?
Miwa: Sure. I’m Miwa. Are you waiting for a computer?
Kazuo: I’m Kazuo. Yes. It’s so crowded. It may take a while.
Miwa: Are you meeting someone here?
Kazuo: I made a date with a friend by email, but he’s not coming.
Miwa: What happened?
Kazuo: He plays online games so much he can’t make new friends.
Miwa: He’d better be careful. I heard people can become Internet addicts.
Kazuo: Frankly, I’m quite worried about him.
Miwa: You sound like a good friend to him.
Kazuo: I like him. He also helps a lot with my home computer.
Miwa: If you have a computer at home, why wait here?
Kazuo: Two reasons. First, these are much faster than my home computer.
Miwa: What’s the second reason?
Kazuo: I’m relaxing here, having great coffee and chatting with a pretty lady. For that, I’m willing to wait quite a while.
Miwa: I see. You know, I think maybe we should keep in touch.

B Group Work
Read the model dialog aloud, with a different group for each character.

C Guided Speaking
With a partner, take turns completing the answers to the questions.

- What do you usually do on the Internet?
  I (1) ________________________________.
- What else do you do online?
  Sometimes, I (2) ________________________________.
- What is your favorite online game?
  I (3) ________________________________.
- How often do you go online?
  About (4) ________________________________.
- Do you do a lot of Internet shopping?
  I (5) ________________________________.
- Are you a member of any social websites?
  I (6) ________________________________.
A Bar Charts
Read the chart, and see for what purposes people use the Internet.

The bar chart shows for what purposes people use the Internet.
Respondents reported they were far more likely to use the Internet for enjoyment, information, and communication than for other purposes.

B Pair Work
1. Look at the graph above, and complete these sentences. Share the answers with a partner.
   a. The top three Internet activities are ____________________________.
   b. About _______% of Internet users connect to the Internet mainly for pleasure such as games.
   c. Participants use the Internet the least for ____________________________.

2. Get a partner and interview each other.

   Name: _____________________
   Q: Could you please tell me how often you use the Internet?
   A: ___________________________________
   Q: I see. Then, how much time do you spend on the Internet?
   A: ___________________________________
   Q: What do you mostly use the Internet for?
   A: ___________________________________
   Q: What do you think is the greatest benefit of the Internet?
   A: ___________________________________

3. Tell your class about the interview results.

   I talked to ________. She explained why s/he uses the Internet. She said s/he mostly uses the Internet for _________. And she also said that _________.

C Grammar Focus (comparative, superlative, factors)

- The area is approximately three times the size of the old location.
- The best work is the last of the day.
- There are fewer users using the Internet for job search than for communicating.
Imagine this. A 13-year-old girl named Emma posts her profile on a popular social networking website. She includes photos of herself dressed *glamorously* and wearing lots of makeup. She says her age is 19, and she lists her hobbies as dating older men, modeling, and shopping. She is contacted by lots of men and eventually meets one for a date. He invites her to his hotel room. He tries to lock the door, but luckily she realizes that she is in danger and escapes. When she gets home, she is shocked by what happened.

I am shocked that she didn’t know she was playing a dangerous game. Meeting people on the Internet is very dangerous. People often lie about who they are. You may think that you know someone on the Internet, but you don’t. Anyone can easily create a *false identity*. *Pedophiles* can pretend they are children and chat with kids and teens and even arrange to meet them. You have no control over the way people use any personal information you post on the Internet. I don’t think the Internet is a healthy way to make friends. Why not go to a party or join a sports club or gym, and *socialize* with real people?

1. According to the reading passage, why is it dangerous meeting people on the Internet?

   **false ID, pretend, pedophile, post, personal**

   *Your answer may begin like:* People on the Internet can easily create a false ....

2. Do you think the Internet does more harm than good?

   **good, harm, virtual, communicate, business, research, problem**

   *Your answer may begin like:* No. All things considered, I think the Internet does more good than harm. It’s ....
A  Brainstorming
Write down as many words as you can about entertainment.

B  Listening
Listen to the short passage about hobbies.

C  Useful Expressions
Match the related choices.
1. When angry, it’s better to speak softly than shout. • a. Same here. Let’s get together again soon.
2. I really need to tell you something. • b. Hold on a second. I have to answer my phone.
3. How long do you intend to collect coins? • c. I intend to keep it up for the rest of my life.
4. I had a collection of baseball cards worth $800,000. • d. You’ve got to be kidding!
5. It was a pleasure having dinner with you. • e. You have a point there.
II. Listening & Speaking

A Model Dialog

Listen as the teacher reads the model dialog.
(Scenario – Paul is being interviewed by a reporter at his home.)

Reporter: How did you begin your collection?
Paul: I was bored one night and looked down at my navel and there it was—fluff.
Reporter: Fluff, the stuff that is inside our belly buttons?
Paul: Yes, that is correct.
Reporter: You've got to be kidding! Are you serious?
Paul: I am serious. I started my collection twenty years ago.
Reporter: Does your collection give you pleasure?
Paul: No, it is just something I do before I take a shower. I ....
Reporter: Hold on a second! Every night you take out the lint from your navel and put it in a jar. Is that correct?
Paul: Yup, for the last twenty years.
Reporter: Why do you do it?
Paul: I don’t know, but it has enabled me to be on television and have interviews with people like you.
Reporter: You have a point there. It was a pleasure talking with you. Keep up your unique collection.
Paul: I intend to keep it up. Thank you for the interview.

B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.
(Scenario – LaLonnie is talking with her friend Bella at a coffee shop.)

LaLonnie: (1) __________________ band-aids for twelve years.
Bella: Really! When did you start?
LaLonnie: I started when I was six years old.
Bella: That's kind of strange. (2) ____________________________?
LaLonnie: When I was six, I cut my hand and my mom put on a colorful band-aid with pictures of cats. I loved it and still do.
Bella: (3) ____________________________?
LaLonnie: Yes, it does. I (4) ____________________________ as long as I am able to.
Bella: That's great. Will you help me think of something I can start collecting?
LaLonnie: Sure, I'd love to help you. (5) ____________________________ seeing you again.
III. Description

A Bar Graphs
Read the graph, and see how people spend their leisure time.

A survey was done to find out how people spend their leisure time. The bar graph shows the daily leisure activities on which respondents age 15-19, and 75 and over, spend their time.

B Pair Work
1. Look at the graph above, and complete the sentences below to describe the graph.
   a. Individuals aged 75 and over spend more of their leisure time ____________, ____________ and __________________ than those aged 15 to 19.
   b. The younger age group spends _____ hours watching TV, while the older group watches TV for _____ hours a day.
   c. Both age groups tend to spend quite similar time in ________________________________.

2. Interview three of your classmates about their leisure time activities and fill in the following table. Then report the interview results to the class.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Yourself</th>
<th>Ages 15-19</th>
<th>Ages 75+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td>Watching TV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socializing and communicating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports, exercise, and recreation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer use for leisure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxing and thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C Focus on Usage (expressions of degree: kind of and sort of)

- When I am kind of bored, I usually play computer games.
- That’s kind of strange.
- I kind of like him.
- I kind of have a problem I need to talk about with you.
- As he was walking along, he sort of stumbled and seemed ill.
My Favorite Things!

Do you have any hobbies? I sure do! My name is Simon, and I collect stuffed toy animals. There are over 100 different varieties in my bedroom. I have so many different kinds of stuffed animals that it's difficult to count them all! The last time I counted, I had five dinosaurs, three zebras, two ducks, seven teddy bears, ten cats, fifteen dogs, over twenty horses, and a few penguins. You can begin to see my problem!

Many of the toys now in my collection were among the gifts I get every year. My family and friends gave most of them to me, although my family doesn’t want to give me any more stuffed animals. They complain that my stuffed animal collection takes up too much room. So, of course, when they ask me what I want for a gift, I always respond with, “Something for my collection!” It is true that my stuffed animals are all over the place. There are about twenty on my bed, and I have to place them on the floor before I go to sleep. Twelve animals are hanging from my door. My sister thinks it looks messy, but I think it makes my room look extremely cool. She also says it is silly for a 13-year old boy to collect stuffed animals. I think she's just jealous! I love my collection and I will never get rid of it. I hope my future spouse is excited about stuffed animals!

1. According to the reading passage, how many of each kind of animal does Simon own?

<table>
<thead>
<tr>
<th>dinosaur, zebra, duck, teddy, cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your answer may begin like: The last time he counted, he had ....</td>
</tr>
</tbody>
</table>

2. What do people you know collect for their hobbies?

<table>
<thead>
<tr>
<th>postage stamp, coin, currency note, CD, book, painting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your answer may begin like: To begin with, I collect postage stamps. They say ....</td>
</tr>
</tbody>
</table>
I. Warm-Ups

A. Listening  Track 46

Listen to the following conversation.
(Scenario – Mikhail and Robert are young men resting at the health club after their workouts.)

B. Dictation  Track 47

Fill in the blanks as you listen to the dialog again.

| Mikhail: Hey, Bob. It's (1) __________________________. |
| Robert: Thanks, Mikhail. You too. |
| Mikhail: (2) ___________________ workout? |
| Robert: A short one. This afternoon, I want (3) ______________________________. |
| Mikhail: Wow! I (4) __________ is my favorite. |
| Robert: Me too. I've been (5) ______________________________. |
| Mikhail: I'd like to try out too. I wish (6) ______________________________. |
| Robert: Please do. We (7) ______________________________ sign up for tryouts. |
| Mikhail: You know, I was a pro prospect (8) ______________________________. |
| Robert: Excellent! We definitely (9) ______________________________. |

C. Useful Expressions

Make complete sentences by writing the best expression in each blank.

1. have a good workout  ●  a. Before we can try out, we need to __________ practice.
2. to try out for  ●  b. I’d really like to see the movie too. I wish I __________.
3. could tag along  ●  c. She said she doesn’t like you and she doesn’t __________.
4. sign up for  ●  d. It's not a good team for us __________.
5. want you on our team  ●  e. If we jog around the park even once, we’ll __________.
II. Listening & Speaking

A  Model Dialog [Track 48]

Listen as the teacher reads the model dialog.
(Scenario – Two women, Janet and Irema, are resting in the tennis club lounge after playing.)

Janet: I saw you play today. You are really quite good.
Irema: Thank you. My name is Irema. What’s yours?
Janet: Oh, sorry. I’m Janet. I was playing doubles on the court beside yours.
Irema: It looked like a good match.
Janet: Yes, it was. We have a good workout whenever we play that team.
Irema: You have teams at this club?
Janet: Only when we have tournaments. Four times a year.
Irema: How can I sign up for a team?
Janet: When I finish my coffee, I’m going to the office. You could tag along.
Irema: What should I do?
Janet: Most people have to pay a tournament fee and try out for a team.
Irema: What do you mean?
Janet: I saw you play and I want you on our team. You can skip the tryout.
Irema: So I’ll just pay the fee?
Janet: Yes. Just pay, and I’ll tell them you’re ready to play for Team Spirit.
Irema: Sounds great. When will I meet the rest of the team?

B  Group Work

Read the model dialog aloud, with a different group for each character.

C  Guided Speaking

With a partner, take turns completing the answers to the questions.

- How do you get a good workout these days?
  Usually I (1) ________________________________.

- Why do you like tennis so much?
  It’s because (2) ________________________________.

- Are you very good at your sport?
  I’m (3) ________________________________.

- How long have you played?
  I’ve (4) ________________________________.

- Where do we go to try out for the team?
  Go (5) ________________________________.

- Why don’t you tag along to the club?
  Sorry, I (6) ________________________________.
Bar Graphs

Read the graph, and see what sports Americans like.

A survey was carried out to investigate what sports Americans like to watch. When U.S. adults were asked to name their favorite sport, 31 percent chose professional football, compared with just 16 percent who cited pro-baseball as their favorite.

Pair Work

1. Look at the graph above, and complete the sentences below to describe the graph.
   a. The top three most popular sports to watch are ___________, ____________, and ____________.
   b. ___________ more students voted for gymnastics than hockey. About _______________ people voted for gymnastics than for hockey.
   c. More than twice as many people voted for __________ and _________ than for baseball/softball.

2. Now interview two classmates about their favorite sports to watch and play. First, ask these questions and make notes. Then, share your interview results with the class.
   a. What sports do you like best to watch?
   b. What sports do you like best to play?
   c. Do you have a favorite team or player?
   d. Have you ever been to a stadium to watch a game?

Grammar Focus (present tense in temporal and conditional clauses)

• When I finish my coffee, I’m going to the office.
• Kelly will contact you when she decides.
• If Mike completes his work by 7:00, he will join you at the basketball court.
• If we jog around the park just once, we’ll have a good workout.
For most of us, when we think of sports, we think of volleyball, basketball, tennis, and the like. However, for some, sports mean skydiving from an airplane thousands of feet above the ground, scaling a tall wall of ice, or snowboarding down the steepest of hills. Such sports are called “extreme sports.” Extreme sports are activities that typically involve great speed or height. They also involve an element of danger, and require specialized equipment. Those who enjoy such sports push themselves to their physical limits. The point is to defy all personal and environmental obstacles to reach personal goals.

Extreme sports have always been considered counter-culture. They most appeal to people who really want to do something different. For example, you may want to try reaching great underwater depths without any form of breathing apparatus. You need to try the sport known as “free diving.” Or you can try “free running,” a sport in which participants include natural obstacles, like a wall or stairwell, in their course. The result is a series of graceful stunts requiring both speed and agility.

What appeal do these sports have? Psychologists say that some people crave the adrenaline rush that comes from risk-taking. Adrenaline results in an increased heart rate, higher rate of metabolism, and much greater strength. Psychologists believe that these sports give people the feeling that they are unstoppable and that they are able to defy the odds. As a result, there is an incredible sense of accomplishment when a task that seems impossible is done in style.

1. According to psychologists, what appeals do extreme sports have in common?
   - crave, adrenaline, feeling, unstoppable, odds
   **Your answer may begin like:** They give some people an adrenaline rush which ....

2. What kinds of extreme sports are popular in your country?
   - in-line skating, skateboarding, artificial climbing wall, hang gliding
   **Your answer may begin like:** In the U.S., extreme sports are so popular that...
A Brainstorming

Write down as many words as you can about occupations.

B Listening  Track 50

Listen to the short passage about movie-making occupations.

C Useful Expressions

Match the related choices.

1. You just graduated from MIT? What is your degree in?
   a. You will be expected to be on time and dress appropriately.
2. Thank you for reading my book. Will you publish it?
   b. Let me see your resume.
3. What would be expected of me?
   c. My degree is in Quantum Physics.
4. Welcome to the interview for Movie Lighting.
   d. We will contact you when we decide.
5. Do you have experience in the field of forensic science?
   e. Yes, I did a year internship at the New York City Crime Lab.
A Model Dialog  
Listen as the teacher reads the model dialog.  
(Scenario – John is in the office of a major animation studio for a job interview.)

Interviewer: Hello, let me see your resume.  
John: Certainly, here you are, sir.  
Interviewer: You don’t need to call me sir. This is your first interview since graduating?  
John: Yes.  
Interviewer: What is your degree in?  
John: My degree is in computer graphics. I graduated cum laude.  
Interviewer: Great. Here at ACE Studios we are looking for a candidate that can create original animated characters. Do you have experience in this field?  
John: Yes, I have a great deal of experience creating characters. I have a DVD of my work. Would you like a copy?  
Interviewer: Yes, I would. When can you start?  
John: As soon as you need me. What are the hours?  
Interviewer: The position is very independent and you can create your own hours. Any other questions?  
John: One more. When you hire me, what would be expected of me?  
Interviewer: There is one strict rule. Meet the deadline on time. No excuses. We will contact you shortly for details.  
John: Thank you, I look forward to being contacted.

B Group Work  
Read the model dialog aloud, with a different group for each character.

C Guided Speaking  
Complete the dialog, and practice it, changing roles with a partner.  
(Scenario – Steve walks into a restaurant in Hollywood and has an interview with the manager.)

Manager: (1) ____________________________?  
Steve: Yes, it’s all here on my resume.  
Manager: (2) _______________________. It looks great. (3) _____________________?  
Steve: _________________________________?  
Manager: Mostly the dinner shift, but sometimes you will be asked to work lunch.  
Steve: What is the average pay for a shift?  
Manager: A lot of Hollywood producers, directors, actors, and crew members eat here, so for dinner around $300 and for lunch about $150.  
Steve: (5) ________________________________?  
Manager: Show up on time, do your job, and don’t give out your acting resume.
III. Description

A Bar Graphs
Read the bar graph, and see what change in employment has occurred during the past decade.

Some kinds of jobs are expected to increase, while others will decrease, in years to come. The chart shows projected employment change in thousands from 1998 through 2008. About 5 million jobs were added to these five occupations during this period.

B Pair Work
1. Look at the graph above, and complete these sentences to describe the graph.
   a. The five occupations mentioned above are those with the greatest employment growth in the period from ________ to ________.
   b. ________________________________ were projected to employ at least 500 thousand more workers during the decade.
   c. The occupation with employment growth below 400 thousand is ____________________.

2. Interview two of your classmates using the following job interview questions.
   a. Why don’t you tell me about yourself?
   b. What are your major strengths?
   c. What are your major weaknesses?
   d. How does your previous experience relate to the jobs we have here?
   e. Why are you looking for this sort of position, and why here?

C Focus on Usage (phrasal quantifiers)
- I have a great deal of experience creating characters.
- I have collected a lot of fashion magazines.
- Only a limited number of jobs are advertised in local newspapers these days.
- The hall contained a (great) number of students.
Movies are made by recording real images with cameras, or by creating images using various film techniques. The names of all the people who have worked on a movie are listed at the beginning and end of every movie. They are called the credits. The names of the actors, or cast, are shown at the beginning of a movie. Then the names of the script writer and the director are usually next. The director is in charge of the movie and is responsible for its artistic and dramatic aspects. The opening credits usually end with the names of the producers. The film producer is involved throughout the whole production of the movie.

At the end of the movie, the names of the cast and crew are listed. These include the cinematographer and usually a number of other assistant directors who help to organize the “shoot” – the actual filming. The cinematographer handles the camera and controls decisions related to the images. Other key crew members are the gaffer – the person in charge of the lighting – and the sound mixer, who is responsible for sound on the set.

One of the most important people is the film editor. Most movies are shot in very small scenes, and they are usually not shot in the correct order. The editor puts together all the different shots in sequence to form the entire movie. Also, the hair, make-up, and costume people all help to make a movie complete.

1. According to the reading passage, who are involved in making a movie?

   actor, script, gaffer, film editor, costume

   *Your answer may begin like:* They are actors, script writers, ....

2. Why do you think some people want to work in the movie industry?

   culture, movie star, artistic, dramatic, business

   *Your answer may begin like:* There could be many reasons for that. First, movies are an important part of today’s culture. Second, ....
I. Warm-Ups

A. Listening  Track 53

Listen to the following conversation.
(Scenario – A female teacher, Ariel, is entering the office of Rafael, the principal of her school.)

B. Dictation  Track 54

Fill in the blanks as you listen to the dialog again.

| Rafael: Hello. (1) __________________ Ariel. | Ariel: (2) _______________________. Is there a problem? |
| Rafael: Not at all. It’s (3) ___________________________. | Ariel: (4) _______________ concerned? |
| Rafael: Take it easy. You’re (5) ___________________________ here. | Arial: (6) __________________________. |
| Rafael: You work all day long, (7) ___________________________. | Arial: (8) ________________________ that you noticed. |
| Rafael: In fact, we’re (9) ___________________________ and a 5% pay raise. | Arial: That’s great! It will be nice (10) ___________________________. |

C. Useful Expressions

Make complete sentences by writing the best expression in each blank.

1. all day long  • a. Just to get by, they have to ___________ they can.
2. not at all  • b. His appearance was ___________ what I expected.
3. take it easy  • c. ___________ I worked like a slave.
4. that’s a big relief  • d. They always say ___________ before they give me bad news.
5. save every penny  • e. We won’t have to work on Christmas. ___________.
II. Listening & Speaking

A  Model Dialog

Listen as the teacher reads the model dialog.
(Scenario – Danny, a young student, and his father are at home talking about his job at a factory.)

Danny: Dad, tell me about your work.
Father: Not much to tell.
Danny: Aw, come on. Is it some kind of secret?
Father: Not at all, son. What do you want to know?
Danny: Is it hard?
Father: It’s pretty hard work. I sure am tired at the end of the day.
Danny: What do you do?
Father: All day long, I load appliances onto trucks.
Danny: What kinds of appliances?
Father: The big stuff. Freezers, washing machines, dryers.
Danny: That does sound tiring. Why don’t you get an easier job?
Father: Where I work pays one of the highest salaries in town.
Danny: We don’t need very much.
Father: Why don’t you just take it easy?
Danny: If I get into college, Dad, I promise I’ll do my best.
Father: That’s a big relief.
       Study hard and you can live better than this.

B  Group Work

Read the model dialog aloud, with a different group for each character.

C  Guided Speaking

With a partner, take turns completing the answers to the questions.

- What do you know about your parents’ jobs?
  I know that (1) ________________________________.
- How long do they work each day?
  From (2) ________________________________.
- What are the worst things about those jobs?
  There are (3) ________________________________.
- What do you like most about the job?
  I (4) ________________________________.
- What do you think about the pay?
  It’s (5) ________________________________.
- How do you feel about the people you work with?
  They’re (6) ________________________________.
A  Ranking Tables
Read the table below that shows some of the most demanding jobs.

How tired are workers at the end of an average workday? There was an investigation to examine which jobs have the greatest number of exhausted employees. Some jobs rank as the most demanding in terms of long work hours, life-threatening situations, stress, physical demands, and responsibility for the lives of others while on the job. The table shows the seven most demanding jobs.

<table>
<thead>
<tr>
<th>Most demanding jobs</th>
<th>Physical demand</th>
<th>Stress</th>
<th>Income</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Firefighter</td>
<td>43</td>
<td>111</td>
<td>$44,300</td>
<td>55</td>
</tr>
<tr>
<td>2. Surgeon</td>
<td>16</td>
<td>100</td>
<td>$309,200</td>
<td>55</td>
</tr>
<tr>
<td>3. Corporate Executive</td>
<td>6</td>
<td>109</td>
<td>$101,200</td>
<td>55</td>
</tr>
<tr>
<td>4. Police Officer</td>
<td>23</td>
<td>94</td>
<td>$51,160</td>
<td>48</td>
</tr>
<tr>
<td>5. Sailor</td>
<td>31</td>
<td>51</td>
<td>$34,160</td>
<td>50</td>
</tr>
<tr>
<td>6. Physician (General Practice)</td>
<td>11</td>
<td>64</td>
<td>$167,100</td>
<td>55</td>
</tr>
<tr>
<td>7. Psychiatrist</td>
<td>12</td>
<td>61</td>
<td>$108,300</td>
<td>55</td>
</tr>
</tbody>
</table>

B  Pair Work
1. Look at the table above, and complete the sentences below.

a. _____________________ is reported as the job with the highest physical demand, while ______________________________ is the job with the lowest physical demand among the jobs listed.

b. The three jobs with the highest stress are___________________________________________________________.

c. The annual income of surgeons is __________ with _____ work hours per week.

d. Write the numbers of the jobs from most to least physically demanding. ______________________

2. Now interview one of your classmates about her job preferences by using the following guided questions. Then report the interview results to the class.

1. What sort of job do you want to have in the future?
2. What is the most important thing when you search for a job? (Salary, responsibility, location, title)
3. Would you take a high-paying and high-demanding job or a low-paying and less demanding job?

C  Focus on Usage (expressions for making suggestions)

- **Why don’t you** get an easier job?
- **Why not** apply for the job?
- **What do you say** we go to the Career Development Center to search for jobs?
- You **might want to** see the manager in person.
- **Would you mind if** I opened the window?
Michael Schumacher will be remembered as one of the world’s greatest racing-car drivers. Many of his victories in Formula One motor racing, the highest class in motor sports, have ensured that it will be many years before his records are beaten.

Schumacher was born in 1969 in Hurth, Germany. He began karting at a very young age. Karts are small racing vehicles. Even children are allowed to drive around special karting tracks. Michael was the youngest member to join the karting club near his home.

Michael’s father built him his first kart, and he soon won his first club championship at the age of six. In 1980, when Michael was eleven, his father took him to Belgium to the World Karting Championship. Michael decided then that he wanted to make motor racing his career. Four years later, he won the German Junior Karting Championship. By 1987, Michael had become the German and European Kart Champion.

It was now time for Michael to begin his career on the race track. To do this, he needed sponsors. Fortunately, he soon found them, and over the next few years he gradually moved up in the motor racing world. Eventually, he joined a Formula One team. In 1994, Michael became a World Champion, which he repeated a year later. He joined the Ferrari™ team in 1996 and drove to many victories. He is a seven-time World Champion and has over ninety career wins. Michael retired in 2006 as one of the world’s finest racing-car drivers.

1. According to the reading passage, why will Schumacher be remembered as one of the world’s greatest racing-car drivers?

   Your answer may begin like: He is a seven-time World ....

2. Do you know any jobs that are as risky as those of racing-car drivers?

   Your answer may begin like: I think every job has its own risk, but some have more risks than others. First, police officers; they work in high-crime areas. Second, ....
I. Warm-Ups

A  Brainstorming
Write down as many words as you can about traveling.

B  Listening
Track 57
Listen to the short passage about checking out of a hotel.

C  Useful Expressions
Match the related choices.

1. I need to travel. • a. That’s sweet of you.
2. I’m going to buy you lunch. • b. I know what you mean. I haven’t slept in days.
3. What do you say • c. have an umbrella. It’s raining like crazy.
4. Too bad we don’t • d. You can say that again.
5. It’s a small world. • e. I’ve got itchy feet.
6. I can’t study for one more test. I’m so tired. • f. we go to the movies?
II. Listening & Speaking

A Model Dialog  Track 58

Listen as the teacher reads the model dialog.
(Scenario – A couple living in NYC are talking about taking a trip.)

Zeus: I’ve been cooped-up in this city too long. I’ve got itchy feet.
Medusa: You can say that again. Let’s set out for the beach.
Zeus: The beach sounds good. We can head down Highway 1 and go to Siesta Beach.
Medusa: What do you say we stop at a hotel for a night?
Zeus: Ok, but I want to check out early so we aren’t stuck in traffic.
Medusa: That’s OK with me. Too bad we don’t have a magic carpet. We would get to the beach faster.
Zeus: If we had a magic carpet, I’d take you to a magic land.
Medusa: That’s sweet of you, but knowing our luck, the magic carpet would break down and we would have to walk.
Zeus: Let’s hope our luck is with us this weekend. I really need to get away.
Medusa: I know what you mean. We’ve been working too hard. It’s time we got away.

B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.
(Scenario – Two journalists are talking in a hotel bar in Iraq.)

Mr. Jang: I’ve been in this country too long. (1) ______________________. I need to get away.
Mr. Noh: (2) ____________________. I’ve been here for two years.
Mr. Jang: I have a friend in Cypress. (3) _______________________ we take a weekend trip?
Mr. Noh: That sounds like a wonderful plan.
Mr. Jang: I will give him a call and ask if he will be our host.
Mr. Noh: OK. We should probably pay for our own hotel so we won’t inconvenience him too much.
Mr. Jang: That’s not necessary. My friend has a nine-bedroom house.
Mr. Noh: Well, fantastic. When will you call him? The sooner we leave, the better.
Mr. Jang: (4) _______________________________. I will call him now.

Tip  Travel

✔ Many side effects of jet lag are the result of dehydration, so avoid caffeinated beverages and drink plenty of water during your flight.
✔ Bring your bank’s contact information when you travel, just in case your credit card fails to work as you expect.
✔ Find out beforehand the country’s tipping etiquette.
Schedules

Read the schedule, and see how a conference can be scheduled.

While we are working or studying, sometimes we need to attend conferences. The table shows the schedule of a conference.

<table>
<thead>
<tr>
<th>Summer Conference</th>
<th>May 19th – 22nd</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday 19th</strong></td>
<td>Check-in at Limestone Hotel. Your room is reserved.</td>
</tr>
</tbody>
</table>
| **Tuesday 20th**  | 7:00 a.m. Breakfast Meeting in Conference Room C.  
** You will need a wake-up call. **  
12:00 p.m. Lunch at Oriental Restaurant.  
2:00 p.m. – 7:00 p.m. Presentations and Discussion  
(Dinner is included).  
Evening is free. |
| **Wednesday 21st**| 7:00 a.m. Breakfast Meeting in Conference Room C.  
** You will need a wake-up call. **  
10:00 a.m. – 4:00 p.m. Presentations and group meetings  
(Lunch is included).  
7:00 p.m. Farewell dinner in the Rosemary Ballroom.  
** You will need to get your suit/dress ironed. ** |
| **Thursday 22nd** | Check-out by 11:00 a.m. |

Hotel services
- Front Desk
- Room Service
- Housekeeping
- Laundry Service
- Mini-bar
- Hotel Boutique
- Hotel Spa
- Hotel Disco
- Business Center

Pair Work

1. Look at the schedule above, and complete the sentences below.
   a. The hotel where the conference is held is called the ____________________.
   b. For the breakfast meetings, conference attendants should go to ____________________ at ________.
   c. On ____________________, the presentations and discussions will be from _______ to ______ and dinner will be served.

2. Now interview two of your classmates about where they would like to work. Then share your interview results with classmates.
   a. Would you like to go overseas? _________________
   b. Would you like a job that may send you overseas for conferences? _________________
   c. Why? _________________

Grammar Focus (so that subj.+verb)

- We should pay for our own hotel so (that) we won’t inconvenience him too much.
- Sometimes, hosts will tell you how to dress so that guests wear appropriate clothing.
- The hotel provides wake-up call service so that guests never have to worry about getting up on time.
Check out should be an easy process. After packing your luggage, check your room to make sure you haven’t forgotten any belongings. If the housekeeping service was good, it’s customary to offer a tip, about one to two dollars for each night. Many hotels set their checkout times between 11:00 a.m. and 1:00 p.m. Guests are required to check out before this time. At the front desk, give your key card to the guest services agent. The agent will consult the computer to identify any charges for hotel services you used. This can include phone calls, movies, or mini-bar items. The agent will give you a bill. Check it thoroughly to make sure that you understand the room charges. Depending on the country, you may also be charged a service tax. For guests who need a fast checkout, hotels provide a keycard drop box. The service is for guests who had their credit cards preauthorized. All expenses will be charged to your credit card, and the hotel will send you a receipt via mail or email. A late checkout is possible. You must call the front desk to request this. Many hotels will grant your request if the hotel isn’t fully booked. You may have to pay a late fee. If you celebrate a special occasion or attend a business conference, hotels will frequently offer complimentary late checkout. Continental breakfasts are also common. They are sometimes free and normally served between 6:00 a.m. and 10:00 a.m. The timing helps guests get up early and check out immediately after breakfast.

1. According to the reading passage, how can you check out?

pack, belonging, front, key card, bill, charge

Your answer may begin like: First, pack your bag and make sure you don’t leave any of your belongings behind, and then ....

2. When do you think is the ideal checkout time, and why?

late, guest, early, busy, inconvenient, management, uncomfortable

Your answer may begin like: Later, the better, I think. The current checkout time, often 11:00 a.m. to noon, is way too early. Earlier checkout time is ....
A Listening  Track 60

Listen to the following conversation.
(Scenario – A Buddhist monk, Kusara, and John are travelers on the same train in Sri Lanka.)

B Dictation  Track 61

Fill in the blanks as you listen to the dialog again.

Kusara: Excuse me, sir. I see you’re a foreigner. (1) ____________________________?
John: I (2) ________________________________.
Kusara: There’s (3) __________________________. Our train will not continue.
John: I saw some soldiers go by. (4) ______________________________.
Kusara: It (5) __________________________ to Colombo. We’ll be safe there.
John: Did you hear (6) __________________________? 
Kusara: There will be no news. We (7) _______________________________. What will you do?
John: (8) __________________________ down the drain. I’ll (9) ___________________________.
     Thanks for your concern. (10) ____________________________?
Kusara: No. I’m (11) _______________________________, another name for Burma.

C Useful Expressions

Make complete sentences by writing the best expression in each blank.

1. know what you mean • a. In front of the hotel is a good place to ______________.
2. just up ahead • b. Please explain again. We don’t ______________.
3. by word of mouth • c. If I don’t win, all my training is ______________.
4. down the drain • d. The best scenery on this tour is ______________.
5. catch a cab • e. In small villages, news often travels ______________.
When speakers need to talk about fractional numbers, the upper number is said first, then the portion represented by the lower number. For example, 1/8 would be spoken “one eighth” and 3/16 would be spoken “three sixteenths.” Some frequently used fractions are handled differently. The fraction 1/2 is never spoken “one second” but rather “one half.” The fraction 1/4 may be spoken as either “one quarter” or “one fourth.”
### A  Ranking Tables

Read the table, and learn about the world’s most visited tourist attractions.

A magazine released a study about the world’s most visited tourist attractions. The following are the Top 5 attractions with locations and the number of visitors.

<table>
<thead>
<tr>
<th>World's ranking</th>
<th>Tourist attraction</th>
<th>Location</th>
<th>Country</th>
<th>Number of visitors (millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Times Square</td>
<td>New York City</td>
<td>United States</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>National Mall and Memorial Parks</td>
<td>Washington, D.C.</td>
<td>United States</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Magic Kingdom</td>
<td>Lake Buena Vista, Orlando, Florida</td>
<td>United States</td>
<td>16.6</td>
</tr>
<tr>
<td>4</td>
<td>Trafalgar Square</td>
<td>London</td>
<td>United Kingdom</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Disneyland</td>
<td>Anaheim, California</td>
<td>United States</td>
<td>14.7</td>
</tr>
</tbody>
</table>

### B  Pair Work

1. Look at the table above, and complete the sentences below.
   
a. It is noticeable that four out of the top five are in ________________.
b. A tourist attraction located in London is ________________.
c. Two amusement parks included in the list are ________________________________.

2. Now interview three of your classmates about where they would like to travel, and make a ranking table using the following questions. Then report the interview results to the class.

   a. Where do you want to travel in the world? Please rank 3 attractions and fill in the table.
   
b. Why do you want to visit them? Please give specific reasons.
   
c. Where would you get information for your trip? (TV, Internet, Travel Agency, Friends, etc.)

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Tourist attraction</th>
<th>Location</th>
<th>Country</th>
<th>Reason</th>
<th>Information Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C  Focus on Usage (expressions of “desire”)

- I would like to travel to Paris, France.
- I’d like a cup of tea, please.
- I want to go on a safari in Africa in order to see various kinds of wild animals.
- I’d love to go on a cruise ship around South America.
Tourist Attractions

Museums are popular tourist attractions. They collect, maintain, and exhibit items for people to see. There are many kinds of museums. Some museums show scientific or historic items. Others are art galleries, zoos, or flower gardens. There are different museums for music and sports. There are even virtual museums that have exhibits created with computers.

When visiting a museum, remember that the exhibits are designed for looking. Touching is prohibited because of the time and money that is spent on them. There are a few museums that have interactive programs. In these museums, touching is encouraged.

Most cities have many more choices. If you like cultural events, visit a theater to see a live show such as a play or a concert. If you prefer recreational activities, many cities have fantastic amusement parks, zoos, water parks, and sporting events. Go to a major league sporting event, such as a baseball or football game. They are very exciting. Other fun choices include getting a car for a private tour or planning an excursion. Whatever you choose, there are companies that will plan things to suit your tastes. This may involve activities like hot air balloon rides, skydiving, or mountain climbing.

You can book your vacation around special events. Festivals such as Mardi Gras, Oktoberfest, or Carnival offer a great time for everyone. If you like peace and quiet, book your vacation outside of peak season to avoid the crowds. No matter what you like, there is something for everyone.

1. According to the reading passage, what are tourist attractions you usually find in cities?

   theater, amusement park, sporting events, downtown tour, zoo,

   Your answer may begin like: There are many more things to ....

2. Can you make a list of the five greatest tourist attractions in your local area?

   national park, ancient palace, lake, building, museum, view, favorite

   Your answer may begin like: I’ve never counted how many tourist attractions my area has before. But some of the things that come to mind first are ....
Unit 10
Banking

Part A Checking

I. Warm-Ups

Brainstorming
Write down as many words as you can about banking.

Listening
Listen to the short passage about checking.

Useful Expressions
Match the related choices.

1. I haven’t had a chance to
   • a. finish writing my essay.
2. Is there anything else
   • b. I can help you with?
3. I’ll probably leave
   • c. This looks complicated.
4. Investing seems very hard to me.
   • d. when it stops raining.
5. Take a look at my calculus book.
   • e. It’s not that difficult.
A Model Dialog

Listen as the teacher reads the model dialog.
(Scenario – Alice is an accountant whose boss calls to give her guidance about making a deposit.)

Jane: Alice, have you transferred the funds to the Williams’ account yet?
Alice: No, I haven’t done that yet.
Jane: Good, there are a few changes we need to make.
Alice: Really? It’s good I haven’t had a chance to go to the bank yet. What has been changed?
Jane: They’ve asked to have the funds transferred into three different accounts.
Here’s the updated information.
Alice: This looks complicated.
Jane: It’s not that difficult. Just take along the account numbers, amounts, and payment method to the bank with you.
Alice: Am I authorized to make these changes?
Jane: I can call ahead and let them know.
Here’s the PIN. PIN means personal identification number.
Alice: Is there anything else I need to do?
Jane: Yes, could you make these deposits also when you go?
Alice: Certainly, which accounts do you want to use?
Jane: Deposit the checks into our savings account.
Put the cash into checking.
Alice: OK, I’ll probably leave in about half an hour.

B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.
(Scenario – A father is at home, trying to talk to his son.)

Father: Son, (1) __________________________ tell you about investing your money.
Son: Well, I have about ten minutes. Tell me now.
Father: It will take more time. I’ll start by showing you stocks in the newspaper.
Son: (2) __________________________, Dad.
Father: (3) __________________________. With a little time and study, it will pay off.
Son: (4) __________________________ in five minutes because my girlfriend is coming here.
Father: Really, you never seem to stay in one spot for more than a minute.
Son: I know, Dad. I’m sorry. (5) __________________________ you want to tell me?
Father: Yes, there is so much I want to tell you.
Son: There’s the doorbell. She’s here. I have to go. See you later, Dad.
A Line Graphs
Read the graph, and see how financial services of banks have changed due to non-face-to-face services.

Since the 1980s, the banking industry has reduced the opportunity for personal banking. Non-face-to-face services (ATMs, the telephone, and the Internet) have all been utilized by the banks to steer their clients away from personal contact at their local branch. The graph indicates the distribution of financial services based on the volume of deposits and withdrawals.

B Pair Work
1. Look at the graph above, and complete the sentences below.
   a. In June 2009, the proportion of face-to-face banking services at local branches was only ________%, while non-face-to-face services accounted for ________%.
   b. The preferred way to make deposits and withdrawals was ________, which made up ________%.

2. Now interview your classmates about their preferred methods of banking. You may use the following questions. Then report the interview results to the class.

   1. Who do you bank with? Where do you have an account?
   2. What banking services do you usually use? (deposit, loan, withdrawal, or transfer?)
   3. How do you usually make deposits and withdrawals? (ATM, local bank, or Internet?) Why?

C Focus on Usage (yet vs. already)
• Have you transferred the funds to the Williams’ account yet?
• I haven’t done that yet.
• I’ve already done it.
• Have you finished your homework already?
Checking Accounts

Checks are used all over the world in many different ways. In the United States, many people have personal check books. Shoppers often pay at shops and supermarkets by check. Sometimes shops encounter problems with these checks. If there isn’t enough money in the customer’s bank account, the check “bounces.” This means the check is not accepted by the bank and is returned to the shop. At first, the shops don’t get their money, so they wait a little while. Later they try again, hoping that this time there will be enough money in the account. Having checks bounce isn’t good for the customer who issued the check either. Each time the bank bounces a check, it charges the customer a fine. This could become a lot of money if the shop continues to submit the check for payment. The final outcome could be that the shop doesn’t get its money and the customer receives a lot of fines.

In England, shops are protected from bounced checks. Nearly everyone who has a personal check book also has a bank debit card that serves as a check guarantee up to a certain amount. This is the same card that you would use to pay for goods and services or withdraw money from the ATM. The bankers will pay the shop its money even if there isn’t any money left in the customer’s bank account.

1. According to the reading passage, why is it that bounced checks are bad for both the customer and the shop?

Your answer may begin like: The shop doesn’t get its money because of the bounced check and ....

2. Why do you think more people prefer to pay by check than by cash?

Your answer may begin like: It’s because checks are much more convenient than cash in many ways. Imagine ....
I. Warm-Ups

A. Listening  Track 67

Listen to the following conversation.
(Scenario – A young woman, Hoa Thi, is speaking to Miss Hong, a bank officer.)

B. Dictation  Track 68

Fill in the blanks as you listen to the dialog again.

| Miss Hong: Hello. How (1) ________? |
| Hoa Thi: Hi. I (2) ____________ a credit card. |
| Miss Hong: I understand. May I (3) ____________? |
| Hoa Thi: Yes. Here, I’m a (4) __________________. |
| Miss Hong: You know, students (5) ____________ live beyond their means. |
| Hoa Thi: I’m not like that. (6) ____________ |
| Miss Hong: Even so, a debit card will be better. First, deposit money into an account. |
| Then (7) _____________. This will help you manage your spending. |
| Hoa Thi: Could my parents (8) ____________ from Vietnam? |
| Miss Hong: That (9) _____________. Please sign this. |

C. Useful Expressions

Make complete sentences by writing the best expression in each blank.

1. to apply for a  •  a. If you have too many bills, _____________.
2. see some identification  •  b. I need ____________ bank loan.
3. live beyond their means  •  c. ____________ to show you received your package.
4. pay them off  •  d. To get past the doormen, they’ll have to _____________.
5. please sign this  •  e. Those who ________________ may run up huge debts.
A range of numbers is often written as “1–10.” This means the numbers from one to ten. As such, it is most often spoken as “from one to ten.” Often years are presented as ranges, for example 1985–1999. This would be spoken as “from nineteen eighty five to nineteen ninety nine.”
A Bank Statements

Read the following bank statement, and learn what information it contains.

What will you do with the money you earn in North America? Once you start getting a regular paycheck, you will want to open a checking or debit account. The table below is a checking account statement.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Ref.</th>
<th>Withdrawals</th>
<th>Deposits</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/24/2009</td>
<td>Previous balance</td>
<td></td>
<td></td>
<td></td>
<td>0.55</td>
</tr>
<tr>
<td>10/26/2009</td>
<td>Payroll Deposit</td>
<td></td>
<td></td>
<td>2,490.92</td>
<td>2,491.47</td>
</tr>
<tr>
<td>10/28/2009</td>
<td>ATM Withdrawal</td>
<td>3990</td>
<td>100.00</td>
<td></td>
<td>2,391.47</td>
</tr>
<tr>
<td>11/02/2009</td>
<td>Web Bill Payment–VISACARD</td>
<td>9752</td>
<td>230.00</td>
<td></td>
<td>2,161.47</td>
</tr>
<tr>
<td>11/12/2009</td>
<td>Purchase–SUPERMARKET</td>
<td>1558</td>
<td>38.28</td>
<td></td>
<td>2,107.20</td>
</tr>
<tr>
<td>11/13/2009</td>
<td>Telephone Bill Payment–MASTERCARD</td>
<td>0043</td>
<td>37.03</td>
<td></td>
<td>2,070.17</td>
</tr>
<tr>
<td>11/17/2009</td>
<td>Web Transfer–From SAVINGS</td>
<td>7620</td>
<td></td>
<td>130.00</td>
<td>2,216.16</td>
</tr>
<tr>
<td>11/24/2009</td>
<td>Check No.–4709</td>
<td></td>
<td>89.99</td>
<td></td>
<td>2,126.17</td>
</tr>
<tr>
<td>11/26/2009</td>
<td>Fee–Monthly</td>
<td></td>
<td>5.00</td>
<td></td>
<td>2,121.17</td>
</tr>
</tbody>
</table>

*** Totals *** 516.29 2,636.91

B Pair Work

1. Look at the statement above, and complete the sentences below.
   a. Michael had $________ in the balance brought forward from his last account.
   b. Michael’s salary seems to be $___________.
   c. $__________ was refunded for an electronic product.
   d. The monthly fee for the checking account is $___________.

2. Now interview your classmates about managing their money using the following questions. Then report the interview results to the class.
   a. How do you manage your money?
   b. Have you ever been short of money at the end of the month?
   c. If you needed money urgently, how would you get it?

C Grammar Focus (wh-questions)

- **What** kind of card do you want?
- **Who** do you bank with?
- **Why** are people standing in line here?
- **Where** can I apply for a debit card?
- **When** will I receive the bank statement?
Credit Card Companies

Credit card companies make money when card users buy more than they can afford to pay for in one month. When they have to pay for it over several months, they also pay interest on the amount they owe. This is how credit companies make a profit. Naturally, card companies seek out new card users who are likely to pay them interest. Offers for credit cards are sent to university students and even to some senior high school students. Young people want to buy a lot but cannot pay for it, so they are perfect customers for the credit card companies!

According to recent statistics, 78 percent of undergraduate students have at least one credit card. Thirty-two percent of those students have four or more cards. On average, students owe $2,745 to credit card companies. However, 9 percent of the students owe more than $7,000.

These numbers are actually lower than they used to be. There are two main reasons for it. One is that students now realize how easy it is to go into debt with a credit card. The other is credit card fraud. Because students are now worried about ID theft by hackers who steal their personal information, they are using their cards less often.

1. According to the reading passage, what are the reasons for students’ using their credit cards less often than before?
   
   real:z, easy, debt, fraud, ID theft, information

   Your answer may begin like: There are two main reasons for it. One reason ....

2. Can you suggest five important tips to avoid credit card debts?

   reduce, warning, lend, questionable, phone, safe, essential

   Your answer may begin like: First, reduce the number of credit cards you carry. Second, put warning labels ....
A  Brainstorming
Write down as many words as you can about health.

B  Listening
Listen to the short passage about sleep.

C  Useful Expressions
Match the related choices.

1. If I don’t find a job soon, paying for our insurance
   a. No, that’s not what I mean.
2. You’re saying you want to quit your job?
   b. that’s not all; he took my chicken
      from the fridge.
3. The thief stole my jewelry, went through all my
   c. I wish I knew.
   drawers, and
4. Where did all of our money go?
   d. will be the least of our problems.
5. You should take an English class to help you with
   e. than a hamburger.
your career.
6. I’d rather have a cheeseburger
   f. I’ll keep it in mind.
A  Model Dialog  

Listen as the teacher reads the model dialog.

(Scene – Henry and Isabella are friends taking a walk in a park.)

Henry:  So, how are the newlyweds doing?
Isabella:  Oh, we’re great. I’m just a little tired.
Henry:  Well, that goes with the territory, right?
Isabella:  No, that’s not what I mean. Patrick has been keeping me up with his snoring.
Henry:  That’s not all. Patrick also talks in his sleep.
Isabella:  I tried that one night, but he just ended up sleepwalking!
Henry:  Geez, what are you going to do?
Isabella:  I wish I knew.
Henry:  It’s a little early in your marriage for separate bedrooms, but I wouldn’t rule it out.
Isabella:  I’ll keep it in mind. If I don’t get a good night’s sleep soon, separate bedrooms will be the least of our problems!

B  Group Work

Read the model dialog aloud, with a different group for each character.

C  Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.

(Scene – Two students are having a conversation in their dorm room about midterms.)

Beth:  (1) ___________ what the exam questions were; I could get some sleep.
Lisa:  Well, we don’t, so we must study hard.
Beth:  I read an article that said if you get a good night’s sleep before an exam, you will do better.
Lisa:  Only if you studied already. (2) ___________ lose sleep (3) ___________ fail the exam.
Beth:  (4) ___________________. The article said it is difficult to concentrate.
Lisa:  (5) ____________________, but I’m going to study all night.
Beth:  Yeah, maybe the article is wrong. I’ll join you.
III. Description

A  Graphs

Read the graph, and learn about the stages of sleep.

We cycle through sleep stages all night. After we reach Stage 4, our brain waves will begin to pick up a little speed and strength. We will move back up through Stage 3, 2, and 1, and then we will enter our first period of rapid eye movement sleep (REM sleep), which includes dreaming. The x-axis of the graph indicates hours asleep and the y-axis indicates stages of sleep.

B  Pair Work

1. Look at the statement above, and complete the sentences below. Share your answers with a partner.
   a. REM sleep periods get ______ as time passes.
   b. At Stage _____, sleep is the deepest.
   c. About 30 minutes after we fall asleep, our brain waves begin to slow ______ as we drop toward Stage ____.
   d. The last ______ hours of sleep are spent alternating between Stage 2 and ______.

2. Interview two of your classmates about sleep deprivation and fill in the blanks with “T” for true, or “F” for false. Then, share the results with your classmates.

<table>
<thead>
<tr>
<th>Are you sleep-deprived?</th>
<th>Myself</th>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long do you usually sleep at night?</td>
<td>____ hrs.</td>
<td>____ hrs.</td>
<td>____ hrs.</td>
</tr>
<tr>
<td>How many hours of sleep do you think are enough for you?</td>
<td>____ hrs.</td>
<td>____ hrs.</td>
<td>____ hrs.</td>
</tr>
<tr>
<td>a. I need an alarm clock to wake up at the appropriate time.</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>b. I struggle to get out of bed in the morning.</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>c. I feel tired and stressed out during weekdays.</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>d. I often fall asleep at boring meetings, lectures, or in warm rooms.</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>e. I often fall asleep after heavy meals.</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>f. I often sleep late on weekends.</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

   If you answered “T” to three or more items, you probably do not get enough sleep.

C  Grammar Focus (expressing desires using I wish + past tense)

- I wish I knew what the exam questions were.
- I wish I could tag along with you.
- I wish I looked as good as you do.
- I wish I had enough sleep at night.
Read the following passage, and answer the questions. Use the words provided below each question.

Sleep

We spend about one third of our lives asleep because we need it to work properly. When we don’t get adequate sleep at night, we have problems when we are awake. How many hours constitute a good night’s sleep? This can vary from person to person. But on average, most people need at least eight hours per night. Some need more, and some need less.

Sleep affects our health and well-being. When we are tired, we find it difficult to concentrate. We may become overly emotional and experience some stress. Unfortunately, this stress can make it difficult to get more sleep. Our physical well-being is also disturbed by lack of sleep, or sleep deprivation.

When we don’t get enough sleep, we may get headaches and our coordination suffers.

Sleep involves a crucial stage of rapid eye movement (REM). REM sleep accounts for 20%–25% of total sleep time in most human adults. The REM sleep stage is where most memorable dreaming occurs. Lack of REM sleep may include symptoms of psychological disturbances such as anxiety, irritability, and difficulty concentrating.

When we have enough sleep, our bodies function better. We can think more quickly and react faster. Furthermore, our immune system works better. With the immune system working at its best, we are less likely to get sick.

1. According to the reading passage, why should we get a good night’s sleep?

Your answer may begin like: We may find it difficult to concentrate and ....

2. What do you think we should or should not do to get a good night’s sleep?

Your answer may begin like: First, try not to nap during the day. Second, reduce ....
Unit 11
Health

Part B Illness

I. Warm-Ups

A Listening Track 74
Listen to the following conversation.
(Scenario – Aurelia is at a pharmacy on Saturday speaking with the pharmacist.)

B Dictation Track 75
Fill in the blanks as you listen to the dialog again.

C Useful Expressions
Make complete sentences by writing the best expression in each blank.

1. don’t look well  
   • a. Everyone in our family has the cold that’s ________________.
2. been going around  
   • b. If you don’t ________________, we’ll never solve the puzzle.
3. seems to help  
   • c. You seem confused, and you really ________________.
4. follow the directions  
   • d. You won’t believe me, but hopping on one foot ________________.
5. as good as new  
   • e. After it heals and you exercise a bit, your leg should be ________________.
A Model Dialog  
Listen as the teacher reads the model dialog.  
(Scenario – A female dormitory assistant, Ho Jin, is speaking with a freshman named David.)

Ho Jin: Hello. Are you in room 425?
David: Yes, that’s my room. My name’s David.
Ho Jin: My name’s Ho Jin. I’m the dorm assistant. I help the dorm residents.
David: I’m glad to meet you. I have a question for you.
Ho Jin: Sure. What is it?
David: There are people in the lobby who don’t look well. Is there a problem?
Ho Jin: Some colds have been going around. Our clinic is closed on weekends.
David: You mean we have to go off-campus to get medical help on weekends?
Ho Jin: Yes. I’m afraid so. Don’t worry, in a week they’ll be as good as new.
David: Wow. I really don’t want to be sick a lot.
Ho Jin: There’s a simple way to stay healthier. Wash your hands often.
David: How does that work?
Ho Jin: Soap washes away germs that we transfer from hand to mouth.
David: Do I have to follow any directions?
Ho Jin: Just a good washing with any kind of hand soap seems to help.
David: Thanks for the tip. I’m going to wash my hands right now.

B Group Work
Read the model dialog aloud, with a different group for each character.

C Guided Speaking
With a partner, take turns completing the answers to the questions.

- Are you sick very often? I (1) ____________________________.
- Where should we go for treatment? You (2) ____________________________.
- How often do you wash your hands? I (3) ____________________________.
- When will I recover? You (4) ____________________________.
- What dosage should I take? Take (5) _____________ every _________.
- How can I stay healthier? Try (6) ____________________________.

Note
In western cultures, years are spoken in several ways. The year 906 would be spoken “nine hundred six,” or “nine oh six.” In American speech, zero is often spoken “oh” even though “oh” is a letter, not a number. The year 1548 would be spoken “fifteen hundred forty eight” or “fifteen forty eight.” The year 2008 is spoken “two thousand eight” or “twenty oh eight.” The terms to divide dates into historical periods (for example 2010 AD, BC or CE) may be spoken as “twenty ten ay dee,” “twenty ten bee cee” or “twenty ten cee ee.”
A. Postures

Look at the pictures below, and think of how to describe the body postures in them.

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.

B. Pair Work

1. Match the following descriptions to the correct picture above.

<table>
<thead>
<tr>
<th>Description</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. have one’s arms crossed</td>
<td>Pic ____</td>
</tr>
<tr>
<td>b. rest one’s chin on one’s hands</td>
<td>Pic ____</td>
</tr>
<tr>
<td>c. spread one’s legs shoulder-width apart</td>
<td>Pic ____</td>
</tr>
<tr>
<td>d. stand on one leg</td>
<td>Pic ____</td>
</tr>
<tr>
<td>e. stand with one’s hands on one’s hips</td>
<td>Pic ____</td>
</tr>
<tr>
<td>f. bring one’s hands together</td>
<td>Pic ____</td>
</tr>
<tr>
<td>g. stretch one’s arms over one’s head</td>
<td>Pic ____</td>
</tr>
<tr>
<td>h. put one foot forward</td>
<td>Pic ____</td>
</tr>
<tr>
<td>i. sit cross-legged</td>
<td>Pic ____</td>
</tr>
<tr>
<td>j. lie on one’s stomach</td>
<td>Pic ____</td>
</tr>
</tbody>
</table>

2. Look at the pictures below, and describe them. Match the proper picture to the posture. Then share your descriptions with your partner.

- a) __________ is lying on her stomach and crossing her arms.
- b) __________ is standing with feet apart and spreading the arms to the sides.
- c) __________ is bringing the hands together overhead, standing on one leg, and bending the other leg.
- d) __________ is putting one foot forward, bending the knee, and putting the hands on the knee.

C. Grammar Focus (have difficulty/trouble + verb-ing)

- My nose is all stuffed up and I have difficulty breathing.
- I have trouble sitting cross-legged for a long time.
- I have difficulty abstaining from food.
The Common Cold

Catching a cold is a common complaint for people all over the world. While a cold won’t kill you, no one enjoys the symptoms: a sore, scratchy throat, runny nose, constant sneezing, and headaches. Colds are uncomfortable and inconvenient. They usually last about seven days but often linger up to fourteen days. On average, adults get between two and five colds annually, while children often catch as many as six to ten.

It’s no surprise that developing and selling cold medication has become big business for drug companies. Each year, people spend billions of dollars on medicines to treat colds. From over-the-counter drugs to expensive prescription products, consumers are more than happy to hand over money for something to help them get better. The irony is that most cold medicines are only palliatives. That is, they help relieve cold symptoms but cannot cure the illness.

The fact is that currently there is no cure available for the common cold. No suitable vaccine has yet been developed. In the case of influenza, commonly known as the “flu,” vaccines do exist. The reason that the common cold is so hard to cure is because it isn’t caused by a single virus. Actually, about two hundred viruses are responsible for the common cold. In other words, the common cold is not as “common” as you think.

1. What is the irony according to the reading passage?

   money, palliative, relieve, itself

   Your answer may begin like: Most available medicines now ....

2. What do you do to prevent a cold in your daily life?

   wash, transmission, disposable, warmly, season, gauze mask

   Your answer may begin like: First, I wash my hands when I get home. Washing hands prevents ....
A Brainstorming
Write down as many words as you can about the environment.

B Listening
Listen to the short passage about nature.

C Useful Expressions
Match the related choices.

1. I understand your hesitation, •
2. I’m so excited about the new president. •
3. It is vital •
4. We must look to the future; •
5. You may think so, •

• a. but I beg to differ with you.
• b. however, we must start now.
• c. I can’t say I share your enthusiasm.
• d. that you drink water daily.
• e. otherwise, our children will suffer.
A Model Dialog

Listen as the teacher reads the model dialog.
(Scenario – Thor, a student, is in the office of the city mayor.)

Thor: Sir, I urge you to include the recycling plant in the city’s budget. \textit{It is vital} for our relationship with Nature.

Mayor: The city has other urgent matters to consider before allocating money for a recycling plant.

Thor: I understand your hesitation, but nothing is more important to this city than the recycling plant.

Mayor: You may think so, but other citizens have different opinions.

Thor: I beg to differ with you. It seems to me that most citizens want this plant built.

Mayor: This is a delicate issue and I can’t say I share your enthusiasm.

Thor: I urge you to think this matter through before you sign it away.

Mayor: I will confer with my staff and make a decision that will be best for our city.

Thor: Remember, Nature is our friend. \textit{We must look to the future} and learn to live in harmony with Nature.

B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.
(Scenario – An environmental speaker is debating with a car manufacturer at a conference.)

Larry: (1) \underline{\hspace{5cm}} that we reduce car emissions. We should take immediate measures to convert cars to use hydrogen.

Hillary: (2) \underline{\hspace{5cm}} and urge you to look at the progress we’ve made in the last 20 years.

Larry: I’ve read the reports. However, I believe (3) \underline{\hspace{5cm}} and think of the long-term damage of oil-burning cars.

Hillary: You may not realize the work involved in converting our country’s infrastructure to use hydrogen.

Larry: We do. We have an idea and a plan. However, it will take time to implement this change.

Hillary: (4) \underline{\hspace{5cm}}. This is a very serious issue.

Larry: (5) \underline{\hspace{5cm}}. Nevertheless, it is vital that car manufacturers learn to be compatible with Nature.
III. Description

Part A Reaching Agreement

A Graphs
Read the graph, and see how the temperature of the Earth’s surface has increased.

Can you recognize changes in the global average temperature? This climate graph is a visual representation of the global climate. The graph shows variation from the average temperature (zero) for each year. The graph shows the average temperature of the Earth’s surface has increased.

B Pair Work

1. Look at the graph above, and complete the sentences below.
   a. The global average temperature until 1940 was mostly ______ average.
   b. The Earth had unsteady temperatures between 1951 and _______, where some years were above average and some were below average.
   c. The average temperature from 1981 has consistently been ______ average.

2. Rate your average green level by answering the survey questions. Then interview two classmates, and fill in their answers. Last, share the results with the class.
   (Scores: never–0, rarely–20, sometimes–40, often–60, usually–80, always–100)

<table>
<thead>
<tr>
<th>How green are you?</th>
<th>(A) Yourself</th>
<th>(B)</th>
<th>(C)</th>
<th>Group Ave. % = (A+B+C)/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you recycle?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you limit your air conditioner usage?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you use reusable shopping bags instead of disposable plastic bags?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you purchase eco-friendly products (e.g., organic produce, energy efficient appliances, and recycled paper products)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Individual Average (%) = (1+2+3)/4

C Grammar Focus (participle adjectives)

- Developed countries need to stop burning fossil fuels. (past participle)
- We must burn fossil fuels to power our developing economy. (present participle)
- Replace your air-polluting gas-powered lawn mower with an electric mower. (present participle)
- Which is the most air-polluted city in the world? (past participle)
Many have come to believe that preserving the natural environment is good for people. Even so, Nature is still very much under attack. Natural areas provide services essential to our survival. These important services were not given economic value until recently. Before, it was easy for planners and developers to ignore natural services. When there was money to be made, Nature always lost. We also lost. When we destroy or degrade grasslands, wetlands, oceans, freshwater rivers and lakes, forests or soils, we also diminish the essential services they provide.

Nature might be called the sum of the interactive ecological units on our planet. They clean our circulating water and air. The dead organic matter that would soon bury us is rapidly decomposed. Often, bacteria and plants are able to detoxify harmful substances. The damage from storms and floods is much reduced when our living spaces are protected by natural areas. The stability of water cycles, as well as local and regional weather patterns, can be affected by large masses of plants. Elements of Nature provide ways to distribute nutrients, pollinate crops, and maintain soil fertility. Without our guidance and interference, Nature is self-regenerating. It tends toward optimal diversity. Best of all, these services are provided without cost. The aesthetic beauty of Nature and the inspiration it provides are enough to make it worth preserving. It is also true that people cannot thrive without the essential services provided by Nature.

1. According to the reading passage, what are some environmental services Nature provides?

   clean, decompose, detoxify, beauty, flood, weather pattern

   Your answer may begin like: Nature cleans our water and air. It decomposes ....

2. What can we do to help preserve Nature in our daily lives?

   volunteer, recycling, disposable, tree, walk, bicycle

   Your answer may begin like: First, join an environmental movement as a volunteer. Working together is better ....
I. Warm-Ups

A  Listening (Track 81)

Listen to the following conversation.
(Scenario – Kevin, a university student, is coming up onto the front porch to visit his grandfather.)

B  Dictation (Track 82)

Fill in the blanks as you listen to the dialog again.

C  Useful Expressions

Make complete sentences by writing the best expression in each blank.

1. see your point

2. it’s not fair

3. has no choice but to

4. it’s your call

5. that’s a good second choice

- a. __________ that all the best seats are already taken!
- b. Sometimes a man __________ do what others want.
- c. You wanted Harvard and you got MIT? ________________.
- d. I know what you’re trying to say. I ____________!
- e. __________ whether you work this summer or not.
II. Listening & Speaking

A  Model Dialog

Listen as the teacher reads the model dialog.
(Scenario – A woman, Kristin, is speaking with another university student, Mohammed, in a public library.)

Kristin: To stop global warming, we must all stop burning fossil fuels.
Mohammed: Kristin, Indonesia has no choice but to burn fossil fuels.
Kristin: Mohammed, that’s bad for everyone! It’s not fair.
Mohammed: If our people don’t become prosperous, terrorists will gain support.
Kristin: True. What about alternative energy? That’s a good second choice.
Mohammed: Alternative energy sources are too expensive for us right now.
Kristin: When alternative energies are cheaper, we will gladly use them.
Mohammed: I guess there’s no quick fix. How about water issues?
Kristin: We get a lot of rain. But the quality of drinking water can be poor.
Mohammed: What are your worst environmental problems?
Kristin: Natural disasters. We often have volcanic eruptions, earthquakes, and tsunamis.
Mohammed: Why do people stay there? It sounds so dangerous.
Kristin: It’s not always bad. When it is bad, it’s not bad everywhere.
Mohammed: I guess I see your point. In any case, it’s your call where you live.
Kristin: Where would we go? There are more than 230 million Indonesians.

B  Group Work

Read the model dialog aloud, with a different group for each character.

C  Guided Speaking

With a partner, take turns completing the answers to the questions.

- What environmental issues are most important to you?
  I think (1) ________________________________________________.

- Is it better to be prosperous or to protect nature?
  I believe (2) ________________________________________________.

- What forms of alternative energy exist in your country?
  We have (3) ________________________________________________.

- Does your country have any water issues?
  Here, we (4) ________________________________________________.

- Are there any natural disasters in your country?
  Sometimes, (5) ________________________________________________.

- Is the birthrate in your country a problem?
  Our (6) ________________________________________________.
A  Graphs
Read the graph, and see how serious the scarcity of water is in some African countries.

Many African countries are facing serious water shortages. By the year 2025, nearly 230 million Africans will be facing water scarcity, and 460 million will live in water-stressed countries. The graph shows water availability per capita in cubic meters for some African countries.

B  Pair Work
1. Look at the graph above, and complete the sentences below. Share your answers with a partner.
   a. In 1990, Ethiopia was considered water ____________.
   b. The countries that will be water-stressed by 2025 are _________, _________, _________, and _________.
   c. Countries facing water scarcity by 2025 will be _________, _________, _________, and Burundi.

2. Now interview two of your classmates about how they conserve water. Then, report the interview results to the class.

   What techniques have you used to save water? (Check all that apply).
   □ Turn off water while brushing teeth or shaving.
   □ Take short showers (5 minutes or less).
   □ Wash full loads of dishes and laundry.
   □ Do not use running water to thaw meat or other frozen foods.
   □ Defrost food overnight in the refrigerator or by using the defrost setting on your microwave.

   How often do you check your water faucets for leaks?
   □ Monthly □ Bi-monthly □ Annually □ Bi-annually □ Never

C  Focus on Usage (nothing is more... than / something is the –est of all...)

- Nothing is more important to this city than the recycling plant.
- There's nothing more valuable than one's health.
- The move toward a low carbon economy is the hottest issue of all.
The world faces an imminent water crisis. The world population of six billion people is expected to swell to nine billion by 2050. Scientists at the United Nations are urging more efficient water use. If this is not done, severe water shortages are expected by 2025.

Worldwide, we take too much water from our rivers. The Colorado River was once powerful enough to carve the Grand Canyon. Now it is siphoned to supply water to several states in the American southwest. Likewise, the mighty Nile and Yangtze rivers are reduced to trickles before reaching their seas.

If two-thirds of the Earth’s surface is covered with water, why don’t we have enough water to drink? Unfortunately, only one percent of global water can be used in homes and for farming. The rest is either salt water or frozen polar ice. This is why former US Environmental Protection Agency chief, Christie Whitman, warned that water quality will be “the biggest environmental issue we face in the 21st century.”

Denmark is one country taking action to protect its water for the future. The Danish government has a ten-step program to ensure the quality and quantity of its water. For one thing, 170 pesticides have been banned because they leak into water supplies. At the same time, organic farming is promoted. To further ensure a healthy, natural water supply, the government also protects its aquifers. These large, underground, natural areas hold and filter water.

1. According to the reading passage, what does Denmark do to protect its water resources?

   Your answer may begin like: Under its ten-step program to improve the quality and quantity of water, the Danish ....

2. What can you do to conserve water in your daily life?

   Your answer may begin like: First, reusing water is the best way to conserve it, I think. The water once used can also be ....