سایت مجازی آنلاین اولین سایت ارائه دهنده محتویات کتابهای زبان انگلیسی در ایران
www.majazionline.ir
majazionline1@gmail.com
mohammad khaleghi

Teacher's Edition
and Lesson planner
with ActiveTeach

SECOND EDITION

SUMMIT

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SECOND EDITION

SUMMIT 1

Teacher's Edition and Lesson Planner

with ActiveTeach

Joan Saslow • Allen Ascher

With Silvia Carolina Tiberio

ALWAYS LEARNING

PEARSON

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PTE Academic - testing real-life English skills

As educators we spend much of our time and energy preparing students for the rigors of study or work in an English-speaking setting. We design our courses and choose our materials carefully so that we can teach students how to communicate effectively in English. When it comes to assessing English skills, we have realized that many high-stakes tests are simply a means to an end in which students dedicate valuable time to passing the test without developing a real ability to communicate in English.

There is an academic test of English, however, that matches our efforts in the classroom. PTE Academic is recognized by institutions around the world and is approved by the UK Border Agency and the Australian Department of Immigration and Citizenship (DIAC) for student visa applications. It is endorsed by, and is the preferred English language test of GMAC®, the Graduate Management Admissions Council.

Why are educators so excited about the test? This state-of-the-art test breaks many of the barriers in testing, but the key concern to teachers is that it truly helps students to become effective communicators in English.

"PTE Academic score data on the enabling language skills such as fluency, grammar, vocabulary and pronunciation, gives us a great tool to assess the language abilities of incoming MBA applicants to ensure they can interact at the levels expected in a small, experienced group of professionals on the Ashridge MBA program."
- Amy Armstrong, Director of Marketing, Ashridge Business School

Relevant tasks
Comprising of 20 different and often innovative items types, PTE Academic assesses the communicative skills of listening, reading, speaking and writing in a number of ways. It assesses a range of enabling skills such as grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse to create a detailed profile of test takers' strengths and weaknesses.

Many of the 20 item types integrate these communicative and enabling skills to provide a real-life measure of a test taker's ability to deal with academic English language in communication.

International English
PTE Academic reflects the international world in which we live. Measures have been taken to ensure that the material in the test is representative of international academic English. Not only are test development professionals based in several regions, including the United Kingdom, Australia, and the United States, but test items are internationally cross-validated to ensure that there is no regional bias.

Targeted preparation for test takers
A variety of dedicated test preparation materials are available for test takers. These include:

- Practice tests with sample answers
- A free PTE Academic Tutorial providing an overview of the test, instruction on each item type that the test taker will encounter and tips on how to navigate through the test
- The *Official Guide to PTE Academic* providing detailed information on administration, descriptions of all item types, analysis of sample answers, test-taking strategies and a wealth of practice items on the accompanying CD-ROM

The skills that students acquire in preparing for PTE Academic will serve them greatly once they arrive at their higher education institutions, or professional and government organizations.

"As we evaluate candidates, PTE Academic will give us an important tool for measuring their ability to study in an academic environment where English is the primary language of instruction."
- Randall Sawyer, Director of Admissions Cornell University, The Johnson School

For more information on PTE Academic, visit www.pearsonpte.com

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www.majazionline.ir

majazionline1@gmail.com

mohammad khaleghi

www.majazionline.ir - Edditor:MR mohammad khaleghi

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What Is *Summit?*

Instructional levels

Summit is a two-level high-intermediate to advanced communicative series for adults and young adults that can follow any intermediate course book. *Summit* is designed to follow the *Top Notch* series, forming the top two levels of a six-level course.

- *Top Notch* Fundamentals: for true beginners or very weak false beginners
- *Top Notch* 1: for false beginners or for students who have completed *Top Notch* Fundamentals
- *Top Notch* 2: for pre-intermediate students
- *Top Notch* 3: for intermediate students
- ***Summit* 1: for high-intermediate students**
- ***Summit* 2: for advanced students**

The following chart shows the correlation of *Summit* and *Top Notch* to International Standards and Tests. For detailed correlations to the "Can do" statements of the Common European Framework (CEFR) and to U.S. federal and state standards, please consult the *Summit* website at: pearsonlongman.com/summit.

Correlations to International Standards and Tests

Course Level	TOEFL (Paper)	TOEFL (iBT)	TOEIC
Top Notch Fundamentals (true beginner)			110 – 250
Top Notch 1 (false beginner)	380 – 425	26 – 38	250 – 380
Top Notch 2 (pre-intermediate)	425 – 475	38 – 52	380 – 520
Top Notch 3 (intermediate)	475 – 525	52 – 70	520 – 700
Summit 1 (high-intermediate)	**525 – 575**	**70 – 90**	**700 – 800**
Summit 2 (advanced)	**575 – 600**	**90 – 100**	**800+**

Course Level	Common European Framework (CEF)
Top Notch Fundamentals (true beginner)	A1/Breakthrough
Top Notch 1 (false beginner)	A2/Level 1
Top Notch 2 (pre-intermediate)	
Top Notch 3 (intermediate)	B1/Level 2
Summit 1 (high-intermediate)	**B2/Level 3**
Summit 2 (advanced)	**C1/Level 4**

Course Level	Cambridge Exams IELTS	Exam Level
Top Notch Fundamentals (true beginner)		
Top Notch 1 (false beginner)	3.0	KET
Top Notch 2 (pre-intermediate)	4.0	PET
Top Notch 3 (intermediate)		
Summit 1 (high-intermediate)	**5.0**	**FCE**
Summit 2 (advanced)	**6.0**	**CAE**

Scope

Each level of the *Summit* course contains enough material for 60 to 90 hours of classroom instruction. Split editions are also available. A wide choice of supplementary components makes it easy to tailor *Summit* to the needs of diverse classes and programs or to expand the total number of hours.

Goal

The goal of the course is to make English unforgettable, enabling post-intermediate learners to understand, speak, read, and write English accurately, confidently, and fluently. Three key features are emblematic of the *Summit* course:

- Multiple exposures to new language
- Numerous opportunities to practice it
- Deliberate and intensive recycling

An essential goal of *Summit* is to help post-intermediate students move past the plateau that typically occurs among students at that level.

Language content

Summit has a classic sequential grammatical syllabus. Grammar, vocabulary, and social language are integrated within topical, communicative units. Offering a balance of practical and informational topics, the content is designed to be consciously appealing to the student learning English.

Academic skills and strategies

Each unit in the *Summit* course contains exercises that build key reading, listening, writing, and critical thinking skills and strategies. These are identified at a glance on every page of the Student's Book. A complete list can be seen in the Learning Objectives chart on pages iv–vii.

Conversation syllabus

Experience has shown that post-intermediate students continue to need intensive practice of spoken communication. To this end, *Summit* provides ten essential conversation models that embed crucial conversation strategies and opportunities to personalize. In addition to conversation practice and extension, *Summit* concludes every two-page lesson with free communication activities to ensure adequate practice of speaking skills.

Instructional design

The following is a synopsis of the *Summit* instructional design.

A communication goal for each class session. Each of the four numbered two-page lessons in a *Summit* unit is designed for one class session of 45–60 minutes, and has a clearly stated communication goal.

Three reasons for having a communication goal are to make each class purposeful, to demonstrate progress in each class session, and to enable a more focused evaluation. When teachers and students are unaware of the purpose of each lesson, they often just "go through the motions." Conversely, when teachers and students know the purpose of the lesson, they see value in it and are motivated to achieve a successful outcome.

Integration of skills and content. Research has confirmed that when students encounter new language only once or twice, they find it difficult to master or even remember. For that reason, new vocabulary and grammar are embedded in exercises, conversation models, pair work activities, listening comprehension texts, readings, and other activities to make them unforgettable. In each lesson, new language is examined, explained, integrated, expanded on, and applied so that students receive multiple exposures to the language as well as numerous opportunities to practice it in all skill areas.

Confirmation of progress. The culmination of each of the four lessons is a carefully constructed guided communication activity called Now You Can. Each of these activities is a conversation, discussion, or role play in which students demonstrate their achievement of the goal of the lesson. Students are motivated by their success, and in keeping with the aims of the "Can do" statements of the Common European Framework, continually see the practical value of their instruction.

Explicit presentations of vocabulary, grammar, and social language. In order to allow the *Summit* Student's Books to double as both a teaching and a reviewing tool, language is presented explicitly. Explicit presentations take the guesswork out of understanding meaning, form, and use and provide a concrete reference for students to review. For those who prefer an inductive presentation of grammar, there are printable "Inductive Grammar Charts" on the ActiveTeach disc at the back of this Teacher's Edition. These charts provide an alternative (inductive) approach to each grammar presentation in the Student's Book.

A systematic approach to free expression. Every lesson culminates in a free speaking activity with

sequential steps to increase quantity and quality of expression. Planning activities such as idea framing and notepadding lead students to confident productive discussion and role play. Presentations, debates, and projects also provide opportunities for students to develop their spoken expression.

A strategy-based focus on reading and listening comprehension. In addition to the rigorous practice of reading and listening, there is an emphasis on learning strategies. The strategies include understanding meaning from context, distinguishing main ideas from details, comparing and contrasting, determining points of view, drawing conclusions, paraphrasing, and summarizing—all of which enrich students as learners and as communicators.

A systematic writing syllabus. The *Summit* Student's Book contains a writing syllabus that includes clear models and rigorous practice of important rhetorical and mechanical essay writing skills, such as parallelism, summarizing, and punctuation. Each lesson provides practice in the writing process, from prewriting to revision.

A complete course. *Summit* is a complete course with a wealth of supplementary components and a simple integrated technology, allowing the maximum flexibility for all teaching styles, learning settings, and course needs.

For a pictorial presentation of all components of the *Summit* course, please see Student's Book pages ix–xi.

Methodology for a Communicative Classroom

The goal of any post-intermediate communicative language course should be to enable students to express themselves confidently, accurately, and fluently in speaking and writing; to understand authentic spoken and written English; and to function socially in English in a variety of settings, both familiar and unfamiliar. Much practice is needed to reach those goals.

Because the typical student has limited opportunities to observe and practice English outside of class, the goal of the classroom must be to provide rich sources of input for observation as well as intensive opportunities for communication practice. It is the goal of this section and the goal of the *Summit* course to suggest a methodology which makes that possible.

Permitting active observation of language

The world is saturated with English (through the Internet, films, music, and television). Post-intermediate students should be encouraged to seek out and observe English outside of class whenever possible.

On the other hand, students benefit greatly and learn easily from exposure to models of spoken and written English at their own productive level or language just above that level. The level of challenge that benefits students most is often called "i+1" (Krashen and Terrell, 1983*) or "comprehensible input." Comprehensible input is language that contains some unknown words or structures, but is still at a level that students can understand. Such language, especially when it is authentic, is extremely valuable for student progress and is abundant in the *Summit* course.

We believe that each class session should provide students with an opportunity to observe language by reading it and hearing it as well. In order to benefit from the observation process, students should be encouraged to look at and/or listen to reading and listening material for several minutes in order for them to process it and to make connections between what they know and what is new. After students have had ample opportunity to immerse themselves in the observation process they should begin discussing the text or answering questions about it. And to maximize the value of observation, we strongly suggest that students support their opinions or answers by indicating where in an observed text or listening they got the information they needed to answer or to form an opinion. In this way, observation becomes an active process rather than simply a receptive activity.

Encouraging repetition of new language

Some people believe that repetition of language is indicative of an outdated behaviorist audio-lingual approach and (if included at all) only appropriate at the lower levels. Consequently, recent trends in language teaching tend to de-emphasize or discourage repetition

* Krashen, Stephen and Terrell, Tracy D. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon Press.

of language being learned. However, we have observed that repeating new language is valuable as long as it is not overused and does not interfere with awareness of meaning. Repetition helps students internalize correct pronunciation, stress, and intonation. It is recommended that students listen to and repeat new language for production.

For this reason, when students are learning new vocabulary or new social language, they should be encouraged to listen, or to read and listen, and then to listen again and repeat. When using audio materials as models, students appreciate the opportunity to compare their pronunciation, stress, and intonation with those of the speakers on the audio. We recommend that repetition be a regular feature of the presentation of vocabulary and model conversations.

For activities requiring students to listen and repeat, we suggest having students listen the first time while looking at the written form in their textbooks. This allows students to link the written form in the textbook to the sounds they hear. Next, as students are asked to listen and repeat, have them do it with their textbooks closed. This serves to reduce distractions and allows students to focus exclusively on listening and repeating, rather than reading. It also reduces the confusing effect of English spelling on pronunciation.

It is always beneficial to vary the method and sequence of repetition. Using alternative approaches does not diminish the value of repetition; the approaches add variety and help maintain interest, especially for post-intermediate students. It is best to keep the pace of repetition lively so that the greatest number of students have a chance to participate, maximizing the memorability of the stress and intonation patterns.

It is also beneficial to vary the number of people being asked to repeat. Sometimes it is helpful to have students repeat individually; at other times the whole class, half the class, all the males, all the females, etc. can be asked to repeat as a group. The goal is always served, no matter how the repetition is structured.

It is important, however, not to exaggerate the amount of class time devoted to repetition. A lively pace and a short time period will achieve the desired results; then it is time to move on to more substantive activities.

Ensuring that students use learning strategies

It is important to provide opportunities for students to work toward goals, to access prior knowledge, and to practice strategies such as planning, self-assessing, predicting, etc. These strategies have been proven to have positive results on students' learning. Knowing learning strategies is not enough, however. Research has shown that unless students are aware of the value of strategies, they are unlikely to incorporate them into their own learning initiatives.*

Working toward goals. At the beginning of each term, before beginning instruction, probe students' individual personal goals in learning English. Common goals could be for their profession, travel, academic study, etc. Help students become aware of how their course and/or their textbook will help them reach those goals; for example, by helping them learn to understand and communicate in spoken and written English. It is also worthwhile to encourage students to brainstorm a specific list of what they want to be able to do in English in practical or specific terms. For example:

I want to learn English because I want to:

- *read academic journals or articles.*
- *write e-mails or letters.*
- *discuss news and current events.*
- *have social conversations.*
- *use the Internet.*
- *discuss controversial topics politely.*

Have students look through their textbook to see if it will fulfill any of their goals. Ask them to point out lessons or units that they look forward to learning from.

Make goal-setting or goal awareness an important part of each unit and lesson. Before beginning a unit or lesson, have students look it over and brainstorm what they will be able to do at the end of it. Such awareness builds expectation of results, focuses students' attention on the purpose of instruction, and results in greater satisfaction with each class. Specific techniques for using the goals in class are covered in *Applied Methods: How to Teach a* Summit *Unit*, on page Txx.

Observing progress and self-assessing. When a brief discussion of goals takes place at the beginning of a class session, it then becomes easy for students to observe and confirm their progress that day. One simple way to ensure this is to ask "Did you learn how to describe consumer shopping habits?" "What did you learn today?" and so on. When students confirm that the lesson's goal has been achieved, they value their instruction. Similarly, regularly

* The foundational learning strategies that folllow are an intrinsic part of the *Summit* Student's Book. For teachers who would like to teach additional reading, listening, and vocabulary-building strategies, there are numerous printable extension activities on ActiveTeach in the back of this Teacher's Edition.

review progress at the end of each full unit. In general, cumulative positive reinforcement of their study motivates learners to persevere.

Being aware of the instructional process. Make students aware that presentations and activities in class, as well as those assigned for work outside of class (homework, projects, laboratory activities), have a definite purpose and are not random or accidental.

Effective lessons offer students presentations and activities that integrate target content. However, merely *offering* students such lessons is often not enough. The lesson will be more effective if students are *cognitively aware* of the value of each section of the lesson in achieving the lesson goals.

When finishing tasks, projects, and homework, take a moment to review the language students used in the task; for example, ask "Where did you use the passive voice with modals today?" When students become aware that they actually used the passive voice with modals in their conversations, practicing it becomes valuable to them. It is surprising how often students are not aware of the way in which activities help reinforce what they are learning. They often see a conversation practice session as isolated from grammar or vocabulary content, viewing it as just for fun or something to do to fill time.

Reflecting on one's learning. A number of hurdles must be overcome in learning a foreign or second language. One such hurdle is confusing the difference between *understanding* a word and *being able to translate* it into one's own (native) language.

Even post-intermediate learners sometimes attempt to translate everything they read or hear, word-for-word. This is futile for two reasons. First, no one can possibly translate word-for-word quickly enough to follow a speaker speaking at a natural pace. Second, word-for-word translations are impossible for idioms, expressions, metaphors, or other figurative language.

In order to build students' awareness of this fact, we must help them reflect on the meaning of "understanding." Help them to see that they can in fact derive both general and specific meaning from spoken and written texts that contain words they have not heard or seen before. If students say they do not understand the meaning of a new word being learned, help them to describe its meaning, rather than to try to translate it. Ask students to look at the surrounding context to determine connotation—or sense—of the word in order to understand its general meaning. Help them to recognize that not being able to translate a word is different from not understanding it.

This is a profound awareness on which every learner of a new language needs to reflect. This awareness creates the desire and need to depend on context to infer meaning, promoting the development of one of the most important strategies for language learners—understanding meaning from context.

Managing pair, group, and collaborative activities

Collaborative activities, as well as pair and group work, facilitate interaction in English and are a hallmark of communicative language teaching. These activities encourage students to use their own language resources, which in turn makes the lesson more personal and meaningful. They also ensure that students initiate as well as respond in English. Also, by working together, students get to know each other faster and become more independent; they rely on the teacher less for guidance and ultimately take more responsibility for their own learning. We recommend the following approaches for activities featuring pair and group work.

Creating a student-centered environment. Some students, particularly those accustomed to teacher-centered lessons in which teachers spend a lot of time explaining, may not immediately see the benefits of working in pairs or groups. Remind students that working together allows them more time to practice their English and allows you to listen to more students individually. Reassure students that you will circulate to give them individual attention and that this will make you aware of any points that need explanation.

Encouraging cooperative learning and collaboration. Encourage students to help and learn from each other; in other words, to create a community of learners in the classroom. Students can collaborate on written exercises with a partner or group, either by completing the activity together or by comparing their answers. Whenever possible, try to elicit answers from other students before answering a question yourself.

Facilitating a flexible seating arrangement. To ensure that students interact with a variety of partners, have them sit in a different location for each class. When dividing the class into pairs or groups, try to match students of different abilities. One method of forming groups is to have students count off according to the number of groups needed. The "1"s work together, the "2"s work together, and so on.

Monitoring activities. During pair and group work activities, monitor students by moving around the

room to keep them on task and to provide help as needed. When possible, avoid participating in pair work yourself, as this will limit your ability to monitor and offer assistance to the rest of the class. If you are faced with an odd number of students, create a group of three students. The third student can work as a helper to encourage eye contact and other socially appropriate behavior and to correct mistakes.

Managing time. To keep students on task, it is best to set time limits for each activity. End activities when most of the class has finished to avoid "dead time" during which students are waiting for others to finish. For students who finish a conversation activity early, have them write out the conversation they created. If you use supplementary activities, it is a good idea to have some of those photocopied and on hand.

Correcting errors purposefully

In general, language learners—particularly adults—like feedback and expect to be corrected when they make a mistake. However, recent research (Brown, 2007*) suggests that correcting errors in students' speech and writing may not be as effective in promoting correct language use as is commonly believed. In fact, research indicates that excessive correction in a communicative course can embarrass or dishearten students and discourage them from attempting the experimentation and practice that is essential for language acquisition.

In view of these findings, we recommend striking a balance between the need for correction and maintaining feelings of success. The following are approaches to provide effective and positive feedback.

Promoting accuracy. For activities where accuracy is the focus, address mistakes shortly after they occur. Students need guidance as they attempt to use new words, phrases, and grammar; immediate correction is important. Ask students to incorporate the corrections as they continue the activity.

Promoting fluency. For freer and more challenging activities where fluency and free expression are the focus (discussions and role plays), refrain from stopping the flow of student discussion with corrections. In these activities, accuracy is less important than communicating ideas, improvising, and remembering and using the full range of language students have learned. Developing the ability to retrieve and use previously learned language is critical if students are to convert the English they have learned in the classroom into the English they need in their own lives. Interrupting students with corrections discourages this experimentation. Instead, take notes on common student mistakes and then review those errors with the entire class at the end of the activity.

Encouraging self-correction. Students, especially at the upper levels, are often able to correct their own mistakes. First let the student finish the thought, then indicate by sound or gesture that there has been a mistake. Try to point out where the mistake was to give the student an opportunity to self-correct.

Some techniques for eliciting self-correction include pausing at the mistake, or repeating the student's sentence and pausing at the mistake; for example, S: "There were much people." T: "There were . . ." S: "There were *many* people."

A less intrusive method is to correct the student's mistake by reformulating what the student said without stopping the flow of conversation; for example, S: "Many of them has finished." T: "Oh, many of them *have* finished?" S: "Yes, many of them have finished." Note that these techniques often prompt the student to self-correct.

Being selective. Do not try to correct every mistake. Doing so could discourage or overwhelm students. Instead, focus corrections on the skills that are being taught in that particular lesson or on mistakes that interfere with comprehensibility.

Providing emotional support. Above all, be careful not to embarrass students. Be aware that post-intermediate students in particular may be sensitive to criticism in front of their peers and may prefer more private feedback. Give students enough time to think before they answer to avoid making them feel pressured. There is nothing more effective in promoting student participation than reinforcing their belief that you are "on their side." To that end, we suggest that you show approval for student experimentation, even when language is inaccurate. Correction can come later. Experimentation is an essential step on the road to mastery.

Checking and managing homework. Maximizing the amount of time students have to interact and practice English is essential in a classroom environment. It is best to limit the amount of class time devoted to checking answers and correcting homework. For exercises done in class, have students check their answers with a partner. This increases interaction time, ensures that errors get corrected, and encourages students to correct

* Brown, H. Douglas. 2007. *Teaching By Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). White Plains: Pearson Education.

their own mistakes. It also helps students avoid the possible embarrassment of giving incorrect answers in front of the entire class.

When the class has finished comparing answers, review the correct answers as a class, either by eliciting the answers from individual students or by having volunteers write their answers on the board. In classes with time constraints, we recommend that you write the answers on the board, as this method is faster.

We suggest that you follow a similar approach with homework by quickly reviewing correct answers. In large classes, you may prefer to systematically select which papers to review out of class in order to give individual feedback and check progress. If five to ten papers are collected every session, each student will receive individual feedback several times per term.

Actively developing free expression

One of the greatest challenges in the post-intermediate classroom is successfully engaging learners in free discussions and role plays. Students are often frustrated by the disparity in level between the complex thoughts they wish to express and the language they have at their command. There are psychological and psychosocial hurdles as well. Adult and young-adult students often worry that they will be judged by their teachers as well as their peers.

The following four techniques form part of a process approach to discussion and are recommended to mitigate the challenge of free discussions and role plays. They support learner confidence and increase quantity, quality, and complexity of expression.

Idea framing. When students are presented—unprepared—with a discussion topic, they typically approach it narrowly; for example, if you propose a discussion about community service, students may only think about one particular aspect of the topic. Worse, students often worry about what you consider appropriate to include in the discussion.

Providing students with a stimulus such as an online or magazine survey or questionnaire can help them frame their ideas by indirectly suggesting topics to be included in the discussion to follow. Surveys and questionnaires you provide also reduce student anxiety by clarifying your expectations of what is appropriate to include in the discussion.

Notepadding. Giving students an opportunity to write notes helps them consider how they will express their ideas. Here again, students may start with a narrow view of what to include in the discussion, but when they are given preparation time beforehand, they will broaden their ideas and plan how they want to express them. Notepadding builds confidence and yields more complex statements than discussion without preparation does.

Text-mining. Although language textbooks usually contain readings that provide students with an opportunity to confront "i+1" comprehensible language, using these readings solely for reading comprehension can be a missed opportunity. One way to make the most of a textbook reading is to ask students to notice and select language from it ("mining its text") that they can use in a discussion or role play. Permit students to circle, underline, or copy "mined" language prior to classroom discussions. Text-mining greatly enhances students' ability to acquire and use more sophisticated language.

Wordposting. Another huge challenge to students is remembering known language—even recently learned language—and using it in discussions and role plays. But when students do not use and reuse learned language, they inevitably forget it.

To ensure that students recycle previously taught language, we suggest that you (or the students themselves) make and keep "wordposts"—lists of relevant recyclable language. Wordposts can be written on the board or photocopied and distributed. To encourage the use of the wordposts during the discussion, you or your students can write a checkmark, cross out, or circle each word or phrase as it is used. Wordposting is one effective recycling technique that makes English unforgettable.

Teaching the receptive skills: reading and listening

Reading and listening are sometimes thought of as receptive skills. In a communicative classroom, however, reading and listening activities can greatly enhance speaking and writing, provide growth of comprehension, and help students cope with authentic language containing unknown words and complex ideas. The following are suggestions for approaching reading and listening in order to gain maximum benefit.

Authentic reading and listening passages will always contain a quantity of unknown language. We know that students can understand more language than they can produce, but they are often hesitant to tackle readings or listening activities that include unknown language. (See the earlier discussion of the value of "i+1" comprehensible input on page Tviii.)

Readings and listening activities should represent real language. However, it is important to avoid language that falls so far above comprehensible

level that students can't learn from it. Identifying a zone of comprehensibility enables readings and listening activities to maximize the building of comprehension skills and vocabulary.

As stated earlier, it is important to recognize that language learners instinctively try to translate every word as they read and are frustrated by their inability to create a one-to-one correspondence of the English words to their native language. Adopting an approach that respects the amount of challenge a reading or listening activity presents, discouraging translation, and teaching reading and listening skills and strategies can help students read and listen successfully.

Reading strategies and applied comprehension skills. Reading skills and strategies that help students cope with the challenge of foreign- or second-language reading help prepare them to confront such readings with confidence. Some are practiced before, some during, and others after the actual reading.

Before a reading activity, encourage students to explore their ideas about the topic of the reading. To pique their interest in the reading, get them to access any knowledge they already have about the topic. Another strategy that helps students cope with a reading is identifying its source; for example, is it a magazine article, a website, a series of letters, an advertisement, etc.? These pre-reading strategies will help students approach a reading with the confidence that they know what is coming and will discourage them from focusing on every unknown word.

Some strategies and skills that help students while they read are *skimming, scanning,* and *focusing on the context* in which unknown words occur, to help students understand meaning (instead of trying to translate those words). Encourage students to quickly read the passage from beginning to end without stopping for details. One way to teach skimming is to have students read the first sentence of each paragraph and the first few sentences at the beginning and the end of the passage.

Scanning for specific information is another helpful skill. Before students read line-for-line, they can be asked to find information about dates, names, ages, times, etc. Such information usually identifies itself by format—numbers, isolated words, charts, and the like. Keep in mind, though, that not all readings lend themselves naturally to skimming or scanning. Only choose skimming or scanning with readings that naturally lend themselves to that sort of examination.

As students read and encounter unknown words, help them to find the context clues that "explain" the meaning of those words. In the following sentence, the general meaning of the word *dousing* can be understood from the context: "Songkran is a wild and wonderful festival in which people of all ages have fun *dousing* each other with water for three solid days." Many students would instinctively reach for the bilingual dictionary to look up *dousing* or simply decide the reading was too hard. But asking them to look for the meaning in the surrounding text (the "context," where they will find "with water") helps build the habit of searching for context clues and taking educated guesses.

A good way to help students see the value of searching for context clues is to ask them to explain their reasons for guessing the meaning of a word. Ask them to go into the text to provide support for their opinions. In the case above, students would cite "with water" to support their opinions. Note that a precise definition or translation is not necessarily the goal. Students should also be encouraged to guess the "sense" of a word; for example, whether it is positive or negative, male or female, something you eat or wear, etc. If this is done regularly, students will develop the habit of looking for meaning in the context.

After reading, *summarizing* a text is a valuable applied reading comprehension skill. When students are able to summarize a reading, it indicates that they have identified the main idea and can distinguish it from random facts or details that are included in the article.

One way to provide practice in distinguishing main ideas from details is to ask students to *take notes* as they read and to organize or separate their notes into categories; for example, in a reading about the life of a famous composer, students can be asked to take notes about the key events in that person's life. In a reading about the effects of globalization, students can be asked to jot down information about the pros and cons. Putting notes into categories helps students perceive the details that support the main ideas of a reading and can provide a framework for a logical and articulately expressed summary. A further way to help students understand the main idea of or the point of view expressed in a reading is to ask them to try to *paraphrase* what the author's idea is. As they read, ask students to put the author's words into their own words.

The input/task ratio. When asking comprehension questions about a reading (or a listening activity; see below) it is helpful to keep in mind the relative difficulty of the text. If a text is very challenging and has a lot of difficult or unfamiliar language and complex ideas, questions and tasks should be relatively

easy and receptive, such as determining general or main ideas. If a text is relatively easy, the tasks and questions should be commensurately more difficult, productive, and inferential, and should require more critical thinking. In other words, the difficulty of the task should be inversely proportional to the difficulty of the text. If this ratio is respected, even very difficult texts can be used by students at lower levels.

Listening skills and strategies. Listening is often frustrating to students because of factors such as speed, accent, background interference, and the fact that in the real world, a listener usually has only one opportunity to understand. In contrast, a reading text—even if difficult—can be explored, studied, and re-read at the learner's pace.

For most learners, understanding spoken language can be very difficult, especially when the speaker is not seen, as during a phone conversation or when listening to the radio, a podcast, or a classroom audio program. Development of listening skills and strategies can help reduce the natural panic that occurs when students listen to challenging speech. If we want post-intermediate students to be able to cope with real spoken language, it is crucial to expose them to authentic listening passages recorded at a normal rate of speed and in a variety of accents.

As language educators, it is important for us to ask ourselves what the purpose of listening comprehension exercises is in a communicative classroom. Is it to get students to understand every word they hear in a comprehension exercise or is it to help them learn how to successfully understand real spoken English in the world outside the classroom? Although we know the answer is the latter, we struggle with our own feelings of "failure" when post-intermediate students are unable to easily understand everything in the listening texts we bring to class.

To offset our own fears as educators, it is important to explain to students the value of challenging listening experiences and to reassure them that the exercise is not a test of whether or not they understood everything the first time. Be sure students understand that the purpose of this practice is to help them obtain meaning, even from something that is not completely understood, and not simply to answer questions.

In presenting listening comprehension practice in class, be sure students have several opportunities to listen to each passage. Focus students' attention by having them listen for a different purpose each time they listen. Build up the progression of tasks from easier to more challenging ones. Add an extra listening opportunity again after other tasks in order to let students check their work.

The input/task ratio especially applies to constructing listening activities in the classroom. (See pages Txiii–Txiv.) If the listening passage is fast, accented, or otherwise difficult, present a less challenging or receptive task, such as understanding main ideas or identifying the global purpose. On the other hand, if the listening passage is slow or otherwise easy, present more productive or difficult exercises. A convenient way to apply the input/task ratio to listening comprehension exercises is to compare them to the reading skills of skimming and scanning: for more difficult listening passages, expect students to "skim" by listening and getting the main idea, but few details, inferences, or complexities. For easier listening passages, expect them to "scan" for details, make inferences, and draw conclusions based on those.

In all cases, however, make sure students realize that these exercises are meant to increase their ability to cope with natural spoken speech, not a means to judge what they can understand on one listening.

Improving written expression

Writing tasks perform a number of useful functions in a communicative classroom:

- First, they offer yet another vehicle for students to remember, practice, and consolidate language they are learning, reinforcing vocabulary and grammatical conventions.
- Second, they promote the development of accuracy because students and instructors read and edit the writing; errors are visible and can be meticulously corrected.
- Third, they can prepare students for the real writing they will do in their work and social lives: letters, e-mails, reports, articles, messages, and the like.
- Fourth, tasks based on a writing syllabus can teach students the conventions of standard written expression, such as sentence and paragraph development, use of topic sentences, and written rhetorical devices. These cannot be learned through speaking activities.

It's reasonable to expect an increase in both quality and quantity of expression as students develop their writing skills. Students should be reminded and encouraged to actively use the language they have learned, and they should try to vary the vocabulary they use and the way they express themselves. In addition, they should always be encouraged to try and write a little more. If students share their writing in pairs or groups, have

other students ask questions about information they want to know more about. Do the same when you read students' work.

Writing is a process that begins with ideas. Encourage students to brainstorm ideas, write lists, take notes, organize their thoughts, use graphic organizers, etc. before they begin writing a first draft. Encourage revision as a regular habit in writing. Students should get feedback from others and look at their own writing critically for clarity of ideas. Then they should rewrite to try and improve what they wrote in the first draft.

When you first read your students' writing, respond to the ideas they are trying to express, rather than focusing on errors. Ask questions that encourage students to say more and clarify what they are saying. Focus on accuracy only after students have had an opportunity to revise and improve the content of their own work.

Students at post-intermediate and advanced level can cope with challenging writing assignments and they should be expected to use high-level grammatical structures in their writing. For example, in an essay about public corruption, students should readily use conditional constructions to examine what they would do if they had the power to change things.

As at all levels of instruction, however, it is important to construct a writing assignment that students are prepared to write about. Many failures in writing occur when students begin translating their ideas from their own language into English, instead of using the words, expressions, and grammar they are familiar with. When assigning a writing task, ask yourself if it will require students to use known language or whether the subject is unrelated to what they know.

To help develop students' abilities in the conventions of writing, it is helpful to link each writing assignment to a particular skill to be applied, such as sequencing events, persuasion, punctuation of dialogue, organizing a comparison and contrast essay, and other features of effective writing. In this way, students practice the language they are learning as well as the conventions expected in English writing. Finally, so that students become familiar with the conventions of formal and informal written expression, vary the text types in assignments, from e-mails to formal letters and essays.

Commonsense Testing and Evaluation

One of a teacher's most difficult challenges is to construct tests that fairly evaluate global student progress. Without pretending to present an exhaustive approach to testing and evaluation, we offer a few principles. First of all, although all teachers accept the principle that "we should test only what we teach," this is easier said than done in a communicative classroom, where more than 50% of class time is spent practicing the oral/aural skills. If we were to "test what we taught" this would require more than 50% of our test items to evaluate listening and speaking. However, oral tests take a lot of time because each student must be tested individually; few programs provide enough time for such testing. For this reason, most programs rely on tests that are largely written.

We would like to suggest procedures that answer the following two questions:

- How can students receive credit for their progress in speaking— the aspects of language learning that have received the most emphasis in class? In other words, how can we evaluate speaking?
- How can we construct a written test that permits students of all ability levels to demonstrate their knowledge of the language they've studied and which measures their abilities in listening and reading comprehension as well as written expression?

Oral tests

As mentioned above, formal oral tests are very time-consuming. In a class of thirty students, administering a five-minute unit oral test to each student would take 150 minutes (two and a half hours). Almost no program could dedicate that much time to oral testing at the end of each textbook unit, so it's only possible to administer a few oral tests per term. However, teachers report that when there are very few oral tests, students tend to panic and perform poorly because the stakes are too high. And a test on which students underperform doesn't accurately assess their progress. A more practical and effective way to measure students' progress is to provide an ongoing, less formal, in-class assessment of speaking skills.

One approach is to keep a record of students' progress in each class session. If a class has thirty students, we suggest focusing on ten students in each session, making a mental note of their spoken responses in whole class, small group, and pair work activities. At the end of the session, make a notation in your record book in a form that makes most sense to you. One simple notation system is to give each student you evaluated a "plus," a "check," or a "minus" for that day's oral work. In the following class session, focus on the next ten students, and in the following session, focus on the final third of the students. In that way, students receive credit for their progress as they begin to retrieve and use target language to communicate in class. You can determine the criteria you wish to use to evaluate your students (e.g. fluency, accuracy, clarity, etc.). The important thing is that you have a record of each student's ongoing progress. At the post-intermediate level, classroom discussions, presentations, and debates all offer opportunities for ongoing informal oral assessment. This set of records can then be factored into the grade each student receives for the marking period, unit, term, etc. The percentage of weight you wish to give to this ongoing oral evaluation in relation to the written test is up to you and your program.

Written tests

How can we construct a written test that enables us to fairly evaluate the progress of all students—those who are gifted as well as those who struggle? All students learn, though not at the same rate, and some learn more from a textbook unit or from a lecture, etc. than others. We suggest that test items in written tests be weighted as follows so that all students who have progressed acceptably can demonstrate that growth on the test. (Note that the item types described below can be mixed throughout the test.)

We propose that 80% of the test items be receptive and literal ones. Examples of these item types would include such things as true and false, multiple choice, and cloze sentences with word banks from which to choose items. These items should "test" students' knowledge of the target vocabulary and grammar they studied in the unit. In terms of difficulty, these items should be at a level that all students who have studied and learned the material can answer successfully.

In turn, 10% of test items should be items that require more thought and more productive responses than those mentioned above. Examples of these items would be an answer to a question, a completion of a conversation response, or cloze sentences in which students have to complete items without benefit of a word bank or a set of choices. These items should "test" students' knowledge and use of vocabulary and grammar learned in the unit. Regarding difficulty level, these items should target average and above-level students. While it is possible that weaker students will correctly complete these items, it is not probable. It is worth noting that all students sometimes perform above expectation, and that performance should be encouraged.

The final 10% of test items should require responses of multiple sentences or paragraphs, etc. that indicate mastery of vocabulary and grammar and that may require critical thinking, such as inferential understanding of language and ideas in context from reading passages. These items would typically target the strongest students in the class. Again, it is possible, however unlikely, that some weaker and average-ability students might perform well on these items. Any success should be supported.

If a written test is constructed using items apportioned as above, all students can demonstrate progress, with the weakest students (who have worked to their capacity) probably achieving a potential 80% score, average-ability students achieving a potential 90% score, and the best students achieving a potential 100%. Of course, these percentages are not guaranteed, but they do permit even the weakest students to see their progress and the best ones to demonstrate their mastery.

A compelling reason for this approach to constructing written tests is to address teachers' frequent concern that their students don't "do well on the test." Research has shown that teachers often write tests that provide items weighted on the side of the most difficult content taught, under the rationale that "if students can answer these questions, I can assume they could have answered easier items." The consequence of this assumption is that many students don't receive recognition for the language they have learned because they are unable to answer the most difficult and productive items perfectly. However, it is our contention that the easier content, such as the knowledge of the target vocabulary, is at least as important as the ability to use the most difficult grammar. We believe that all of the content should be evaluated.

Global evaluation

Once a score on a written test has been determined, you (or your program) can decide how much weight to give oral tests or the ongoing oral assessment in the student's global evaluation. If we are to truly test what we taught, and the amount of time spent on the oral/aural skills was 75%, then a case could be made for "counting" the written test for 25% of the

grade, although few programs would adopt such a scale, for reasons of expediency. Our purpose here is to provide a starting point for discussion to enable programs to consider what weight to assign the oral and written tests so that each student's evaluation meets the goals of the program.

Periodic assessment of writing skills

Since written expression (essays, letters, reports, etc.) is an important part of any post-intermediate syllabus, students' progress should be evaluated regularly. In-class and homework writing assignments and formal writing tests should all be taken into consideration for a global assessment of writing skills.

When evaluating student writing skills on a formal writing test (an essay, for example), take the following criteria equally into account:

- appropriateness (Is the essay on topic?)
- completeness (Does the essay adequately develop the topic?)
- accuracy (Does the essay use complete sentences? Is the grammar, spelling, and punctuation correct? Are vocabulary and idiomatic expressions used meaningfully?)
- clarity (Is the essay well organized? Are ideas presented in a clear and logical manner? Are details used to clarify and illustrate ideas?)
- complexity (Does the essay use a variety of sentence structures? Is the vocabulary varied?)

Again, you or your program can decide how much weight to give assessment of the writing skill in a student's global evaluation.

For more information on the topics in this section, please consult the ActiveTeach disc in the back of this Teacher's Edition and Lesson Planner.

Summit Unit Format

***Summit* units contain six two-page lessons, described in detail on pages Txviii–Txxvi.**

METHODS HANDBOOK

UNIT 5 **Community**

Preview

GOALS

1. Politely ask someone not to do something
2. Complain about public conduct
3. Discuss social responsibility
4. Identify urban problems

Topic Preview. Look at the graph and photos. Where do most people live in your country—in rural or urban areas?

Experts predict major changes in the distribution of the world's population in the 21st century

Estimated and Projected World Urban and Rural Population 1800–2030

Urban

Rural

Interpret Data from a Graph. With a partner, answer the questions, according to the information in the graph.

1. Approximately how many people in the world will be living in urban areas in 2030? How about in rural areas?
2. In what year did the world's urban population surpass the world's rural population?

Express Your Ideas. Is there much migration in your country? What are some reasons people migrate?

50 UNIT 5

Sound Bites. Read and listen to a conversation about city life.

DON: Hey, Kyle! So how's the big city treating you?
KYLE: Funny you should ask, Nate/pause
DON: What do you mean?
KYLE: Well, on my way here, I'm crossing the street and this guy in an SUV turns the corner and almost runs me over.
DON: Are you serious?
KYLE: Yeah. The driver was in such a big hurry, he didn't even notice. I just can't keep up with the pace here.
DON: Well, you do have to learn to stay on your toes in the city.
KYLE: It really gets to me sometimes. I don't think I'll ever get used to it. I guess I'm just a country boy at heart.

Think and Explain. Read the conversation again. With a partner, explain the meaning of each of the following statements or questions.

1. "So how's the big city treating you?"
2. "I just can't keep up with the pace here."
3. "You do have to learn to stay on your toes."
4. "It really gets to me sometimes."
5. "I'm just a country boy at heart."

STARTING POINT

Frame Your Ideas. What are some advantages and disadvantages of living in each type of place? Write them in the chart.

	Advantages	Disadvantages
the country		
the city		
the suburbs		

Discussion. Where would you prefer to live—in the country, the city, or the suburbs? Why?

Preview Lesson

- Previews content of the unit
- Activates prior knowledge
- Gets students thinking and talking

1 GOAL **Politely ask someone no**

Conversation Snapshot. Read a
Notice the conversation strategies.

A: Do you mind my smoking here?
B: Actually, smoking kind of bothers I hope that's not a problem.
A: Not at all. I can step outside.
B: That's very considerate of you. T for asking.

Rhythm and Intonation pract

Grammar. Possessives with ge
You can use a possessive before a gerund of the action.
The kids' singing was too loud.
Your constant arguing is getting on m
I didn't like their talking during the fi
You should complain about Sam's cu
The thing that bothers me is her sm
In informal spoken English, a noun or
I can understand John being annoy
I can't accept them ignoring me.

Grammar Practice. Combine with a gerund.

Example: They allow smok
They don't allow smoking in

1. He plays his MP3 play
2. They smoke cigars in
3. She's talking on her c
4. My brother kisses T

Txviii

52 UNIT 5

2 GOAL **Complain about public conduct**

Grammar Snapshot. Read the interview responses and notice the paired conjunctions.

What ticks you off?

Wendy Kane, 22, Chicago, USA
What ticks me off? Well, I don't understand why people litter. Who do they think is going to clean up after them? Either they should throw their garbage in a trash can or hold on to it till they find one. I think it's great that people have to pay a fine for littering. Maybe they'll think twice before doing it again.

Dana Fraser, 38, Toronto, Canada
You know what gets to me? Smoking. It's such an inconsiderate habit. Secondhand cigarette smoke is neither good for you nor pleasant to be around. I'd like to see smoking banned from more public places. Don't non-smokers have rights too?

Yuan Yong Jing, 20, Beijing, China
It really bugs me when people spit on the street. Not only do I find it disgusting, but it's also unhygienic. It's important to think about other people's feelings and public health.

Jorge Santos, 31, Sao Paulo, Brazil
Here's something that gets on my nerves: I hate it when people use their cell phones in public places. They annoy other people, not only on trains and buses but also in theaters. They should have the courtesy to either turn their phones off or to leave them at home. It really makes me angry. I guess it's kind of my pet peeve.

Express Your Ideas. Do any of the behaviors described in the interview responses "tick you off"? With a partner, discuss and rate each of them as follows:

extremely annoying — somewhat annoying — not annoying at all

Grammar. Paired conjunctions
You can connect related ideas with paired conjunctions.
either . . . or
Either smoke outside or don't smoke at all.
Cell phones should either be turned off or left at home.
neither . . . nor
I would allow neither spitting nor littering on the street.
Neither eating nor chewing gum is acceptable in class.
not only . . . but (also)
Not only CD players but also cell phones should be banned from trains.

BE CAREFUL! When not only . . . but (also) joins two clauses, notice the subject–verb position in the first clause of the sentence.
Not only did they forget to turn off their cell phones, but they also talked loudly during the concert.
Not only are they noisy, but they're rude.

Verb agreement with paired conjunctions
When joining two subjects, make sure the verb agrees with the subject closer to the verb.
Either the mayor or local businesspeople need to decide.
Either local businesspeople or the mayor needs to decide.

GRAMMAR BOOSTER
- Conjunctions with so too: neither, or not either
- So, too, neither, or not, either: short responses

54 UNIT 5

Lessons 1 and 2

- Goal and achievement based
- One lesson is focused on conversat the other on grammar
- Both offer new language for integra communication practice

NOW YOU CAN **Complain about public conduct**

Notepadding. Make a list of some of the things that really get on your nerves in public places. Then write sentences with paired conjunctions to express your opinion. Use some of the adjectives with negative prefixes.

In restaurants: *Talking on cell phones*
It's not only annoying, but it's also very impolite.

In restaurants:
In stores:
On buses and trains:
On the street:
In offices:
In movie theaters:
Other:

Use the Grammar. One student is an "on-the-street interviewer" and asks the othe about what gets on their nerves. Use the sentences with paired conjunctions from yo in your responses.

What really ticks me off is . . .
I can't understand why . . .
I'll tell you what really gets on my nerves. . . .
You want to know what really bugs

Discussion.

1. In your opinion, how should people behave in public places? Do you think it's to speak up when people behave inconsiderately in public?
2. Do you ever do things that annoy other people? Explain.

Lessons 3 and 4

- Goal and achievement based
- Build reading or listening skills and strategies
- End with a discussion, debate, presentation, or project

Writing and Review

- Presents and applies a key writing skill
- Reviews content of the unit
- Evaluates readiness for assessment

Applied Methods: How to Teach a *Summit* Unit

See pages Txviii–Txix for pictorial examples of the following lessons.

Preview Lesson

The purpose of the Preview Lesson is to provide an introduction to the topic and social language of the unit. A Goals list at the top right of the first page announces the communication goals that are presented in the unit, building students' anticipation of what they will learn in the unit. We suggest that the four goals be pointed out at the beginning of the unit and then individually as each of the four numbered lessons begins.

The Preview Lesson includes highly authentic "i+1" language which should be comprehensible yet challenging for a student in the *Summit* series. It is well known that students make good progress when they are exposed to such language as long as they are not expected to produce it right away. When students see that they can cope with somewhat challenging language, their confidence grows and they enter the unit motivated with the expectation of success. The Preview Lesson contains embedded illustrations, contextual photographs, and other visual cues to meaning.

The material included in each Preview Lesson helps students activate prior knowledge of themes, topics, and language. It also actively helps them build the strategy of determining meaning from context. Encouraging students to use visual cues as well as the surrounding context will help them understand any unknown language in what they are reading or listening to in this first part of the unit.

Preview text. The first page of the Preview Lesson contains a text for students to observe, read, and think about. It may be a website, a catalogue, a quiz, an advertisement, or something similar. In addition to the preview text, you will find one or more exercises that provide practice with the content and language of the preview text.

▸ **Teaching tips** Before discussing the preview text, allow a few minutes for students to silently familiarize themselves with its content and form and explore its details. Always remind students to use the illustrations and context to help determine the meaning of unfamiliar words and phrases. This is an important learning strategy for understanding material above one's productive level. When students have had a few minutes to take in the preview text, ask a few questions about the content of the text. (Specific questions for each preview text are provided in the interleaved section of this Teacher's Edition—the "Lesson Planner.")

The discussion activities that follow the preview text (usually called "Express Your Ideas") are designed to get students to start talking about the unit topic. These discussion activities help students use both familiar and unfamiliar (new) language from the preview text. Students can discuss in pairs or small groups. After students have concluded their discussions, review by asking a few students to share their ideas with the whole class.

Sound Bites. On the second page of the Preview Lesson, Sound Bites permits students to see a short conversation that contains natural, authentic, corpus-informed social language in a story context. An audio icon 🔊 indicates that the Sound Bites conversation is recorded on the Classroom Audio Program. Alternatively, you might ask students to access the audio directly from their ActiveBook. Sound Bites is not intended to be a conversation model for students to repeat and "learn." Rather, it is an opportunity to observe, read, and listen in order to notice language and how it is used. These examples of natural language will promote comprehension of real spoken English and will ready students for productive social language they will learn in the numbered integrated-skills lessons that follow the Preview Lesson. Sound Bites contains highly appealing idiomatic language that many students can pick up and make their own.

▸ **Teaching tips** Before students read and listen to the Sound Bites conversation, ask questions about the photo, if possible. For variety, and to provide listening practice, you may sometimes want to have students listen with books closed. Another option is to have students read the Sound Bites conversation silently first, then read and listen, or listen without reading. (Specific suggestions for each Sound Bites activity are given in the Lesson Planner, but we encourage you to use the approach you feel is best

FYI: There are several options for accessing the audio. If you are using the Classroom Audio Program audio CDs, CD and track numbers are listed directly above the audio icon on the Student's Book pages; for example, 4:15 indicates that the recording is on CD 4, track 15. If you are using the Digital Student's Book on ActiveTeach, you can click on the audio icons for instant play. Your students can do the same when using their own Digital Student's Book on their ActiveBook. Alternatively, your students can download individual MP3 files of each track directly from a folder on the ActiveBook. These files have the same CD and track numbers used in the Student's Book.

for your group.) No matter which approach you elect to use, however, it is always worthwhile to have students listen to the Sound Bites, whether before or after reading it. (See FYI on page Txx for alternative ways to access *Summit* audio.)

After students have become familiar with the Sound Bites, ask questions to check comprehension. Use the questions that are provided in the Lesson Planner or your own questions. Questions can be presented to the full class, written on the board for students to answer with a partner, or read aloud for students to write answers to. If appropriate, ask additional questions that relate the content of the Sound Bites conversation to students' own lives. Then proceed to the exercises that follow the Sound Bites.

Sound Bites exercises. A series of intensive exercises following each Sound Bites conversation provides practice in determining meaning of new language from context as well as activating previously learned language. One important feature of the second edition of *Summit* is an emphasis on asking students to **explain** their answers. In exercises called Think and Explain, students are asked to notice and cite key language from the Sound Bites to explain the basis of their answers. In addition to building critical thinking skills, explaining provides an opportunity to make receptive exercises productive; it stimulates discussion in class and trains students to use context to support an answer. An added benefit of asking students to find support for answers within a passage is improved performance on standardized tests that expect students to delve into texts to extract meaning. Other exercises ask students to apply key reading strategies to language encountered in the conversation in order to demonstrate understanding.

Starting Point. This final exercise in the Preview Lesson usually asks students to consolidate the information, personalize it, or discuss it before moving on to Lesson 1. In addition, it provides an opportunity for students to activate vocabulary or expressions learned in Sound Bites.

▸ **Teaching tips** The exercise questions can be asked in open class, written on the board for students to answer with a partner, or read aloud for students to write answers to. Specific suggestions are made in the Lesson Planner. When time is short, these exercises can be done as homework and reviewed quickly in class. They remain in the book, however, as a convenient reminder of meaning when students study and prepare for tests.

Lessons 1 and 2: Conversation or Grammar Focus

Each unit in *Summit* has one lesson focused on grammar and one focused on conversation. They both offer new language as well as integrated communication practice. Lessons 1 and 2 (as all lessons) are always labeled with a communication goal, such as "Discuss your reactions to ads," so students are aware of what they will achieve during the course of the lesson. And these lessons (as all lessons) end with a communication activity in which students demonstrate to themselves mastery of the goal.

Conversation Snapshot. Lessons that focus on conversation always begin with a model conversation entitled Conversation Snapshot. To build awareness and facilitate comprehension, begin by asking questions about the photo or illustration, if appropriate. Conversation strategies that match those listed in the Student's Book Learning Objectives chart (pages iv–vii) are highlighted in boldface blue type. You may or may not wish to share the conversation strategies as they are listed in the Learning Objectives chart with your students. Note that in addition to the conversation strategies, one or more examples of the lesson's grammar or vocabulary may be embedded in the Conversation Snapshot to preview that language.

▸ **Teaching tips** Play the audio of the Conversation Snapshot or read it aloud yourself while the students read and listen with books open. Then check students' understanding of the conversation by asking comprehension questions. Additional questions are provided in the Lesson Planner to help students focus on the essential information in the Conversation Snapshot and determine the meaning of any new language from its context. The questions also prepare students to understand any grammar or vocabulary in the presentation that follows the Conversation Snapshot. Although additional questions are provided in the Lesson Planner, it is not necessary to stop there. When you ask questions, however, be mindful of what students are capable of. Don't elicit language or information that students would not know prior to reading the conversation.

An alternative presentation technique, especially in stronger groups, is to have students listen to the Conversation Snapshot with books closed first. When electing this option, have students look at

the photo or illustration first to build a holistic awareness of the social situation of the conversation.

Rhythm and Intonation Practice. Following the Conversation Snapshot is a direction line for Rhythm and Intonation Practice. This second recording of the model directs students to listen and repeat in the pauses. The pause following each line of the model is an opportunity for students to focus on imitating the pronunciation, intonation, rhythm, and stress of the native speaker in the model. The Lesson Planner suggests specific rhythm, stress, and intonation features to call attention to.

▸ **Teaching tips** Some instructors like to have students look at the text as they repeat. Many prefer to have students do the Rhythm and Intonation Practice with books closed, to avoid the interference of English spelling. We encourage experimentation to see which is more effective. With books closed, students can listen and repeat after each line. Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible, especially those lines that highlight conversation strategies. Correct rhythm, stress, and intonation where necessary and help students to pronounce the language clearly. Encourage students to continue practicing the rhythm and intonation, using the ActiveBook disc included in the back of their textbook.

Pronunciation Booster. In addition to the Rhythm and Intonation Practice that follows each Conversation Snapshot, each unit offers additional pronunciation practice in the Pronunciation Booster in the back of the Student's Book. The Pronunciation Booster provides presentation and practice of important features of pronunciation, intonation, or stress. Each concept in the Pronunciation Booster is linked in some way to the content of the lesson it accompanies.

▸ **Teaching tips** The Pronunciation Booster should be considered an option for teachers who want to offer a detailed study of pronunciation in class. If teachers prefer not to use class time for these activities, students can do the Pronunciation Booster activities on their own. The listening exercises are on the students' ActiveBook disc.

Extra Pronunciation Activities worksheets can be printed out from your ActiveTeach. These activities provide more practice of the pronunciation lesson from the Pronunciation Booster. The activities use language from Grammar Snapshot (see below), Conversation Snapshot, and Vocabulary activities so students have the opportunity to apply what they've learned to familiar language from the Student's Book, increasing its memorability at the same time. A number of activities suggest that students listen to the Classroom Audio Program in class or on their ActiveBook in order to check their work.

Grammar Snapshot. Lessons that focus on grammar always begin with a Grammar Snapshot, which consists of an article, website, or "interviews" with the target grammar highlighted in boldface text for observation. Each new grammatical structure is previewed in the Grammar Snapshot so students read, hear, and understand the structure in context before they are required to manipulate it. Following each Grammar Snapshot is a strategy-based discussion activity.

▸ **Teaching tips** Give students a few minutes to read the Grammar Snapshot and observe the grammar usage. Ask students if they notice any patterns in a particular grammar point or differences between two points presented together. Note that all Grammar Snapshots are on the Classroom Audio Program so students can hear the target grammar as well. Its use in class is optional. If you use the audio, you can choose to present it with books closed, while students are reading, or after they're finished reading. We encourage you to experiment and find what works best for your situation. You can also encourage students to listen on their own, using their ActiveBook disc.

Grammar. The new structure highlighted in the Grammar Snapshot is presented through authentic examples and clear, concise, easy-to-understand rules. Controlled exercises follow each grammar presentation in the Student's Book. The exercises provide written and/or oral practice with the structure(s) just taught and offer additional examples of its use in context.

▸ **Teaching tips** Have students read the information in the Grammar presentation independently. Then ask them to look again at the Grammar Snapshot and try to apply the rules to the grammar highlighted within it. The Lesson Planner offers specific suggestions for presenting and reinforcing the grammar taught in each unit. Students internalize grammatical structures when they have the opportunity to use them in a meaningful and relevant context. Suggestions prompt students to begin using the new structure in the context of their own lives to express opinions, preferences, and other ideas. You can also use an inductive approach by printing out

the Inductive Grammar Charts for this lesson from your ActiveTeach disc or by writing the example sentences from the grammar presentation on the board for discussion. The Inductive Grammar Charts are designed to check how well students understand the grammar or to help students figure out how the grammar works. Even if you prefer a more deductive approach, you can use the Inductive Grammar Charts as follow-up activities after the grammar has been presented.

For the controlled exercises that follow each grammar presentation, model the first item in each task if necessary. Have students complete the exercises independently, in pairs, or in small groups. Review answers as a class or have students check answers with a partner. All answers to the exercises are printed in green type on the Student's Book pages across from the Lesson Planner pages in this Teacher's Edition or directly on the Lesson Planner pages.

Grammar Booster. Following most Grammar presentations is an icon referring students to the Grammar Booster in the back of the Student's Book, where grammar from the unit is expanded in some way. In some cases, the Grammar Booster provides a wider focus on the specific grammar point taught in the lesson. In others, it includes related grammar concepts, some of which may be presented in more detail at another time. In still other cases, the Grammar Booster provides targeted review of related concepts students have learned earlier. The Grammar Booster contains confirming exercises for each grammar point presented. Answers are printed in green on the Grammar Booster pages or on the Lesson Planner pages in this Teacher's Edition. The Grammar Booster is an option for teachers who want to go beyond what is normally included in the textbook.

▸ **Teaching tips** If you choose not to use the Grammar Booster for your class, you may wish to selectively assign it to stronger students who are ready for more. Or you may wish to pick and choose those presentations you feel would be most beneficial in certain circumstances. Even if you elect not to use the Grammar Booster, students will appreciate having additional material for permanent reference in their textbook.

Vocabulary. Vocabulary is explicitly presented through context, definitions, and/or pictures. The vocabulary presentations in the Student's Book serve to convey meaning of each new vocabulary item and to provide reference for self-study, which is especially valuable as students prepare for tests. Vocabulary in *Summit* is presented at word, phrase, and sentence level — including expressions, idioms, and collocations (words that "go together" as phrases).

▸ **Teaching tips** Begin by focusing students' attention on the illustrations, definitions, or sample sentences. Play the audio recording of the vocabulary or read it aloud as a model. Students can listen and repeat to build awareness of correct pronunciation. If necessary, clarify the meaning of any words or phrases students have difficulty understanding. Convey the meaning physically—through gestures, mime, or reference to people or objects in the room—or through examples or a simple explanation. Specific ideas on how to do this are provided in the Lesson Planner.

When possible, personalize the vocabulary. Use the vocabulary to talk about or ask questions about content familiar to your students. In open class, or with pairs and small groups, have students talk about their likes/dislikes, preferences, plans, relationships, belongings, habits, etc. in relation to the vocabulary.

Word Skills. As students advance, they not only need new, previously unknown vocabulary, but they also need to build on their existing productive vocabulary. Students can expand their vocabulary knowledge by learning word transformation, classification, association, and other skills. Word Skills presentations increase students' awareness of word features that can be applied to producing or comprehending new vocabulary. (Word Skills sections sometimes also appear in Lessons 3 and 4).

▸ **Teaching tips** One way to present the Word Skills sections is to begin by focusing students' attention on the definitions, explanations, illustrations, or example sentences included in the presentation. Or, when possible or appropriate, another option is to ask students to divide a word such as *self-critical* into its root (*critical*) and its prefix (*self-*) and define the root. As an example, ask *How would you describe someone who is critical?* (Someone who always finds mistakes or problems.) Then ask *What do you think* self-critical *means?* (Finding a lot of problems or mistakes with oneself.) In this way, students can infer how the prefix *self-* is combined with a number of adjectives and predict similar meaning. Examining words in this way makes it easier to remember them all and expands students' ability to create and understand new words as a group. Worksheets for Vocabulary-Building Strategies can be printed out from your

ActiveTeach. They are designed to help students use and apply new vocabulary and word skills from the unit for more effective learning. The strategies included in these worksheets include associating words, personalizing vocabulary, applying words in new contexts, diagramming, etc. These strategies are effective for students with a variety of learning styles, and students will be able to apply them to other vocabulary they learn as well.

Listening. Lessons 1 and 2 often contain exercises labeled Listening that practice a variety of key listening skills and strategies. These short exercises serve to provide comprehension practice and allow recollection of the vocabulary or grammar. Although short, these tasks require careful listening for sense and critical thinking. The unit's major listening presentation is included in Lesson 3 or 4 (and is more fully described there—see page Txxvi) and includes teaching tips that can be used for all listening activities in the unit.

A note about accented speakers in *Summit*: In order to accustom students to listening to English in today's world, where native speakers of English have a variety of accents and more than two-thirds of English speakers are non-native speakers of the language, *Summit* listening selections include regionally accented native speakers (British, Australian, Canadian, U.S. regional, etc.) as well as accented speakers from a variety of other languages. The Teacher's Edition identifies the regional or language background of speakers included in listening comprehension on the audio (in the printed audioscripts located in the back of this Teacher's Edition and on your ActiveTeach). We encourage you to share this information with your class and to remind students that English is an international language that is used to connect speakers from a variety of cultures and language backgrounds. Important: anything students are supposed to repeat (productive language models), such as Vocabulary and Conversation Snapshots, are always in standard American English.

Now You Can. Lessons 1 and 2 always end with a feature called Now You Can. It is here, at the end of the lesson, that students demonstrate the achievement of the communication goal of the lesson. As students work through the exercises in this section, meaningfully activating the language of the lesson, they will feel motivated by their success and see confirmation of their efforts in achieving the goal. Because each goal has obvious practical and communicative value, students will see their English lessons as worthwhile. Cognitive awareness of progress is exhilarating for language learners and keeps them interested and learning.

Lessons that include a Conversation Snapshot provide a speaking activity called Use the Conversation Strategies. In these activities, students create their own conversations and practice the conversation strategies presented in the Conversation Snapshot. These are usually facilitated by a "starter"—providing the first line of the Conversation Snapshot in order to help students begin their conversation, personalizing it with names, different vocabulary, or other appropriate social language they have learned.

Lessons that include a Grammar Snapshot provide a speaking activity called Use the Grammar. In this structured activity, students use the lesson's target grammar communicatively through discussion or role play.

Frequent planning activities, such as notepadding or idea framing (See page Txii for a description of notepadding and idea framing), help students prepare their ideas before they speak and provide a concrete reference to support them while they speak. Models of appropriate oral and written responses are often included so students know what is expected. For example, a model may show an example of how the target grammar can support their expression. Additional discussion topics are sometimes included to encourage students to extend the topic for further speaking and practice of target language.

▸ **Teaching tips** The most important way to maximize the value of the Now You Can activity in Conversation Snapshot lessons is to encourage experimentation, showing approval when students create a personal adaptation of the original model conversation and continue it in unscripted ways. Be sure students don't think the purpose of the practice is to test their memory of the original Conversation Snapshot. It is exactly the opposite. As they practice, students should use their own language, as well as the target vocabulary or grammar.

Begin by reading the instructions aloud. Then begin the conversation with a more advanced student to demonstrate that students should use new language from the lesson and draw from other sources. You may wish to remind students of the conversation strategies presented in the Conversation Snapshot. If helpful, point out the language available on the two-page lesson for students to use. Note that the conversations each pair of students creates will vary.

As students practice, circulate and offer help as needed. Remind students to make eye contact during conversations to facilitate authentic communication, and encourage them to use natural pronunciation and intonation. An option is to suggest that students have the conversation a few times with different partners. Also, you can

ask a couple of pairs to "perform" or re-create their conversation for the class or for other pairs. When different pairs of students perform in front of the class all students are reminded of how much social language they have learned.

An activity called Conversation Prompts can be printed out from your ActiveTeach disc. These activities are designed to remind students of language they have already learned in the unit—and in previous units—that they can use while they speak. They can be used as additional language support for the Use the Conversation Strategies activity, or they can be used as an alternative approach (with books closed).

For lessons that include a Grammar Snapshot, begin by reading instructions and any example sentences aloud. Then ask a stronger student to demonstrate new language from the lesson, encouraging that student to draw from other sources as well. If helpful, point out the language available on the two-page lesson for students to use. Note that the examples each student creates will vary.

As students practice, circulate and offer help as needed. Keep the lesson's grammar in mind when observing students' discussions. Encourage them to use the structure(s) taught in the lesson. Remind students to make eye contact during conversations, and encourage them to use natural pronunciation and intonation. Vary and change the pairing of students to keep the ideas fresh and interesting.

Lessons 3 and 4: Free Discourse Focus with Reading and Listening

Lessons 3 and 4 also begin with a communication goal such as "Discuss appearance and self-esteem," and culminate in a Now You Can activity in which students achieve that communication goal. These lessons open with either a reading or a listening activity. They provide authentic, interesting, and stimulating language input and lead students to free communication. Vocabulary or Word Skills are usually included and range from one-word items to collocations, idioms, and phrases. Vocabulary meaning is clearly conveyed through illustrations, definitions, and/or contextual sentences. The vocabulary is usually re-entered in the reading or listening and then practiced in the exercises and activities that follow.

Reading Warm-up. This exercise consists of a question or series of questions that prompts students to start thinking about the topic of the Reading. Before students read, they relate the topic of the Reading to their own lives. This process generates interest and aids understanding.

▸ **Teaching tips** Read the Reading Warm-up question(s) aloud. Model the activity by answering the questions yourself. Students can answer the question(s) with a partner or in small groups. To review, ask a few students to share their responses with the class. Specific suggestions can be found in the Lesson Planner.

Before students read the Reading selection itself, have them look at any photos or illustrations. If appropriate, ask questions about these visuals. Give students a few minutes to look at the selection independently. Encourage them to look at the title and any headings to help give them an idea of what the Reading is about.

Reading. All Readings are based on authentic sources. To avoid frustrating students with dense, difficult, lengthy texts, language has often been adapted from the original sources, and most articles have been shortened. However, we have taken great care to maintain the authentic character of the material.

In order to help students grow, Readings contain language that students have not yet learned but that they should be able to comprehend through context and similarity to language they know. However, it is important that students understand that it is not necessary for them to know the literal meaning of every word in order to understand the selection. Note that all Readings are available on the Classroom Audio Program and listening to the Reading is a recommended optional activity. Listening to a native speaker read aloud gives excellent ear training for the rhythm, stress, and intonation of extended (as opposed to conversational) speech. It also helps students learn collocations.

Comprehension or discussion activities always follow the Reading. These activities focus on specific reading skills and strategies such as understand from context, summarize, relate to personal experience, and express and support an opinion. Students are often asked to justify their answers by finding supporting documentation in the text or by providing personal reasoning or examples from their lives or experience. Some of the exercises that follow the Reading prompt students to use context to figure out the meaning of new language or to identify the most important information from the Reading.

▸ **Teaching tips** Ask students to try to answer the question from the Reading instructions as they read. (Then, at the end, after students have read the selection, the question can be asked again to see what conclusions students have come to.) Encourage

students to guess at the meaning of new words as much as possible or to comprehend as much as they can without understanding every word. After students read, ask questions that lead them to figure out the meaning of new language, especially language that helps them identify the essential information in the Reading. Always ask students to explain or justify their answers from the text itself. Additional questions and activities are provided in the Lesson Planner.

Read the directions for each Reading exercise aloud or ask for a volunteer to read them. Have students read the exercise items and then reread the selection independently. As students read, they can underline words or information in the Reading that will help them to complete the exercise. Allow students a set period of time to refer to the Reading as necessary to complete the exercise individually, in pairs, or in small groups. Have students check their work with a partner, have pairs or groups check their work with another pair or group, or review answers as a class. For a challenge, have students practice reading the selection aloud in small groups.

It is recommended that students be given an opportunity to read and listen to each Reading. You may treat reading and listening separately, or reading and listening can be done together. We recommend reading first, then listening afterward. However, you may wish to use the Reading as a listening activity with closed books.

Reading Strategies worksheets can be printed out from your ActiveTeach. They are designed to teach specific strategies that support critical thinking and more effective reading. Strategies include classifying information, identifying supporting details, focusing on key causes and effects, etc. A Reading Glossary for each Reading, with simple definitions and paraphrases for selected words and phrases, can also be printed out from your ActiveTeach.

In addition to the Reading Strategies and Reading Glossaries, a Reading Speed Calculator chart can be printed out from your ActiveTeach. It includes total word counts of the main reading selections from every unit and a simple formula for calculating reading speed for each. If you choose to use this optional worksheet, each student should get a copy at the beginning of the term so he or she can record and compare reading speeds throughout the course.

If you want more extensive comprehension questions than the ones that appear in the Student's Book or the Lesson Planner, you can print out Extra Reading Comprehension Questions from your ActiveTeach. These worksheets contain both traditional comprehension and critical thinking questions. You may choose to use either or both with your class. They are also available to your students on their ActiveBook disc.

Listening. Listening activities in Lessons 3 and 4 provide the principal listening comprehension practice of the unit, containing language both at students' productive level as well as at the more challenging receptive (i+1) level. All receptive-level language in the Listening is comprehensible to students through context, intonation, and similarity to language they already know. There are generally two or more activities associated with each Listening. Activities focus on a variety of specific listening skills and strategies such as listen to summarize, infer information, compare and contrast, and identify supporting details. These skills and strategies are labeled on the pages of the text.

▸ **Teaching tips** Point out to students that a major cause of lack of comprehension is the natural panic that occurs when learners hear unknown words. Explain that it is not necessary to understand every word to understand the selection. To maximize the effectiveness of these activities, avoid providing students with explanations of new language beyond any vocabulary that was taught prior to the Listening. If a student specifically asks about a new word, give the meaning, but do not spend a lot time expanding on it. Exposure to receptive-level language promotes students' language development and prepares them to communicate in the world outside the classroom, where language input is uncontrolled.

In general, it is suggested that students listen to the selection the first time with books closed. (In some cases, the Lesson Planner provides an alternative approach.) In this way, students can focus on the "big picture" without the distraction of completing the exercise. If information about the speakers, the setting, or the situation is included in the directions in the Student's Book, it is helpful to read this information aloud to make sure students focus on it. Alternatively, you might prefer to ask (after the first listening) *Who's talking? Where are the people? What are they doing?* If students are not forthcoming with answers to those questions, you can restate the question, providing two possible answers from which to choose. The value of this approach is to convince students that they have, in fact, understood a good deal, even if they have not understood everything. Demonstrating to students that they have understood something challenging builds their confidence and helps reduce their fear of listening.

Before students listen again and complete an exercise, have them look at the exercise first to focus their attention on the specific listening task required—such as listening for locations or opinions. Play the audio as many times as necessary for students to complete the exercise. Do not approach these exercises as "tests." Repeated exposure to each Listening has substantial instructional value. And increasing students' exposure to challenging language enhances their comprehension and confidence. Review answers as a class, or have students check answers with a partner.

Note that the Listening exercises are all available to your students on their ActiveBook. If you do not wish to play the audio, read the audioscript located at the back of this book (beginning on page AS1) aloud to your students.

Listening Strategies worksheets can be printed out from your ActiveTeach. The worksheets teach specific strategies that support critical thinking and more effective listening. Strategies include inferring point of view, listening for discourse markers, taking notes, predicting, etc.

Now You Can. Both Lessons 3 and 4 also culminate in an activity labeled Now You Can. The goal of Now You Can is to engage students in free and open-ended discussions, role plays, debates, and presentations that demonstrate their achievement of the communication goal of the lesson.

Free discussion is the goal of all language learners. However, foreign language students often have difficulty with free expression because the combination of gathering their thoughts and remembering the language they know is very challenging and often leads to silent panic. But post-intermediate students need to move beyond the controlled safety of models and info gaps they did at beginning and intermediate levels to achieve fuller self-expression. The Now You Can activities are deliberately constructed to provide prepared opportunities for students to experiment and succeed—because each task elicits language that is known.

As in Lessons 1 and 2, pre-speaking preparation activities build confidence and provide concrete support for speaking. Notepadding activities prompt students to make notes that organize their ideas and provide talking or writing points for the discussions, presentations, or debates that follow. Students also frame their ideas by filling out surveys and answering questions. When it is time to actually discuss a topic, students already have the language and the ideas laid out in front of them.

These free-speaking activities have been carefully designed so that students can use language learned from current and previous units. Massive opportunities for recycling language occur throughout *Summit*.

▸ **Teaching tips** If the Now You Can section includes visual stimuli such as photos or illustrations, have students look at these first. Ask questions about them to get students thinking about the topic. If a notepadding activity, a questionnaire, or a survey is included, have students compare their responses afterward or share ideas as they complete the activity. Collaborating in this way generates additional input and provides preparation for speaking. Be sure to point out any models that provide an example of how to begin or how to use target language from the unit lessons.

When Now You Can includes a project or a presentation, students can work individually, in pairs, or in groups. In addition, you can have students present what they've done to the class. For both projects and presentations, an option is to have the class evaluate what their classmates have done and express their reasons. It is important, however, to maintain a positive and supportive atmosphere. Make sure students continue to use English to communicate while they work on the projects or presentations.

Another option is to have students "text-mine" the unit's Reading or Listening passages or the unit's *Summit TV* video segment for language they could use in their discussion or role play. (See page Txii for a description of text-mining).

Discourse Strategies worksheets can be printed out from your ActiveTeach disc. These are designed to help students manage discussion more effectively. Strategies are presented and immediately followed by a pair work activity to practice the strategies before applying them in the actual Now You Can activity on the Student's Book page. Strategies include asking for agreement, showing interest or surprise, paraphrasing an opinion, etc.

Writing and Review

Writing. Each unit of *Summit* contains a page entirely dedicated to building students' writing skills. The *Summit* writing syllabus includes rigorous practice of important writing skills such as parallel structure, persuasion, avoiding sentence fragments, and expressing and supporting opinions clearly. Each writing page begins with a presentation of the writing skill and includes numerous examples. Usually a writing model provides students with a sample of what is expected. When appropriate, there

is an error correction exercise. Each assignment is laid out step-by-step, beginning with Prewriting to help students generate ideas. Prewriting usually includes questions to answer, diagrams and charts to complete, or another device to help students organize their thoughts. The next step is Writing. Directions for Writing give clear instructions on the type and length of writing expected. Because revision is an integral part of writing, each writing page has a Self-Check where students are asked focused questions to help them review their own writing. Sometimes an additional step, Peer Response, is included where students review each other's work and can offer suggestions for revision.

▸ **Teaching tips** Encourage students to think and brainstorm ideas freely during the Prewriting activity. Circulate around the room and chat briefly with individual students or pairs to see how they are doing. If a student seems confused about the task, explain it further and make sure other students aren't confused as well.

Allow students to write silently during the Writing activity. Circulate around the room several times so you can keep track of the class's progress. You might want to ask the first student to finish to raise his or her hand. Ask students who have finished earlier than the others to do the Self-Check. They can also use the time to think about any revisions they would like to make.

If there is a Peer Response activity, have pairs of students exchange and read each other's writing. Make sure they focus on ideas first. It doesn't make sense to correct sentences until the writer's ideas have been clarified.

One technique for Peer Response is to have students think of at least three questions they can ask the writer in order to get more information about the writing topic. The writer then can choose whether or not to revise the writing to incorporate that information.

Extra Writing Skills Practice worksheets can be printed out from your ActiveTeach. They offer additional reinforcement through controlled practice of the writing skill taught in the unit's writing lesson. They help students build the confidence to apply these skills in their own free writing.

Review. This section reviews the essential content of the unit and offers students the opportunity to check their progress. It also allows the teacher to identify any areas of particular difficulty that may require additional practice. The Review page begins with a listening comprehension exercise that focuses on target language from the unit. The Review page also includes exercises that review the unit's vocabulary, grammar, and social language.

▸ **Teaching tips** Have students work individually to complete the Review exercises. Circulate to offer help as needed. Review the correct answers as a class. Note any areas of difficulty and provide additional instruction and practice as necessary.

We sincerely hope you enjoy *Summit* and that you and your students find it an effective course.

Joan Saslow and Allen Ascher

How to Use *ActiveTeach*

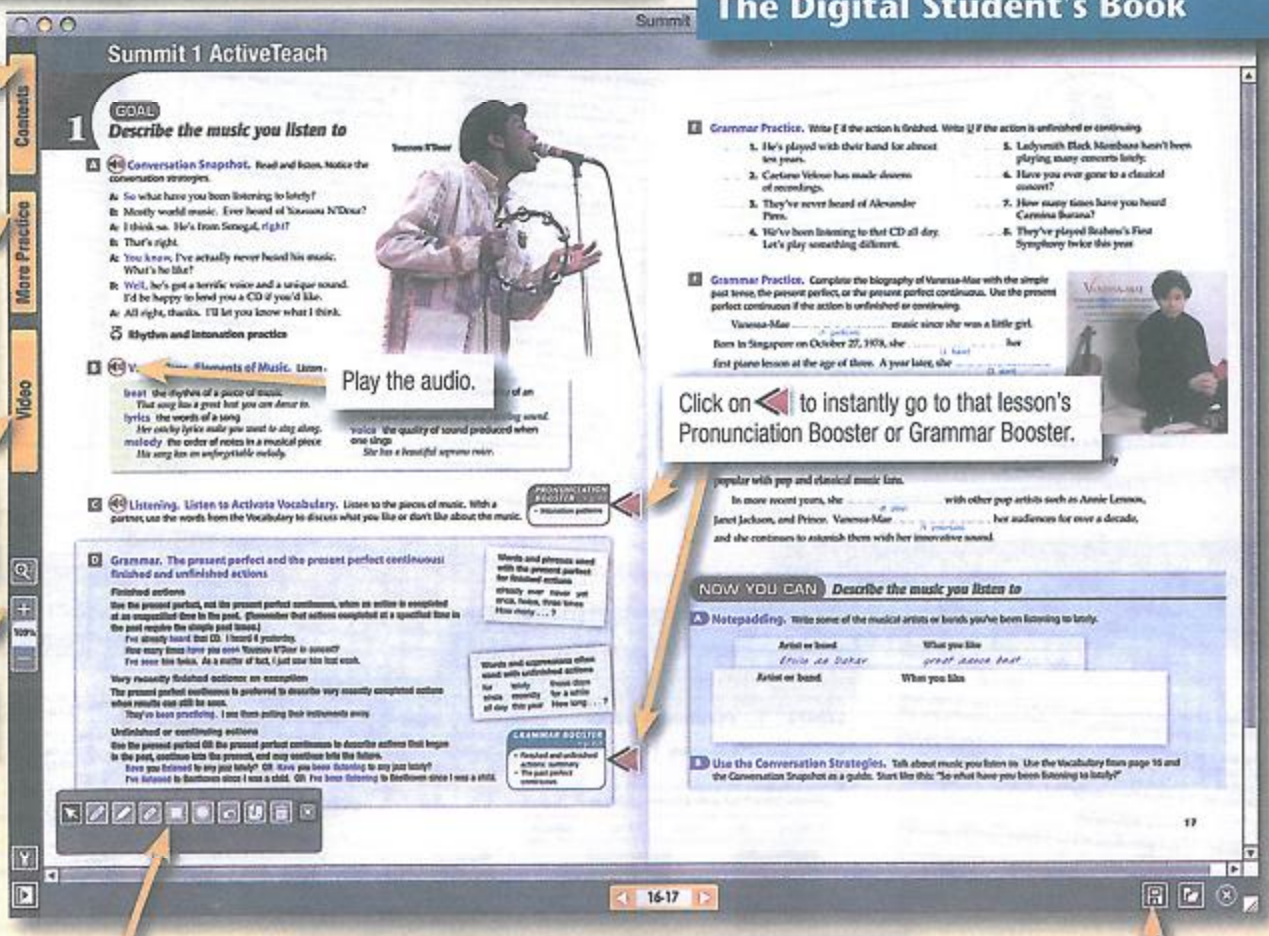
Other Resources (printable)

- How to use the Digital Student's Book
- Extension Activities
- *Summit TV* Activity Worksheets
- *Summit TV* Video Scripts
- Oral Progress Assessment Charts
- "Can-Do" Self-Assessment Charts
- Audioscripts
- Workbook Answer Key

***ActiveTeach* menu screen**

Insert the disc into a computer and choose the Digital Student's Book or one of the printable resources.

The Digital Student's Book



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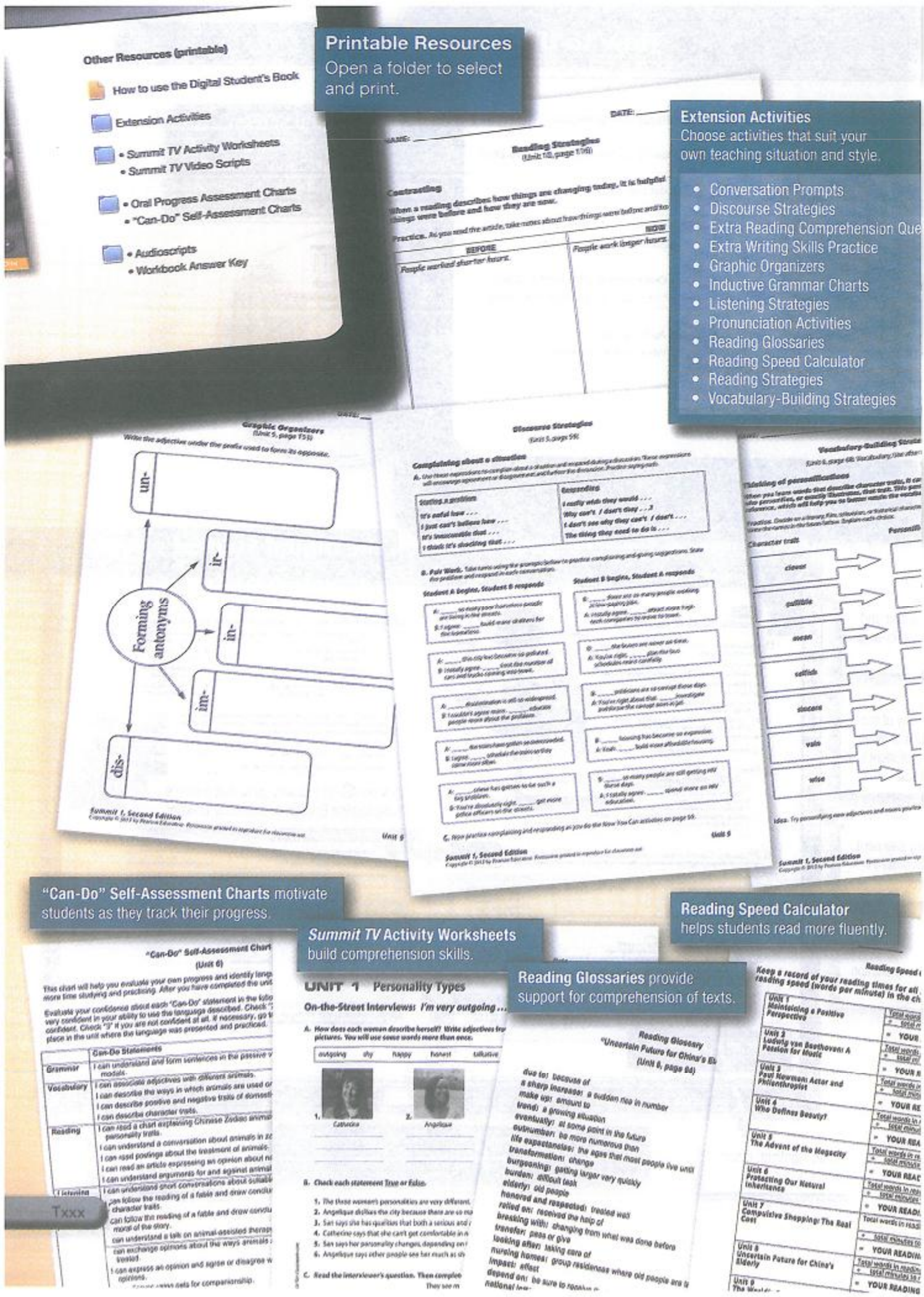
Write, highlight, erase, create notes, etc.

Note: If you'd prefer to view *Summit TV* as a DVD, insert the disc into a DVD player instead.

Save any work you've created in class.


Other Resources (printable)
How to use the Digital Student's Book
Extension Activities
• Summit TV Activity Worksheets
• Summit TV Video Scripts
• Oral Progress Assessment Charts
• "Can-Do" Self-Assessment Charts
• Audioscripts
• Workbook Answer Key
Printable Resources
Open a folder to select and print.
Extension Activities
Choose activities that suit your own teaching situation and style.
• Conversation Prompts
• Discourse Strategies
• Extra Reading Comprehension Que
• Extra Writing Skills Practice
• Graphic Organizers
• Inductive Grammar Charts
• Listening Strategies
• Pronunciation Activities
• Reading Glossaries
• Reading Speed Calculator
• Reading Strategies
• Vocabulary-Building Strategies
Graphic Organizers
Forming antonyms
un-
in-
in-
im-
dis-
Discourse Strategies
Complaining about a situation
Vocabulary-Building Strategies
Thinking of personalities
Character traits
clever
gullible
mean
selfish
sincere
vain
wise
"Can-Do" Self-Assessment Charts motivate students as they track their progress.
"Can-Do" Self-Assessment Chart
(Unit 6)
Summit TV Activity Worksheets
build comprehension skills.
UNIT 1 Personality Types
On-the-Street Interviews: I'm very outgoing ...
Reading Glossaries provide support for comprehension of texts.
Reading Glossary
"Uncertain Future for China's El
(Unit 8, page 84)
Reading Speed Calculator
helps students read more fluently.
Reading Speed
Keep a record of your reading times for all
reading speed (words per minute) in the ch
Unit 1 Maintaining a Positive Perspective
Unit 2 Ludwig van Beethoven: A Passion for Music
Unit 3 Paul Newman: Actor and Philanthropist
Unit 4 Who Defines Beauty?
Unit 5 The Advent of the Megacity
Unit 6 Protecting Our Natural Inheritance
Unit 7 Compulsive Shopping: The Real Cost
Unit 8 Uncertain Future for China's Elderly
Unit 9
YOUR READING

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SECOND EDITION

SUMMIT

English for Today's World

1

Joan Saslow • Allen Ascher

Pronunciation Booster by Bertha Chela-Flores

ALWAYS LEARNING PEARSON

سایت مجازی آنلاین اولین سایت ارائه دهنده محتویات کتابهای زبان انگلیسی در ایران

www.majazionline.ir

majazionline1@gmail.com

mohammad khaleghi

www.majazionline.ir - Edditor:MR mohammad khaleghi

About the Authors

Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author of a number of multi-level integrated-skills courses for adults and young adults: *Ready to Go: Language, Lifeskills, and Civics; Workplace Plus: Living and Working in English;* and of *Literacy Plus*. She is also author of *English in Context: Reading Comprehension for Science and Technology.* Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs. Ms. Saslow is coauthor, with Allen Ascher, of *Top Notch: English for Today's World.*

Allen Ascher

Allen Ascher has been a teacher and a teacher trainer in China and the United States and taught in the TESOL Certificate Program at the New School in New York. He was also academic director of the International English Language Institute at Hunter College. Mr. Ascher is author of the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program, and of *Think about Editing: A Grammar Editing Guide for ESL*. Mr. Ascher is coauthor, with Ms. Saslow, of *Top Notch: English for Today's World.*

Both Ms. Saslow and Mr. Ascher are frequent and popular speakers at professional conferences and international gatherings of EFL and ESL teachers.

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Learning Objectives

Unit	Communication Goals	Vocabulary	Grammar
1 **New Perspectives** Page 2	• Suggest ways to enjoy life more • Describe people's personalities • Compare perspectives on life • Share a life-changing experience	• Personality types **Word Skill:** • Classifying by positive and negative meaning	• Gerunds and infinitives: changes in meaning **GRAMMAR BOOSTER** • Gerunds and infinitives: summary • **Grammar for Writing:** parallelism with gerunds and infinitives
2 **Musical Moods** Page 14	• Describe the music you listen to • Explain the role of music in your life • Describe a creative person • Discuss the benefits of music	• Elements of music • Describing creative personalities **Word Skill:** • Using participial adjectives	• The present perfect and the present perfect continuous: finished and unfinished actions • Noun clauses **GRAMMAR BOOSTER** • Finished and unfinished actions: summary • The past perfect continuous • **Grammar for Writing:** noun clauses as adjective and noun complements
3 **Money Matters** Page 26	• Talk about your financial goals • Express buyer's remorse • Describe your spending habits • Discuss reasons for charitable giving	• Expressing buyer's remorse • Describing spending habits • Charity and investment	• Future plans and finished future actions • The past unreal conditional: inverted form **GRAMMAR BOOSTER** • The future continuous • The future perfect continuous
4 **Looking Good** Page 38	• Discuss appropriate dress • Comment on fashion and style • Evaluate ways to change one's appearance • Discuss appearance and self-esteem	• Describing fashion and style **Word Skill:** • Using the prefix self-	• Quantifiers **GRAMMAR BOOSTER** • Quantifiers: review ◦ A few and few, a little and little ◦ Using of ◦ Without referents • **Grammar for Writing:** subject-verb agreement with quantifiers with of
5 **Community** Page 50	• Politely ask someone not to do something • Complain about public conduct • Discuss social responsibility • Identify urban problems	• Ways to soften an objection • Ways to perform community service **Word Skill:** • Using negative prefixes to form antonyms	• Possessives with gerunds • Paired conjunctions **GRAMMAR BOOSTER** • Conjunctions with so, too, neither, or not either • So, too, neither, or not either: short responses

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
e Actually to soften a gative response e I wonder to elicit an inion politely e You know to indicate that u are about to offer advice a suggestion	**Listening Skills:** • Infer point of view • Listen for main ideas • Understand from context **PRONUNCIATION BOOSTER** • Content words and function words	**Texts:** • A magazine article about finding balance in life • A magazine article about optimism vs. pessimism • A survey about perspectives on life **Skills/strategies:** • Relate to personal experience • Identify supporting details	**Task:** • Describe personality types **Writing Skill:** • Paragraph structure: review
e So to indicate a desire to gin a conversation nfirm information with right? e You know to introduce ormation and be less abrupt gin answers with Well to roduce an opinion	**Listening Skills:** • Listen to activate vocabulary • Listen for main ideas • Listen for supporting details **PRONUNCIATION BOOSTER** • Intonation patterns	**Texts:** • Brief CD reviews from a website • Interviews: the role of music in one's life • A biography of Ludwig van Beethoven **Skills/strategies:** • Make personal comparisons • Activate language from a text	**Task:** • Describe yourself **Writing Skill:** • Parallel structure
e Hey to indicate enthusiasm e to tell you the truth to roduce an unexpected sertion k What do you mean? clarify ree informally with u're telling me	**Listening Skills:** • Infer reasons • Listen for main ideas • Listen for details **PRONUNCIATION BOOSTER** • Sentence rhythm	**Texts:** • Financial tips from a newspaper • Interviews: financial goals • A magazine article about Paul Newman's philanthropy **Skills/strategies:** • Make personal comparisons • Express and support an opinion	**Task:** • Explain your financial goals **Writing Skill:** • Sequencing events: review
e Can you believe to dicate disapproval e Don't you think to omote consensus gin a response with Well to nvey polite disagreement or servation ress the main verb to knowledge only partial reement	**Listening Skills:** • Infer information • Listen to activate vocabulary • Listen to summarize • Express and support an opinion **PRONUNCIATION BOOSTER** • Linking sounds	**Texts:** • A newspaper article about casual dress at work • A magazine article about how the media affects self-image **Skills/strategies:** • Examine cultural expectations • Identify supporting details • Apply ideas	**Task:** • Compare two people's tastes in fashion **Writing Skill:** • Compare and contrast: review
e Do you mind to express ncern that an intended tion may offend e Actually to object politely e expressions such as I hope at's not a problem to soften objection y Not at all to indicate a llingness to comply	**Listening Skills:** • Listen to summarize • Listen for details • Critical thinking **PRONUNCIATION BOOSTER** • Unstressed syllables	**Texts:** • A graph depicting world population changes • Interviews: pet peeves about public conduct • An interview about "megacities" **Skills/strategies:** • Interpret data from a graph • Express your ideas • Confirm content • Understand from context • Infer information	**Task:** • Complain about a problem **Writing Skill:** • Formal letters: review

Unit	Communication Goals	Vocabulary	Grammar
6 Animals Page 62	• Exchange opinions about the treatment of animals • Discuss the benefits of certain pets • Compare animal characters • Debate the value of animal conservation	• Ways animals are used or treated • Describing pets • Describing character traits	• The passive voice with modals GRAMMAR BOOSTER • Modals and modal-like expressions: summary
7 Advertising and Consumers Page 74	• Give shopping advice • Discuss your reactions to ads • Persuade someone to buy a product • Describe consumer shopping habits	• Describing low prices and high prices • Shopping expressions • Ways to persuade	• Passive forms of gerunds and infinitives GRAMMAR BOOSTER • **Grammar for Writing:** past forms of gerunds and infinitives
8 Family Trends Page 86	• Describe family trends • Discuss parent / teen issues • Compare generations • Describe care for the elderly	• Examples of bad behavior • Describing parent and teen behavior **Word Skill:** • Transforming verbs and adjectives into nouns	• Repeated comparatives and double comparatives GRAMMAR BOOSTER • Making comparisons: summary • Other uses of comparatives, superlatives, and comparisons with as . . . as
9 History's Mysteries Page 98	• Speculate about the out-of-the-ordinary • Present a theory about a past event • Discuss how believable a story is • Evaluate the trustworthiness of news sources	• Ways to say "I don't know" • Ways to express certainty **Word Skill:** • Using adjectives with the suffix -able	• Indirect speech with modals • Perfect modals in the passive voice for speculating about the past GRAMMAR BOOSTER • Say, ask, and tell: summary • **Grammar for Writing:** other reporting verbs
10 Your Free Time Page 110	• Explain the benefits of leisure activities • Describe hobbies and other interests • Compare your use of leisure time • Discuss the risk-taking personality	• Ways to express fear and fearlessness **Word Skills:** • Using collocations for leisure activities • Modifying with adverbs	• Order of modifiers GRAMMAR BOOSTER • Adverbs of manner • Intensifiers

Pronunciation table / Irregular verbs ..... page A2
Stative verbs / Verbs followed by a gerund / Expressions that can be followed by a gerund ..... page A3
Verbs followed directly by an infinitive / Verbs followed by an object before an infinitive ..... page A4
Adjectives followed by an infinitive ..... page A4

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
Use I've heard to introduce a statement of popular opinion Use for one thing to provide one reason among several in supporting an argument Use believe it or not to introduce surprising information	**Listening Skills:** • Listen to activate vocabulary • Express and support an opinion • Draw conclusions • Make comparisons **PRONUNCIATION BOOSTER** • Sound reduction	**Texts:** • The Chinese Zodiac • A discussion board about the humane treatment of animals • An article about animal conservation **Skills/strategies:** • Evaluate ideas • Understand from context • Critical thinking	**Task:** • Express an opinion on animal treatment **Writing Skill:** • Persuasion
Soften a wish or a statement of intent with I think I'd like to Respond with nothing in particular to indicate indecision or avoid commitment Make a suggestion by saying something would be a good bet Say Of course to make an affirmative answer stronger	**Listening Skills:** • Listen to activate vocabulary • Support reasoning with details • Apply ideas **PRONUNCIATION BOOSTER** • Vowel sounds	**Texts:** • Interviews: reactions to ads • A presentation of eight advertising techniques • A magazine article about compulsive shopping **Skills/strategies:** • Understand from context • Infer information • Relate to personal experience	**Task:** • Explain an article you read **Writing Skill:** • Summarize and paraphrase another person's ideas
Use I hate to say it, but to introduce unwelcome information Respond with I suppose to indicate partial agreement Use But to introduce a dissenting opinion	**Listening Skills:** • Listen to apply grammar • Listen to activate vocabulary • Make personal comparisons • Listen to summarize • Listen for details • Compare and contrast • Critical thinking **PRONUNCIATION BOOSTER** • Stress placement	**Texts:** • A brochure about falling birthrates • A newspaper article about China's elderly population • Case studies: aging parents **Skills/strategies:** • Identify cause and effect • Summarize • Confirm content • Draw conclusions	**Task:** • Describe your relationship with a family member **Writing Skill:** • Avoiding run-on sentences and comma splices
Respond with Beats me to admit lack of knowledge Say You're probably right to acknowledge another's encouragement Ask a question with Why else would to confirm one's own opinion	**Listening Skills:** • Listen for main ideas • Listen to summarize • Draw conclusions **PRONUNCIATION BOOSTER** • Reduction and linking	**Texts:** • Encyclopedia entries about well-known mysteries • A magazine article about the world's greatest hoaxes **Skills/strategies:** • Draw conclusions • Activate prior knowledge • Confirm facts	**Task:** • Write a news article **Writing Skill:** • Avoiding sentence fragments
Use kind of like to make a loose comparison Use I hate to say this, but to excuse oneself for disagreeing Use Well, even so to acknowledge someone's point but disagree politely	**Listening Skills:** • Listen to define • Relate to personal experience **PRONUNCIATION BOOSTER** • Vowel sounds	**Texts:** • Statistics comparing technological promises vs. reality • Message-board posts about unusual hobbies • A magazine article about technology and leisure time **Skills/strategies:** • Draw conclusions • Identify supporting details	**Task:** • Comment on another's point of view **Writing Skill:** • Expressing and supporting opinions clearly

Verbs that can be followed by a gerund or an infinitive / Participial adjectives ..... page A4
Grammar Booster ..... page G1
Pronunciation Booster ..... page P1

What is *Summit*?

Summit is a two-level* high-intermediate to advanced communicative course for adults and young adults that can follow any intermediate-level course book.

The goal of the *Summit* course is to make English unforgettable, enabling post-intermediate learners to understand, speak, read, and write English accurately, confidently, and fluently through:

- Multiple exposures to new language
- Numerous opportunities to practice it
- Deliberate and intensive recycling

Each full level of *Summit* contains enough material for 60 to 90 hours of classroom instruction. Alternatively, *Summit* Student's Books are available in split editions with bound-in Workbooks. A wide choice of supplementary components makes it easy to tailor *Summit* to the needs of your classes.

**Summit* is designed to follow the *Top Notch* series, forming the top two levels of a complete six-level course.

The *Summit* Instructional Design

Balanced development of fluency and accuracy

Every two-page lesson culminates in a free discussion, debate, presentation, role play, or project. Planning activities such as idea framing and notepadding lead students to confident spoken expression in those activities. Grammar is tightly integrated with the speaking syllabus for memorability. Grammar charts include clear rules, examples, and explanations of meaning and use. Authentic readings further reinforce target grammar in natural contexts.

Essential conversation models for post-intermediate students

Because post-intermediate students continue to need intensive development of spoken communication, *Summit* provides ten essential conversation models that embed crucial conversation strategies and provide a starting point for personalized communication. Subsequent free communication activities are crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

Academic skills and strategies

Each unit in the *Summit* course contains exercises that build key reading, listening, and critical thinking skills and strategies, such as paraphrasing, drawing conclusions, expressing and supporting an opinion, and activating prior knowledge. These exercises develop analytical skills while providing additional opportunities for learners to support their answers through speaking.

A high-impact vocabulary syllabus

Vocabulary in *Summit* is presented at word, phrase, and sentence levels, and includes expressions, idioms, and collocations. A concurrent emphasis on word skills enables students to expand their vocabulary by learning word transformation, classification, association, and other skills. Word skills practice increases students' mastery in both comprehending and producing new vocabulary.

A writing syllabus dedicated to the conventions of written English

Summit teaches the conventions of English writing so students will be prepared for standardized tests as well as further academic study. Key writing and rhetorical skills such as using parallel structure, avoiding sentence fragments, expressing and supporting an opinion, and persuading the reader are clearly presented and applied in carefully structured writing tasks. Additional *Grammar for Writing* sections build further awareness of these conventions.

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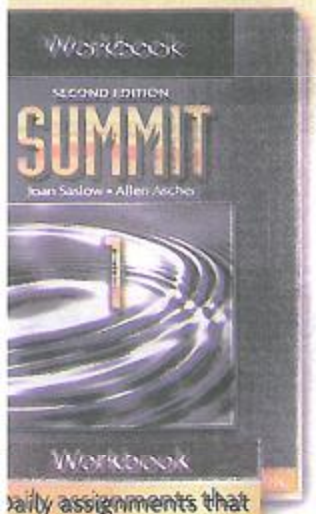
Other components

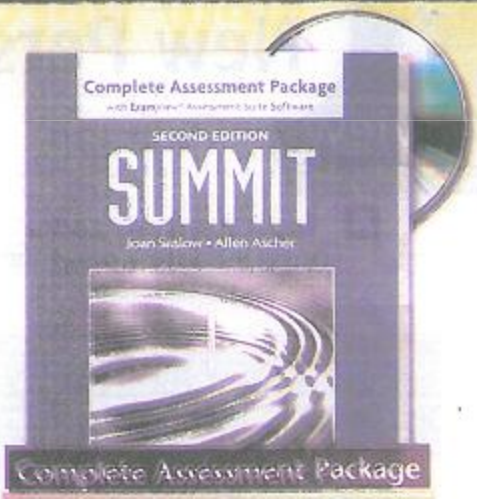


Workbook

Daily assignments that reinforce each lesson.

Classroom Audio Program

Includes a variety of authentic regional and non-native accents.



Complete Assessment Package

Ready-made achievement tests. Software provides option to edit, delete, or add items.

Full-Course Placement Tests

Four test forms to choose from.

MyEnglishLab

An optional online learning tool with:

- An interactive *Summit* Workbook
- Speaking and writing activities
- Pop-up grammar help
- Student's Book *Grammar Booster* and *Pronunciation Booster* exercises
- *Summit TV* with extensive viewing activities
- Automatically-graded achievement tests
- Easy course management and record-keeping

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UNIT 1

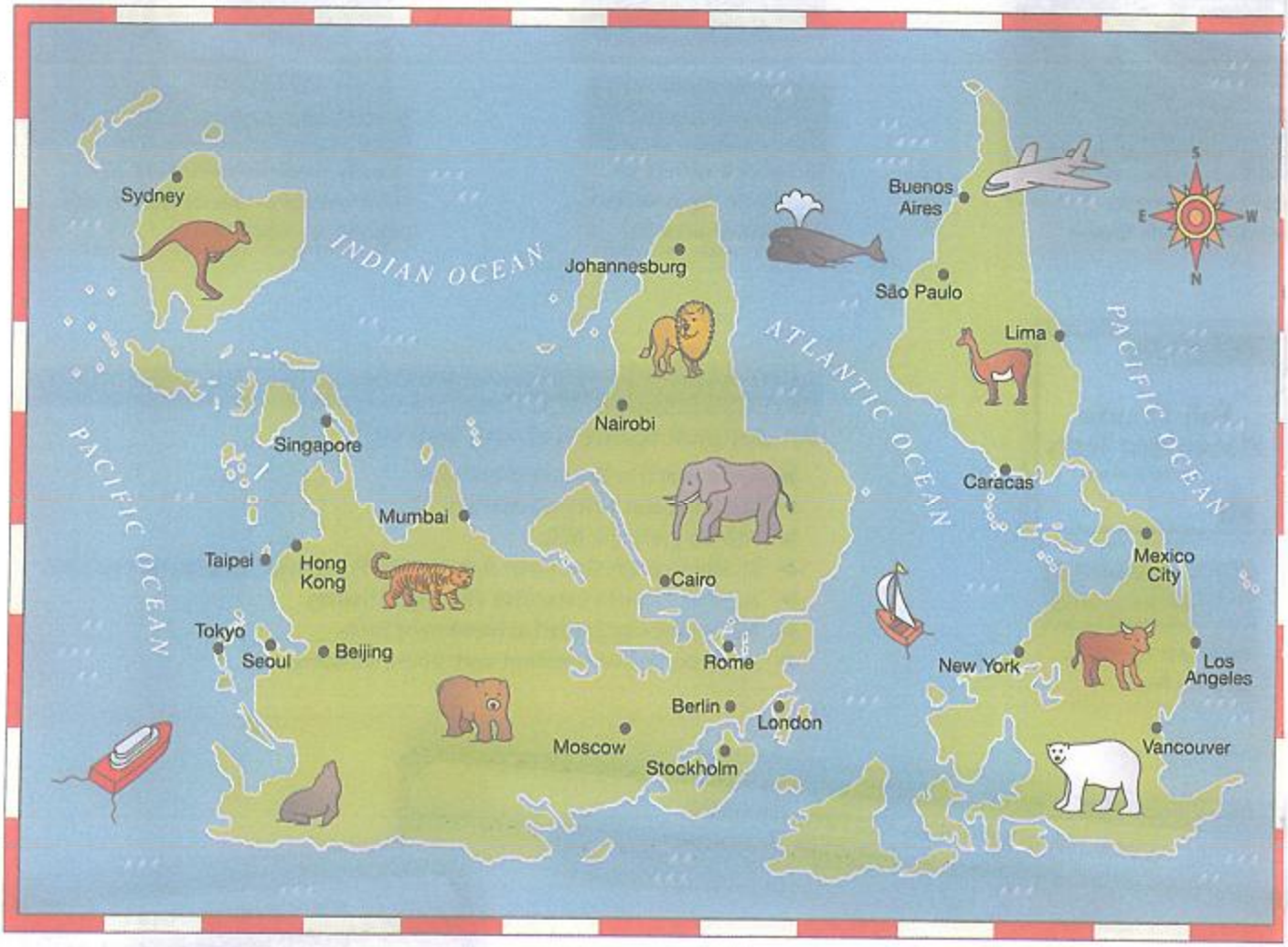
New Perspectives

Preview

GOALS After Unit 5, you will be able to:

1. Suggest ways to enjoy life more
2. Describe people's personalities
3. Compare perspectives on life
4. Share a life-changing experience

A **Topic Preview.** Look at the map of the world. Where do you think the artist is from?



B **Express Your Ideas.**

1. What is unusual about the way the map depicts the world?
2. What do you think the artist is trying to say with the illustration? Is the artist being serious or funny?

ActiveBook

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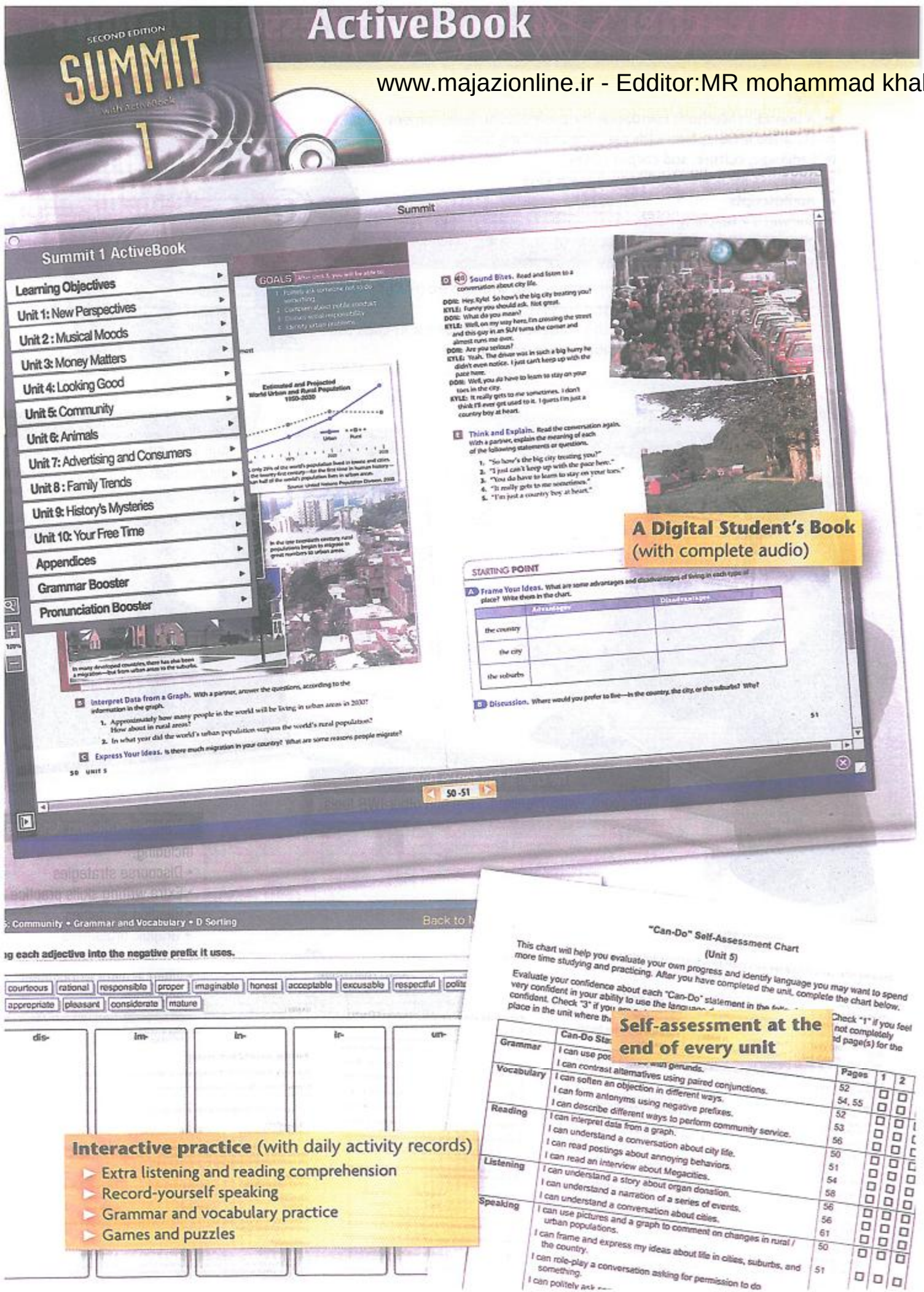
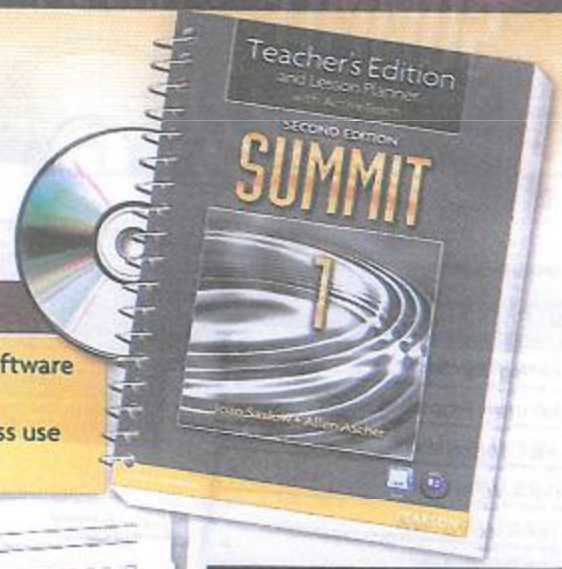


The Teacher's Edition and Lesson Planner

Includes:

- A bound-in Methods Handbook for professional development
- Detailed lesson plans with suggested teaching times
- Language, culture, and corpus notes
- Student's Book and Workbook answer keys
- Audioscripts
- *Summit TV* teaching notes



ActiveTeach

- A Digital Student's Book with interactive whiteboard (IWB) software
- Instantly accessible audio and *Summit TV* video
- Interactive exercises from the Student's *ActiveBook* for in-class use
- A complete menu of printable extension activities

The Digital Student's Book

With zoom, write, highlight, save and other IWB tools.

Summit TV

Authentic TV news documentaries a
unrehearsed on-the-street interview

Printable Extension Activities

Including:

- Discourse strategies
- Extra writing skills practice
- Reading strategies
- Graphic organizers
- Pronunciation activities
- Video activity worksheets and more . . .

Discourse Strategies
(Unit 10, page 119)

Showing interest and surprise with short-form questions and statements

A. Use these short "tag"-like questions and statements to show interest and encourage further discussion. Practice saying each.

To show interest	To show surprise	To show strong surprise
use short-form questions with rising intonation	use emphatic questions with rising intonation	use negative statements with falling intonation
IS it? DID you? WERE they? WOULD he?	They DID? It HAD? They COULDN'T?	You HADn't! It DID'nt! She WASn't!

B. **Pair Work.** Take turns reading the prompts below and using short-form questions and statements to show interest and surprise.

Student A begins

A: I was out late last night and the streets were deserted.
B: (Show interest.)
A: Yeah, it was strange!

A: My brother would always go skiing.
B: (Show interest.)
A: Yes, there was a ski resort nearby.

A: The rest of the group couldn't hear my shouts!
B: (Show surprise.)
A: No! I didn't know what to do!

A: And the bungee cord had started to tear!

Student B begins

B: I went snorkeling in the Gulf of Mexico.
A: (Show interest.)
B: Yeah, it was great—beautiful fish.

B: It's a popular place for surfers in Hawaii.
A: (Show interest.)
B: Yeah, the waves can be very exciting.

B: And the crabs started crawling over my sleeping bag.
A: (Show surprise.)
B: Yeah, it was scary.

B: She was falling off the edge of the cliff!
A: (Show strong surprise.)

NAME: _____ DATE: _____

Extra Writing Skills Practice
(Unit 10, page 120)

Expressing and Supporting Opinions Clearly

A. Circle the best connecting word or phrase in each set.

Jon Katz says that cell phones make us feel more stress
because of cell phones, most people feel more relaxed. (● Due
of cell phones, you can easily call family and friends to let them
(● In addition / Since), if you are looking for a friend in a crowd
you need to do is call your friend on your cell phone. (● Becaus
always use the cell phone to get directions. (● Finally / This h
situation, you can call for help right away. Cell phones definitel

B. Fill in the blanks with one of the connecting words or phrases. (Two phrases will not be used.)

- in addition
- due to
- first of all
- also
- this is why
- finally

The author says, "The technological tools we use to
leisure time." I definitely agree with him in the case of cell pho
● _____, people at work think they can call m
and even on the weekends. ● _____, m
work to solve any little problem that comes up. And my husb

NAME: _____

Reading Strategies
(Unit 6, page 70)

Guessing meaning from context

Learn to use the context of a reading to determine possible meanings of unfamiliar words.

Practice. Look at the highlighted words in context and choose the best definition for each. Explain your answers.

1. "The earth is rich in **biodiversity** with millions of different species of plants and animals."

biodiversity
a. endangered animals b. the variety of living things c. threats to nature

2. "... the giant panda's **habitat** has been **decimated**—the old-growth bamboo forests where the pandas make their home are being destroyed rapidly ... (The polar bear's icy **habitat** is disappearing as a result of global warming, and it's survival is at risk."

habitat
a. the food animals eat b. the place animals live c. the extinction of animals

decimated
a. helped b. destroyed c. enlarged

3. "**Extinction** is one environmental problem that is truly irreversible—once gone, these species cannot be brought back."

extinction
a. global warming b. trying to protect animals c. the disappearance of a species

4. "... WWF has advanced giant panda **conservation** by training more than 300 panda reserve staff and local government officials, working with the community to help save habitat and guard against illegal hunting."

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UNIT 1 New Perspectives

How to plan a *Summit* lesson

The suggested teaching times for each activity will yield a total teaching time of 45–60 minutes for each two-page lesson. Your actual teaching time will vary from the times suggested, according to your needs, your schedule, and the needs of your class.

Activities labeled "Option" or "Challenge" are additional to the 45–60 minutes, and the estimated teaching time for each is noted with the activity.

In addition, you will see other optional extensions to the material on the Student's Book page. These of course will also increase the time allotted to the lesson:

ActiveTeach An extension activity from *ActiveTeach*, the multimedia disc in the back of this Teacher's Edition

GRAMMAR BOOSTER An optional feature at the end of the Student's Book

PRONUNCIATION BOOSTER An optional feature at the end of the Student's Book

EXTRAS (optional) Available supplementary components to support the lesson.

These optional activities can be assigned as homework or class work. They come from the Workbook, Copy & Go, Top Notch TV, and the Complete Assessment Package.

MySummitLab

This online alternative offers a digital version of the *Summit* Workbook, *Summit TV* Video Program and Activities, and Internet-based projects. A teacher management system enables instructors and programs to monitor progress and tailor content to their students' needs.

The *Summit* authors strongly encourage you to view these lesson plans and accompanying options, challenges, projects, and extension activities as a menu of possibilities in creating the best lesson plan for you. You may wish to construct your lesson entirely without the options, challenges, projects, and extension activities, or to extend the lesson to do all possible activities. The suggested teaching times are provided to help you do that.

A Topic Preview

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To introduce the unit theme of new or unusual perspectives, have students spend a few moments looking closely at the illustration.
- Point to the illustration and ask *What kind of map is this?* (a world map) *Where do you think the artist is from?* Encourage students to explain their answers by asking *Why do you think so?* (Possible response: The artist is from the southern hemisphere because he put that area at the top of the map.)

B Express Your Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Read the questions out loud. Have students discuss the answers in small groups. Circulate to offer help as needed.
- Review answers as a class. Have a student from each group present his/her response to the class. (Possible responses: 1. It's upside down. The positions of the continents in the southern hemisphere and the northern hemisphere are exchanged. 2. The artist is saying that the southern hemisphere is just as important as the northern hemisphere. The artist is being serious by showing us that our view of the world is affected by who we are and where we live.)

Language note: When you are *being serious*, you are not joking or pretending—you are saying what you really mean. When you are *being funny*, you are trying to amuse others or make them laugh.

Note: Language notes and Culture notes are provided to offer student enrichment or more information. Their use is optional. Usage notes from the Longman Corpus Network are also provided directly on select Student's Book pages with this heading:

Option: [+5 minutes] Geography review. Have students look at the map. Then walk around the room asking questions about the map, such as *What three cities are in Africa?* (Johannesburg, Nairobi, Cairo) *In which hemisphere is Stockholm?* (the northern hemisphere) Maintain a quick pace.

LESSON PLAN

C Sound Bites

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Before reading and listening to the conversation, have students look at the photo. Ask *Do you think this photo was taken in this country? Where do you think this city is located? Why do you think so?* (Possible responses: no; France, England, Europe; because of the building styles)
- To provide background for the conversation, tell the class that they will hear a conversation between two colleagues working temporarily in another country. Elicit the meaning of the word *colleague* from the class. (a co-worker, someone you work with at your job)
- After students read and listen, check comprehension by asking *How does Gilbert feel about working in a foreign country?* (He's tired of it/doesn't enjoy it.) *Why?* (He doesn't like the strange food and has difficulty understanding the local language.) *Is Anna also tired of working in a foreign country?* (no) *Why not?* (She enjoys being in a foreign country, eating different food, and trying to figure out how to communicate.) *Do Gilbert and Anna feel the same way about the same experience?* (no)

Language note: *Figure out* is think about something until you find an answer or solution.

D Think and Explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To model the activity, write on the board *Am I ready to head home!* Ask *Who said this?* (Gilbert) *What do you think he means?* (He wants to go home.)
- If necessary, help students use the context of the conversation to explain the meanings. For example, write *Oh, man!* before the sentence on the board. Ask *Why does Gilbert say this? How do you think he feels?* (He's unhappy.)
- Have students explain the meaning of each expression with a partner. Students may paraphrase the statements or explain the meanings in indirect speech.

Language note: Inverting the subject and verb can turn a statement into an exclamation. For example, *Am I ready to go home!* is more emphatic than *I am ready to go home.*

E Identify Supporting Details

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point to the four statements. To model the activity, read the first statement out loud—*I'm a little uncomfortable with places that are new to me.* Ask *Who do you think said this—Anna or Gilbert? Why do you think so?* (Possible response: Gilbert, because he didn't like the new experience of working in a foreign country.)
- In pairs, have students read each statement and decide who they think said it.
- Review answers as a class. Have a volunteer read each statement, state who said it, and explain why he/she thinks so.

F Compare and Contrast

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Form small groups and have students discuss the questions.
- Draw a two-column chart on the board with the heads *Anna* and *Gilbert*. Ask *How would you describe Anna's and Gilbert's personalities?* As you get feedback, write students' ideas in the columns. (Possible responses: **Anna:** adventurous; eager to learn more; shows interests in other cultures; **Gilbert:** dislikes different food; misses his home; finds it difficult to adapt to new customs)
- Have volunteers share their responses to item 2. Encourage them to support their choices. (Possible responses: I'm more like Gilbert. I don't like new experiences; I identify with Anna. I enjoy going to places with different customs.)

STARTING POINT

Suggested teaching time:	10 minutes	Your actual teaching time:	

Activate Language from a Text

- Have a volunteer read the statements in the box out loud. Clarify any statements students don't understand.
- Have students check off the statements individually. Encourage students to add their own ideas for "Other."
- Have students compare their responses and discuss their attitudes about travel and trying new things. If students have never traveled to another country, have them talk about doing anything new that they haven't done before.
- Point out that they can use the expressions in Exercises D and E to support their views. (Possible response: In my opinion, travel can be kind of scary. I don't like trying new things or having trouble communicating. I prefer to stick closer to home.)
- Have volunteers share their opinions of foreign travel with the class.

Challenge: [+5 minutes] If some students in the class have been abroad, ask them to tell the class what they liked / disliked about the experience. Encourage the use of language from Exercises D and E.

EXTRAS (optional)

- **Workbook: Exercises 1–2**
- **MySummitLab: Preview**

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C 1:02 **Sound Bites.** Read and listen to a conversation between two colleagues working temporarily in another country.

GILBERT: Oh, man! Am I ready to head home!
ANNA: Are you kidding? I can't get enough of this place.
GILBERT: Well, it's been three weeks, and I think I've had about enough. I'm tired of eating strange food. CN
ANNA: Wow! I feel just the opposite. I can't get over how much I enjoy being here. I love how different the food is.
GILBERT: Well, not me. And frankly, it's a pain in the neck having to work so hard to understand what people are saying to me.
ANNA: I actually think it's fun trying to figure out how to communicate. Stop complaining! You'll be home before you know it!
GILBERT: Fine by me. There's no place like home.

D **Think and Explain.** Read the conversation again. With a partner, explain the meaning of each of the following statements.

Answers will vary, but may include:

1. "Am I ready to head home!"
   I'm really to go back home!
2. "I can't get enough of this place."
   I really like this place.
3. "I think I've had about enough."
   I don't want to be here anymore.
4. "I can't get over how much I enjoy being here."
   I can't believe how much I like it here.
5. "It's a pain in the neck having to work so hard."
   It's difficult to have to work so hard.
6. "There's no place like home."
   I'd rather stay close to home.

E **Identify Supporting Details.** Read each statement and with a partner decide who you think said it—Anna or Gilbert. Support your opinion with information from the conversation.

"I'm a little uncomfortable with places that are new to me."
"I love trying new things."
"I want some adventure in my life."
"I prefer to stick closer to home."

F **Compare and Contrast.** Discuss the questions.

1. How would you describe Anna's and Gilbert's personalities? How are they different?
2. Who are *you* more like, Gilbert or Anna?

CN **Corpus Notes:** The phrase *have had (about) enough* is frequently followed by the preposition *of* as in *I think I've had enough of being on vacation.* The expression *be tired of* is more frequently followed by a gerund phrase (*be tired of doing [something]*) than a noun (*be tired of [something]*). However, *I'm tired of eating strange food* and *I'm tired of strange food* have essentially the same meaning.

STARTING **POINT**

Activate Language from a Text. Check which of the following statements you think you would make about foreign travel. Then compare and discuss opinions with a partner.

☐ "I can't get enough of visiting new and interesting places."	☐ "I love how different the food is."	☐ "It's a pain in the neck having to figure out what people are saying."
☐ "I think it's fun trying to figure out how to communicate when I don't know the language."	☐ "After a few days I'm ready to head home."	☐ Other: _____

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1 GOAL Suggest ways to enjoy life more

A 1:03 **Grammar Snapshot.** Read the article and notice the use of forget, stop, and remember.

Finding Balance

Are you burning the candle at both ends? Do you feel you have no time for yourself? Do you **forget to call** family on birthdays or holidays? Have you **stopped going out** with friends because you're too busy? Do you have trouble relaxing and having fun?

If you recognize yourself, you should **remember to slow down** and **take** more time for everything. Living a balanced life is about integrating the many vital areas of your life, including your health, friends, family, work, and romance.

Here are some tips for restoring a healthy perspective. First, **remember to make** time for the important people in your life. **Stop over-scheduling** and spend quality time with friends and family. Second, learn to eat, talk, walk, and drive more slowly. And **don't forget to turn** your cell phone **off** sometimes. People who really want to talk to you will call back. Third, learn to live in the present and **stop worrying** about the future. And finally, take it easy and begin enjoying the simple things in life. **Stop to smell** the roses.

B **Relate to Personal Experience.** Discuss the questions.

1. Did you recognize yourself or someone you know in the article? Give examples.
2. Did you find the tips helpful? Why or why not?

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A Grammar Snapshot

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Point to the two photos of the woman at her desk. Ask *How are these photos different?* (In the photo on the left, the woman looks stressed and is doing many things at the same time. Her desk is messy. In the photo on the right, she is calm, focused on one task, and her desk is organized.)
- Ask *What do you think is the subject of this article?* Write student guesses on the board. Have students listen to the article with books closed. As a class, decide which of the guesses on the board best summarizes the article.
- Have students listen to the article again as they read along.
- To check comprehension, ask *What does* Finding Balance *mean?* (Possible response: giving enough time to all the important areas of your life such as work, family, friends, health, and romance) *What problems does the article describe?* (not having enough free time, feeling stress, working too much) *What tips are suggested in the article?* (Make time with friends and family; Eat, talk, walk, and drive more slowly; Stop worrying about the future; Enjoy the simple things in life.) Write the tips on the board.
- Encourage students to restate each tip in their own words. Elicit from the class the meaning of expressions such as *make time for something* (find enough time to do something, even though you are busy), *over-scheduling* (schedule too many things), *quality time* (time that you spend giving someone your full attention), and *live in the present* (enjoy the present and not worry about the past or future).
- To preview the concept that verbs can change meaning when followed by a gerund or an infinitive, have students locate the phrases that contain the verbs *forget*, *stop*, and *remember*. As students read these phrases aloud, write them on the board in two columns, with verbs followed by a gerund on the left and verbs followed by an infinitive on the right. Point to the two columns and ask *How are the words on the left different from the words on the right?*

Language note: *Burn the candle at both ends* means be very busy both at work and in your social life. *Stop to smell the roses* means appreciate the beautiful things around you. *Live a balanced life* means find time for all the important aspects of life—work, family, health, and fun.

B Relate to Personal Experience

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students discuss the questions in small groups. Circulate to offer help as needed.
- To encourage students to use language from the reading, ask questions such as *Do you know anyone who needs to stop over-scheduling? Do you think it's important to stop worrying about the future?*
- To review, have a volunteer from each group share his/her views with the class. Encourage the class to ask questions to get each volunteer to explain his/her answer.

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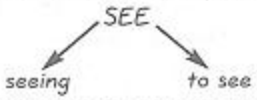
C Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To review gerunds and infinitives, write on the board:



- Have the class identify the three parts of speech: *see* = base form, *seeing* = gerund, *to see* = infinitive.
- For more practice, make statements with either a gerund or an infinitive, and have students restate them chorally using the form you did not use. For example, say *She can't stand working late* and elicit from the class *She can't stand to work late.* Continue with *I prefer staying home; I started to write the report; He continued to call me Jane; They started to paint their house.*
- To illustrate that some verbs retain the same meaning when followed by either a gerund or an infinitive, write on the board:

She can't stand to work late. *I prefer to stay home.*
She can't stand working late. *I prefer staying home.*

Point to the two sentences on the left. Ask *Do these two sentences have a different meaning?* (no) Repeat for the sentences on the right.

- Have students read the first explanation and study the examples in the Grammar box. To illustrate the difference in meaning when a verb is followed by a gerund or an infinitive, write on the board:

Don't worry. I'll remember to pay it.
Yes. I remember paying it.

Ask *Are you going to pay the telephone bill tomorrow?* Point to the two responses on the board and elicit from the class that the correct response is *Don't worry. I'll remember to pay it.* Ask *Did you pay the telephone bill last week?* and elicit that the correct response is *Yes. I remember paying it.*

- Have students read the definitions and study the examples for *remember* + infinitive and *remember* + gerund in the Grammar box. On the board, write:

1. *John will never forget cooking dinner for his family.*
2. *John forgot to cook dinner for his family.*

Point to the first sentence and ask *Did John cook dinner?* (yes) Point to the second sentence and ask *Did John cook dinner?* (no)

- Have students read the definitions and study the examples for *forget* + infinitive and *forget* + gerund in the Grammar box. On the board, write:

Sally has just stopped to talk on the phone.
Sally has just stopped talking on the phone.

Point to the first sentence and ask *Is Sally on the phone?* (yes) Point to the second sentence and ask *Is Sally on the phone?* (no)

- Have students read the definitions and study the examples for *stop* + infinitive and *stop* + gerund in the Grammar box.
- Have a student read the Remember box out loud. Review that verbs can be followed by gerunds, infinitives, and also by objects and infinitives. On the board, write:

He reminded me to call my mother.

object infinitive

ActiveTeach • **Inductive Grammar Charts**

Option: [+5 minutes] For further practice with verbs followed by gerunds, infinitives, and objects and infinitives, refer students to page A3 in the Appendices. Tell students that you will use a verb incorrectly in a sentence and they will correct it. For example, *I finished to read the book you lent me.* (I finished reading the book you lent me.) *I promise calling you soon.* (I promise to call you soon.) *We decided staying longer.* (We decided to stay longer.) *They suggested to go out to dinner.* (They suggested going out to dinner.) *She offered helping plan the party.* (She offered to help plan the party.)

D Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To model the exercise, copy item 1 on the board. Elicit from the class that the gerund *traveling* is the correct answer because this person is remembering something that happened in the past.
- Have students compare answers with a partner and review as a class. Have volunteers read the correct sentences and explain their choices.

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Notepadding

- To prepare students for the activity, ask *What can people do to enjoy life more?* Write the example suggestion on the board and point out that the verb *stop* is followed by a gerund. Elicit a few suggestions from the class using *remember* and *forget*. (Possible responses: Remember to spend time with family. Don't forget to slow down.)
- Have students create a list with a partner. Circulate to help students make suggestions with *remember*, *forget*, and *stop*.

B Use the Grammar

- Form small groups or discuss as a class. Encourage students to create a list of at least five suggestions that everyone in the group agrees with.
- Have volunteers share their ideas with the class. Write a list on the board as you get feedback from students.

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 3–5**
- **MySummitLab: Lesson 1**

C Grammar. Gerunds and infinitives: changes in meaning

Some verbs are followed by either a gerund or an infinitive with no change in meaning, for example: love, hate, can't stand, like, prefer, begin, start, continue.

Begin enjoying the simple things in life. OR Begin to enjoy the simple things in life.

Some verbs change meaning, depending on whether they are followed by a gerund or an infinitive.

remember + infinitive = remember to do something
Remember to make time for the important people in your life.
I have to remember to send an e-mail to my friend.

remember + gerund = remember something that happened in the past
I remember having more time for myself.
Do you remember going there when you were a kid?

forget + infinitive = forget to do something
Don't forget to turn your cell phone off.
He always forgets to call on my birthday.

forget + gerund = forget something that happened in the past
I'll never forget seeing the mountains for the first time.
Can you ever forget going to the beach?

stop + infinitive = stop in order to do something
Stop to smell the roses.
Can you stop to pick up some chocolates for the party?

stop + gerund = stop an ongoing action
Stop over-scheduling and spend quality time with friends and family.
You need to stop worrying so much.

REMEMBER

Some verbs are followed by infinitives.
Learn to live in the present.
Some verbs are followed by gerunds.
I enjoy spending time with my friends.
Some verbs are followed by objects and infinitives.
He reminded me to call my mother.
For a complete list of verbs followed by gerunds, infinitives, and objects and infinitives, see page A3 in the Appendices.

GRAMMAR BOOSTER • p. G1
- Gerunds and infinitives: summary
- Parallelism with gerunds and infinitives

D Grammar Practice. Complete each sentence with a gerund or an infinitive. Explain the meaning of each sentence.

"Number 1 is about remembering something that happened in the past."

1. I'll never forget (travel) traveling abroad for the first time.
2. When I feel stressed out, I remember (put) to put things in perspective.
3. You need to stop (try) trying to do everything at once.
4. If I forget (send) to send a card for a friend's birthday, I try to remember (call) to call.
5. We forgot (buy) to buy flowers, so we stopped (pick up) to pick up some on the way to the party.
6. I remember (celebrate) celebrating holidays with my family when I was young.

NOW YOU CAN *Suggest ways to enjoy life more*

A Notepadding. With a partner, write a list of suggestions for what someone can do to enjoy life more. Use remember, forget, and stop.

Stop worrying about the small things.

B Use the Grammar. Share your ideas with your class or group. Using the information on your notepad, create a list of suggestions that everyone agrees with.

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2 GOAL Describe people's personalities

A 1:04 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: Have you had a chance to meet the new manager? CN1

B: Liz? **Actually**, no. Have you?

A: Not yet. **I wonder** what she's like.

B: Well, everyone says she's bad news.

A: **You know**, you can't believe CN2 everything you hear. She might turn out to be a real sweetheart.

1:05 **Rhythm and intonation practice**

B 1:06 **Vocabulary. Personality Types.** Listen and practice.

Positive
a sweetheart someone who is likable and easy to get along with
a team player someone who works well with other people so the whole group is successful
a brain someone who is intelligent and can solve problems that are difficult for others
a people person someone who likes being with and works well with other people

Negative
a tyrant someone, especially a boss, who makes people work extremely hard
a workaholic someone who is always working and does not have time for anything else
a pain in the neck someone who complains a lot and often causes problems
a wise guy someone who says or does annoying things, especially to make himself or herself seem smarter than other people

PRONUNCIATION BOOSTER ▸ p. P1
- Content words and function words

C 1:07 **Listening. Infer Point of View.** Listen carefully to the conversations about people's personalities. Infer which expression from the Vocabulary the speaker would use to describe the person.

1. The woman thinks that Shelly is _____.
   a. a sweetheart (b.) a brain c. a pain in the neck
2. The woman thinks that Peter is _____.
   a. a workaholic (b.) a tyrant c. a team player
3. The man thinks that Paul is _____.
   a. a team player b. a people person (c.) a wise guy

CN1 **Corpus Notes:** The expression *have a chance to* is used slightly less frequently in spoken English than *get a chance to*. However, the opposite is true for written English. Note that *get a chance to* is usually used in the past, almost never in the present.

CN2 **Corpus Notes:** *You know* is used very frequently in informal spoken English to begin a sentence, especially to call attention to what the speaker is about to say.

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2

A Conversation Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use *Actually* to soften a negative response.
- Use *I wonder* to elicit an opinion politely.
- Use *You know* to indicate that you are about to offer advice or a suggestion.

- Have students look at the photo and speculate about the people. Ask *Where are the people? What are they doing? Do you think this is a business or social situation?*
- Have students read and listen to the conversation.
- To check comprehension, ask *What is their relationship?* (They are co-workers.) *Who is Liz?* (the new manager) *Have the man and the woman met Liz yet?* (no) *Do the people in the office think she's nice?* (no) *What are the rumors about her?* (that she's bad news)
- Call students' attention to the conversation strategies highlighted in the model.

Language note: When someone or something *turns out to be* different, it has a result that you did not expect.

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Have you had a chance to meet the new manager?*
  - use rising intonation for *Liz?* and *Have you?*
  - use emphatic stress for <u>you</u> in *Have you had . . .* and *Have you?*
  - use emphatic stress for <u>everyone</u> in . . . *everyone says . . .*
  - stress <u>can't</u> in . . . *you can't believe . . .* and <u>might</u> in *She might turn out to be . . .*

B Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen and study the positive and negative personality types and their definitions. Then have students listen and repeat the words chorally.
- Point out that the words are singular count nouns and are preceded by the article *a*.
- To check comprehension, read the following statements out loud and elicit the correct personality type for each: *This person is intelligent.* (a brain); *This person causes problems.* (a pain in the neck); *This person works well in a group.* (a team player); *This person likes working with people.* (a people person); *This person works all day.* (a workaholic); *This person makes people work too hard.* (a tyrant); *This person is very nice.* (a sweetheart); *This person irritates people.* (a wise guy)

Option: [+5–10 minutes] In pairs, have students come up with alternative definitions for each word. Join pairs to form groups of four. With books closed, have pairs take turns quizzing each other on the personality types.

Challenge: [+10–15 minutes] Present students with a list of other nouns used to describe personality. In small groups, have students try to guess the meaning of each noun and whether it is positive or negative. Some ideas are: **Positive:** *a pussycat* (someone who is very nice and gentle); *a go-getter* (an energetic person who is determined to succeed); *a straight shooter* (someone who is honest and direct); **Negative:** *a know-it-all* (someone who behaves as if they know everything); *a pushover* (someone who is easy to persuade, influence, or defeat); *a wet blanket* (someone who tries to spoil other people's fun).

ActiveTeach • **Vocabulary-Building Strategies**

C Listening

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Have students read the items and their choices.
- First listening: Pause after each conversation to allow students time to choose the correct answer. In pairs, have students compare answers.
- Second listening: Have students listen again to check their work. Review answers as a class.

Option: [+5 minutes] Have students listen again. In pairs, have them listen for and write down a supporting sentence for each correct answer. Review as a class. Have volunteers present their supporting sentences to the class. If necessary, have students listen again to confirm answers. (1. "She's one of the most intelligent people I know!" 2. "He always asks me to work faster!" 3. "He seems to want people to think he's smarter than they are.")

AUDIOSCRIPT

For audioscript, see page AS1.

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D Word Skills

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Individually, have students classify the words that are familiar to them.
- In pairs, have students take turns asking each other the words they don't know. Have them use a dictionary to look up words that are unknown to both and then classify these words.
- Review as a class.

Challenge: [+10 minutes] Individually, have students write the names of four famous people and pick two or three adjectives from the box to describe each person. Then have pairs discuss. Student A tells his/her partner about the famous people he/she chose and describes them using adjectives from the box. Student B says whether he/she agrees with the descriptions. Then students change roles.

E Associate Words and Ideas

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To model the activity, write on the board *a sweetheart* and elicit from the class several adjectives that match this personality type. Have students explain their choices. (Possible responses: friendly, helpful, loveable, easygoing)
- In pairs, have students write two to four adjectives for each personality type.
- Review as a class. Have volunteers present their responses and explanations to the class.

Option: [+5–10 minutes] Have each pair join another pair. Groups take turns reading the list of adjectives they selected for a personality type as the other pair tries to guess which personality type they are describing. Then pairs compare their lists and discuss why they chose similar or different adjectives.

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Use the Vocabulary

- Have volunteers read the examples out loud. In each example, point out the personality types (*tyrant, people person*) and the supporting sentences describing what the person does or what the person is like.
- Read the words in the Ideas box out loud.
- In pairs, have students choose three people they know and describe them to each other.
- Circulate to encourage students to use adjectives from the Word Skills box in Exercise D and Vocabulary on page 6.

B Use the Conversation Strategies

- Refer students to the Conversation Snapshot on page 6 to review describing personalities.
- To model the activity, role-play a conversation about a person you haven't met yet with a more confident student.
- In pairs, have students role-play the conversation using language from the Conversation Snapshot and the Vocabulary on page 6.
- Reinforce the use of the conversation strategies; for example, make sure students say *Actually, no* politely.
- Circulate to offer help as needed. Encourage students to use the correct rhythm and intonation. Remind students to use rising intonation for *yes / no* questions and to stress relevant information. For example, *Have you had a chance to meet . . . ? Everyone says she's a pain in the neck.*

ActiveTeach • **Conversation Prompts**

EXTRAS (optional)

- **Pronunciation Booster**
- **Workbook: Exercises 6–9**
- **MySummitLab: Lesson 2**

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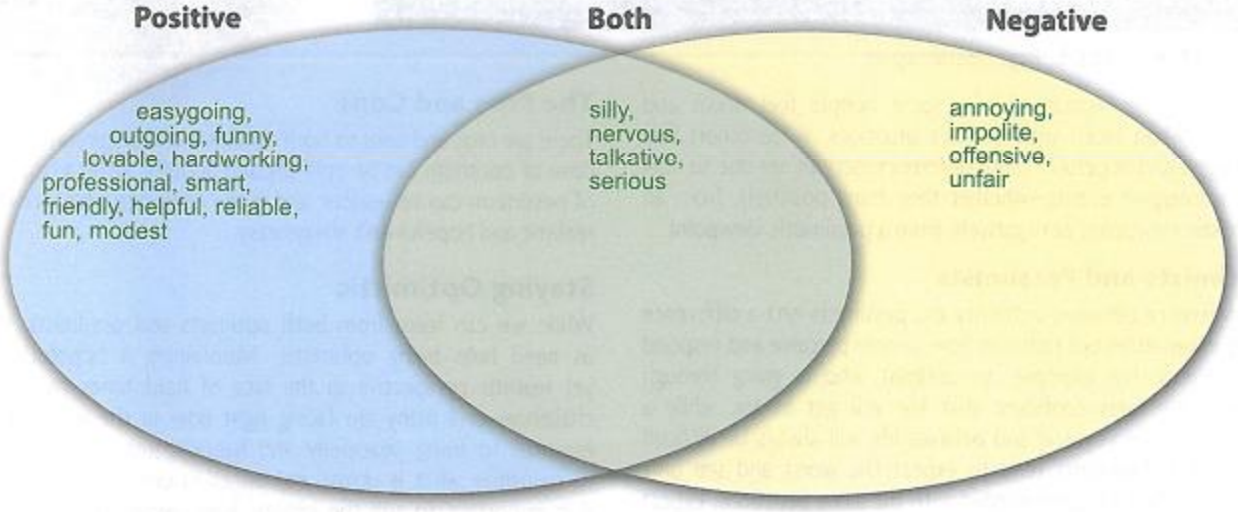
D **Word Skills. Classifying by Positive and Negative Meaning.** Fill in the diagram with the adjectives in the box. Decide which adjectives describe personalities positively, negatively, or both. Add other adjectives you know.

annoying	funny	lovable	outgoing	silly
easygoing	hardworking	modest	professional	smart
friendly	helpful	nervous	reliable	talkative
fun	impolite	offensive	serious	unfair



E **Associate Words and Ideas.** With a partner, write adjectives from the chart you think match each of the personality types. More than one answer is possible. Explain your choices.

Answers will vary, but may include:

1. a sweetheart lovable, fun, friendly, outgoing
2. a team player helpful, reliable, modest, hardworking
3. a brain smart, serious, hardworking
4. a pain in the neck annoying, offensive
5. a tyrant unfair, annoying
6. a wise guy annoying, offensive, impolite, talkative
7. a people person friendly, talkative, fun, outgoing
8. a workaholic hardworking, serious

NOW YOU CAN *Describe people's personalities*

A **Use the Vocabulary.** Describe the personalities of people you know. Give specific examples to explain.

*"My sister is such **a tyrant!** She makes her kids do all the housework!"*

*"My friend Hugo is **a real people person.** He's so outgoing and friendly."*

IDEAS

a boss	a friend
a co-worker	a neighbor
a spouse	a teacher
a classmate	a relative

B **Use the Conversation Strategies.** Role-play a conversation about a person you haven't met yet. Use the Conversation Snapshot as a guide. Start like this: "Have you had a chance to meet . . . ?"

3 GOAL Compare perspectives on life

A Reading Warm-up. Look at the glass of water. Do you see the glass as half full or half empty? What does that say about your perspective on life?

B 1:08 **Reading.** Read the article about optimism. How do optimists and pessimists respond to problems differently?

Maintaining a Positive Perspective

by Kali Munro, M.Ed., Psychotherapist

Have you ever wondered why some people feel down and defeated when faced with difficult situations, while others feel challenged and hopeful? These different reactions are due to how people interpret events—whether they think positively, from an optimistic viewpoint, or negatively, from a pessimistic viewpoint.

Optimists and Pessimists

The difference between optimists and pessimists isn't a difference in life experiences but rather in how people perceive and respond to problems. For example, an optimist who is going through a hard time feels confident that life will get better, while a pessimist is more cynical and believes life will always be difficult and painful. Pessimists tend to expect the worst and see only problems. Optimists, confronted with the same situations, expect the best. While a pessimist may give up, an optimist will look on the bright side and, instead of seeing a problem, will see a solution.

The Pros and Cons

There are pros and cons to both optimism and pessimism. A healthy dose of optimism can be uplifting and hopeful, while a healthy dose of pessimism can be realistic and wise. Achieving a balance of being realistic and hopeful isn't always easy.

Staying Optimistic

While we can learn from both optimists and pessimists, most of us need help being optimistic. Maintaining a hopeful, positive, yet realistic perspective in the face of hard times can be a real challenge—one many are facing right now in the world—but it is essential to living peacefully and happily. Just as it is important to recognize what is unjust and unfair in our lives and the world, it is important to see the beauty, love, generosity, and goodness as well.

On your ActiveBook disc: ***Reading Glossary*** and ***Extra Reading Comprehension Questions***

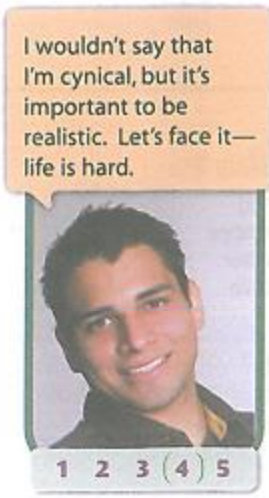
Information source: www.KaliMunro.com

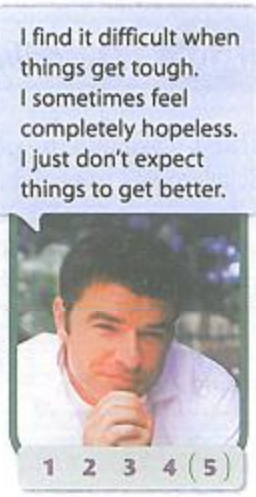
C Relate to Personal Experience. Discuss the questions.

1. Do you agree with the author that "most of us need help being optimistic"? How do you think people can avoid negative thinking? Describe experiences from your own life.
2. In your opinion, are there times when optimism can be bad, or when pessimism can be good? Explain.

D Identify Supporting Details. With a partner, rate these people's optimisim on a scale of 1 to 5 (1 being very optimistic and 5 being very pessimistic). Explain your answers, citing information from the article.

Answers will vary, but may include:





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3

A Reading Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to look at the glass and write one sentence to describe it. Have a few volunteers read their sentences out loud. You may want to write them on the board. (Possible responses: It's half empty; There is some water.)
- Say *Think about the way you described the glass.* Ask *How does this reflect your outlook on life?*
- Have volunteers share their conclusions with the class. (Possible response: My outlook on life isn't very positive—I saw only a little water in the glass.)

Language note: In English, the analogy of the glass being *half full* or *half empty* is used to describe someone's outlook on life in general or a specific experience.

B Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Elicit from the class that an *optimist* is someone who is always hopeful and believes that good things will happen, and that a *pessimist* is someone who expects that bad things will happen.
- Have students underline information in the article that will help them answer the focus question as they read and listen.
- Review as a class. Have volunteers share their answers to the focus question. (Possible response: Optimists see a solution, while pessimists see only the problem and may give up.)

Language note: You may want to share the following definitions if students ask about specific expressions: *defeated* (feeling that you cannot deal with something); *challenged* (feeling that your strength, skills, or abilities are being tested); *perceive* (think of something or someone in a particular way); *cynical* (very sure that things won't be successful or useful); *dose* (amount of something that you experience at one time); *uplifting* (making you feel happy); *wise* (intelligent and sensible, usually because of experience). *To look on the bright side* means see the good aspects and possible benefits of a problem. Clarify the differences between *optimistic / pessimistic, optimist / pessimist, optimism / pessimism*:

- A person or perspective can be *optimistic* or *pessimistic*. These words are adjectives.
- A person can be described as *an optimist* or *a pessimist*. These words are nouns.
- The abstract nouns are *optimism* and *pessimism*. For example, *Some optimism is always good.*

Option: **[+15 minutes]** To use the Reading as a listening activity, write the following *yes / no* questions on the board:

1. *Is the difference between an optimist and a pessimist a difference in life experiences?*
2. *Do optimists and pessimists react to problems differently?*
3. *Does pessimism have any advantages?*
4. *Is it good to be both a little optimistic and a little pessimistic?*

First listening: With books closed, have students write *yes* or *no* for each question. Review as a class. (1. no, 2. yes, 3. yes, 4. yes)

Add the following *wh-* questions to the *yes / no* questions already on the board:

[Add to 1:] *What makes the difference?*
[Add to 2:] *How do they react?*
[Add to 3:] *What are they?*
[Add to 4:] *Why?*

Second listening: With books closed, have students listen for the answers to the new questions on the board. In pairs, have students compare notes and decide on an answer. Review as a class. Have volunteers present their responses to the class. (1. the way they respond to problems; 2. Optimists see a solution. Pessimists see the problem only and may give up. 3. Some pessimism can help you be realistic and wise. 4. A little of each enables you to be realistic and still be hopeful.)

ActiveTeach
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**

C Relate to Personal Experience

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Read the questions out loud. As students discuss the answers in small groups, circulate to encourage them to use experiences from their own lives to support their views.
- Review as a class. Have a volunteer from each group share the ways people can avoid negative thinking. (Possible responses: by focusing on good things; by replacing bad thoughts with good ones)

D Identify Supporting Details

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students rate the people individually.
- Encourage them to cite information from the Reading to discuss the people and support their views.
- Review as a class. Have volunteers share their answers and explain their choices.

NOW YOU CAN

Suggested teaching time:	20 minutes	Your actual teaching time:	

A Frame Your Ideas

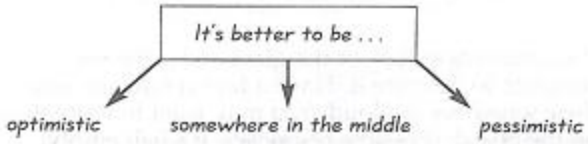
- Have students complete the survey individually and add up their points to determine whether they are optimists, pessimists, or a little of both.
- Circulate to offer help with unknown words. Students may need help with the following expressions: *It figures* (said when something happens in a way that you expect, but do not like); *warm up* (in this context it means become more friendly with someone); *drop by* (visit someone when you have not arranged to come at a particular time).

B Draw Conclusions

- In pairs, have students compare and discuss their answers to each of the items on the survey. Encourage students to support their choices by giving examples of their experiences.
- Ask students if they agree with the results of their surveys.
- Take a poll to find out if most students are optimists, pessimists, or a little of both.

C Discussion

- Read the questions out loud. Have students discuss their opinions in small groups.
- Circulate to encourage students to use language from the reading on page 8 and to give examples and ask each other follow-up questions.
- To review item 1, draw the following diagram on the board:



Take a poll to see how many students think it's better to be optimistic, pessimistic, or somewhere in the middle. Have volunteers give reasons to support their responses, and write them on the board.

- To review item 2, have a volunteer from each group present his/her response and explanation to the class.

Culture note: Considered one of the most important political leaders in British and world history, Winston Churchill served as the prime minister of the United Kingdom during World War II and again from 1951 to 1955. He also wrote several books on British history and won the Nobel Prize for Literature in 1953.

Note: Audio recordings modeling the pronunciation of proper nouns can be found under "Pronunciator" at www.longman.com/summit2e

EXTRAS (optional)

- **Workbook: Exercises 10–15**
- **MySummitLab: Lesson 3**

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NOW YOU CAN *Compare perspectives on life*

A Frame Your Ideas. Complete the survey.

Do you have a negative or positive perspective?

1. You wake up in the middle of the night with a stomachache. Your first thought is . . .
- 1 pt "I'm sure it's nothing."
- 2 pts "I'll take some medicine."
- 3 pts "I think I should go to the doctor."

2. You apply for your "perfect" job, but you don't get it. You think . . .
- 1 pt "Never mind. I'll find something else."
- 2 pts "That's really unfair."
- 3 pts "It figures. I never get the job I want."

3. When you are introduced to someone new, you . . .
- 1 pt make friends easily with that person.
- 2 pts "warm up" to that person gradually.
- 3 pts make that person prove to you that he or she is likable.

4. News about crime or disasters makes you . . .
- 1 pt want to do something to help.
- 2 pts realize that sometimes bad things happen.
- 3 pts feel unsafe and depressed.

5. When a friend feels down, you . . .
- 1 pt understand and try to offer support.
- 2 pts tell him or her about your problems too.
- 3 pts tell him or her how much worse it could be.

6. Your boss asks you out to lunch. You think . . .
- 1 pt "I must be getting a raise."
- 2 pts "That's really nice."
- 3 pts "Oh, no! I'm getting fired!"

7. If someone unexpectedly knocks on your door, you think . . .
- 1 pt "I wonder which friend is dropping by."
- 2 pts "I wonder who it could be."
- 3 pts "I'm not answering. It must be a salesperson."

Add up your points.

7–10 You're an optimist. You always see the glass half full.
11–14 You're a bit of an optimist and a pessimist. You're very realistic.
15–21 You're a pessimist. You tend to see the glass half empty.

B Draw Conclusions. With a partner, compare and explain your responses to the survey items. Does your score describe you and your perspective on life? Why or why not?

C Discussion.

1. In your opinion, in order to succeed, how important is your perspective on life? Do you think it's better to be optimistic, pessimistic, or somewhere in the middle? Explain.
2. Read the quotation by Winston Churchill. Do you agree with him? Why or why not?

"The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty."

Winston Churchill,
British Prime Minister
(1874–1965)

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4 GOAL Share a life-changing experience

A 1:09 **Listening. Listen for Main Ideas.** Listen to each person talking about a life-changing experience. Then choose the best answer to complete each statement.

1. The most significant experience of the first speaker's life was when he _____.
   a. became a father
   b. began working
   (c.) traveled to another country
   d. got married
2. The second speaker's life changed when she _____.
   a. got a full-time job
   (b.) had a baby
   c. got more free time
   d. got married
3. The third speaker's perspective on life changed when he _____.
   (a.) lost his home in a fire
   b. lost his job
   c. got divorced
   d. had a serious illness

B 1:10 **Listening. Understand from Context.** Read the statements. Then listen again to infer what each speaker means.

1. When the first speaker says, "I was really able to see other people's points of view," he means that _____.
   (a.) he could understand how other people feel about things
   b. he met people of different nationalities
2. When the first speaker says, "It was a real eye-opener for me," he means that _____.
   a. the experience was a bit scary
   (b.) the experience taught him a lot
3. When the second speaker says, "It hit me that I was responsible for her," she means that _____.
   (a.) she realized she had to take care of her baby
   b. she regretted she had to take care of her baby
4. When the second speaker says, "[It] is definitely a life-altering experience," she means that _____.
   a. the experience is not rewarding
   (b.) the experience changes a person
5. When the third speaker says, "That put things in perspective," he means that _____.
   (a.) he realized some things are not so important
   b. he had to work day in and day out
6. When the third speaker says, "You start to see the big picture," he means that _____.
   (a.) he understood what was really important in life
   b. he realized how much he had lost

C **Summarize.** First, in your own words, summarize each person's life-changing experience. Then discuss which person's experience you identify with the most. Explain why.

4

A Listening

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Pre-listening: Point to the illustration and ask *What do you see?* (Possible responses: images inside a person's head, a bride and groom, a tall building, a house on fire, a man jogging, a man holding a baby, a car, a man graduating from college / high school, a man fishing)
- Ask *What do you think the picture represents?* (Possible responses: important events in life, thoughts, memories, dreams, worries)
- Have students read the incomplete statements and answer choices.
- First listening: As students listen, pause after each speaker to allow students time to choose their answers.
- In pairs, have students compare answers.
- Second listening: Have students listen again to check their answers. Review as a class.

Challenge: [+5 minutes] Ask *What did each speaker learn from his/her experience?* Have students listen again and take notes. Review as a class. (Possible responses: 1. He learned that different people have different perspectives on life. 2. She realized that she was now responsible for another person because her baby depended on her. 3. He realized that he used to worry about unimportant things.)

AUDIOSCRIPT

For audioscript, see page AS1.

ActiveTeach • **Listening Strategies**

B Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Review the first speaker's experience. Ask *What does the first speaker talk about?* (He talks about a trip to Belgium that was an important experience for him. He was working in Brussels and met people from all over the world.)
- Have students complete items 1 and 2 individually.
- Follow the same procedure with the second speaker for items 3 and 4, and then with the third speaker for items 5 and 6.
- Have students compare answers with a partner and then review as a class.

Option: [+10 minutes] Write the following expressions on the board:

an eye-opener
a life-altering experience
put things in perspective
see the big picture
point of view

In pairs, have students create their own definitions for each expression. To provide practice, have pairs create sentences using the expressions. To review, have volunteers read their sentences out loud.

C Summarize

Suggested teaching time:	10 minutes	Your actual teaching time:	

- In small groups, have students summarize the life-changing experience of each person.
- As students explain which person's experience they most identify with, circulate to encourage them to give specific examples.
- To review, have volunteers share their responses with the class.

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NOW YOU CAN

Suggested teaching time:	20–25 minutes	Your actual teaching time:	

ActiveTeach • **Discourse Strategies**

A Pair Work

- Read the list of things that can change one's perspective.
- Have students complete their lists with a partner.
- To review, elicit experiences from the class and write them on the board. (Possible responses: meeting someone, marriage, divorce, a serious illness, the death of a friend or family member, a new job, losing a job, changing schools, school graduation, moving to a different area or country, an accident, being the victim of a crime)

B Notepadding

- Have a volunteer read the questions out loud.
- As students take notes about their experiences, circulate to offer help as needed. Encourage students to use the expressions in Exercise B on page 10 to describe how the experiences changed their perspectives.
- Point out that if students can't think of a personal experience—or if they feel more comfortable writing about someone else—they can take notes about a life-changing experience of a famous person or someone they know.

C Group Work

- Have volunteers read the examples out loud.
- In small groups, have students use their notes from Exercise B Notepadding to tell their partners about their experiences.
- Encourage students to ask follow-up questions to find out more as their group members speak and to share similar experiences they have had.
- Review as a class. Have volunteers share their life-changing experiences with the class. After each volunteer describes his/her experience, ask *Has anyone had a similar experience? Did your perspective change in the same way?*

D Presentation

- Remind students to use their notes from Exercise B Notepadding to form an organized, thoughtful paragraph.
- You may want to give students starting phrases or sentences such as *The most significant experience of my life was . . . / I will never forget . . . / When. . . . From that moment, everything changed.*
- After correcting your students' work, ask those who would like to share their experiences to prepare a presentation to the class or a small group of students. Encourage students to tell about their experience without reading what they wrote.

EXTRAS (optional)

- **Workbook: Exercises 16–17**
- **MySummitLab: Lesson 4**

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NOW YOU CAN *Share a life-changing experience*

A Pair Work. Explore ideas about experiences that can change a person's perspective on life. Complete the list with your partner.

Things that can change one's perspective
-the birth of a child
-a disaster
-travel

B Notepadding. Think about a life-changing experience *you* have had. Take notes about it on your notepad.

What was the experience? When did it happen? Where?

How did the experience change your perspective? How did you feel at the time?

C Group Work. Share your life-changing experience with your classmates. Explain how this experience changed your perspective on life.

"Last year my mother had a serious illness. It really put things in perspective for me. All the disagreements we'd had in the past seemed so unimportant."

"A few years ago, I went on vacation to Europe. It hit me how useful it was knowing English. It came in handy in a lot of situations."

D Presentation. Write a paragraph about a life-changing experience you have had. Use it to present your story to your class or group.

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Writing: Describe personality types

Paragraph Structure: Review

A paragraph consists of sentences about one topic. The most important sentence in a paragraph is the **topic sentence**. It is usually the first sentence, and it introduces the topic of a paragraph. For example:

Workaholics lead unbalanced lives.

In academic writing, all the **supporting sentences** that follow a topic sentence—details, examples, and other facts—must be related to the topic presented in the topic sentence.

The last sentence of the paragraph is often a **concluding sentence**. A concluding sentence restates the topic sentence or summarizes the paragraph. A concluding sentence often includes phrases such as In conclusion or In summary.

WRITING MODEL

Workaholics lead unbalanced lives. They spend all their energy on work. They rarely take time to relax and let their minds rest. I know because my father was a workaholic, and he worked every day of the week. We hardly ever saw him. Even when he was not at work, we knew he was thinking about work. He seemed never to think of anything else. In summary, not knowing how to escape from work makes it difficult for a workaholic to find balance in his or her life.

A Prewriting. Brainstorming Ideas. Write a topic sentence for each personality type.

team players tyrants wise guys

Answers will vary, but may include:

1. Team players help make a group successful.
2. Tyrants make the office an unpleasant place to be.
3. Wise guys are not fun to be around.

Now choose one of your topic sentences. On a separate sheet of paper, generate ideas you could use to support the topic.

Workaholics lead unbalanced live:
-always think about work
-can't relax

B Writing. On a separate sheet of paper, write a paragraph about the personality type you chose in Prewriting. Make sure all the supporting sentences relate to the topic. End with a concluding sentence.

C Self-Check.

- ☐ Does your paragraph have a topic sentence?
- ☐ Do the supporting sentences in your paragraph all relate to the topic?
- ☐ Do you have a concluding sentence?

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Writing

Suggested teaching time:	20 minutes	Your actual teaching time:	

Paragraph Structure: Review

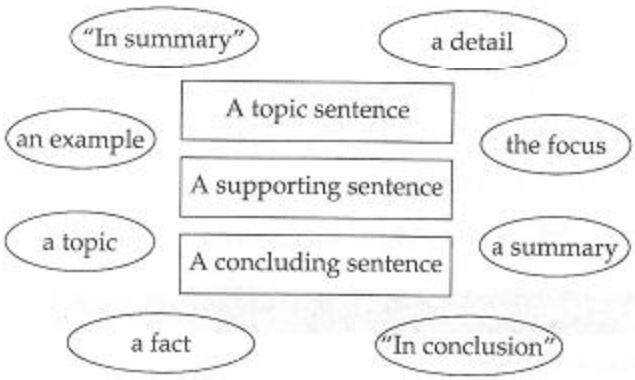
- Have students read the explanation to themselves.
- To check comprehension, ask *What does a paragraph consist of?* As students respond, summarize the information on the board:

  paragraph = topic sentence + supporting sentences + concluding sentence

- Then ask *What does a topic sentence introduce?* (the topic and focus of the paragraph) Point out that the focus gives information about the topic.
- Write a new example topic sentence on the board:

  A people person tends to make friends easily.

  Have students identify the topic (A people person) and the focus (makes friends easily).
- To check comprehension, draw the following diagram on the board or print it out from *Active Teach*. Have students match each item with the type of sentence it is generally located in.



Have students compare answers with a partner and review as a class. (**A topic sentence:** a topic, the focus; **A supporting sentence:** a fact, a detail, an example; **A concluding sentence:** "In conclusion," "In summary," a summary)

Challenge: [+5 minutes] Pair Work. Refer students to the Reading on page 8, and have students identify the parts of the second paragraph.

ActiveTeach
- **Graphic Organizers**
- **Extra Writing Skills Practice**

A Prewriting

- Point out that *brainstorming* is the act of trying to develop ideas and think of ways to solve problems, often with a group of people. Point out that when brainstorming, one should express any idea that comes to mind.
- To review the vocabulary for personality types, elicit brief definitions for the three personality types in the box. (Possible responses: Team players work well with other people. They help their group be successful; Tyrants make people work hard. They don't care much about others; Wise guys play jokes on others. They try to make themselves seem smart.)
- Have students write their topic sentences individually.
- Then have students choose the topic sentence that interests them the most and make a list of ideas to support it. Remind students to list any ideas that come to mind, without judging if they are good or bad ideas.

B Writing

- Have students select the best ideas generated in Exercise A Prewriting and use them to write a paragraph about the personality type they chose.
- As students write, circulate to offer help as needed. Point out that students may want to refer to the definitions for personality types on page 6, as well as the adjectives on page 7.

C Self-Check

- Have students complete the Self-Check questions individually.
- Have students make any necessary changes before submitting their paragraphs.

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Review

A Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- First listening: Have students listen to the three speakers and decide what events in the news each one is talking about. Review as a class. (1. the problems affecting the world—wars, natural disasters, poverty, terrorism; 2. the economic situation; 3. the rising unemployment rate)
- Second listening: Pause after each conversation to allow students time to decide on the speaker's outlook on life.
- Review as a class.

Challenge: [+5 minutes] Have students listen to the speakers again and write information that supports their answers. (Possible responses: 1. John can't get over what's happening. He believes things are getting worse. 2. Susan has taken action, but she's not stressing out over the problem. She believes things may get better. 3. Matt thinks things will work out in the end. When a door closes, another one always opens.)

AUDIOSCRIPT

For audioscript, see page AS1.

B Now read the statements . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Clarify the task: Tell students that the statements were made by the speakers in Exercise A and that they should decide who could have said them.
- Have students compare answers with a partner. Review as a class and have students support their answers. (Possible responses: This statement must have been said by Susan because she is a realist. Realists are practical people. They see problems and try to deal with them.)

C Complete each conversation . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To review the personality types, have volunteers call out a personality type and give a brief definition. You may want to start the activity. For example, *A brain is a very intelligent person.*
- Have students compare answers with a partner and then review as a class.

D On a separate sheet of paper, . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Read the first item and example with the class.
- As a class, brainstorm more suggestions for Samantha. (Possible responses: She should stop to take breaks; She should remember to make time for herself; She should stop over-scheduling.)
- As students work, circulate to provide help with the gerunds and infinitives.
- Have students compare answers with a partner.
- Review as a class. As you get feedback from students, you may want to write a list of suggestions for each person on the board.

ActiveTeach • **Vocabulary-Building Strategies**

EXTRAS (optional)

- **Workbook: Page 9**
- **Complete Assessment Package**
- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**
- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 1**

Review

ActiveBook: *More Practice*
grammar · vocabulary · listening
reading · speaking · pronunciation

A 1:31 **Listening.** Listen to the people talking about their reactions to events in the news. Decide if each speaker is an optimist, a pessimist, or a realist.

1. John pessimist
2. Susan realist
3. Matt optimist

B Now read the statements. Write the name of the person from the listening who is most likely to have said each statement. Listen again if necessary.

1. "You've got to be practical. There will be some problems in life that you can solve and some that you can't. What's important is realizing when something is beyond your control. Then it's better just to move on." Susan
2. "Life is full of hard times. You just have to accept the fact that bad things happen and know that there's very little you can do about it." John
3. "It's important to see a problem as both a challenge to be faced and as an opportunity for success. Difficult experiences can make a person stronger." Matt

C Complete each conversation with a personality type.

1. **A:** Looks like I have to work overtime again tonight. My supervisor just gave me three projects to complete by the end of the day.
   B: You're kidding. He sounds like a real tyrant !
2. **A:** You know, without Sarah's help, I would never have completed that presentation in time.
   B: Tell me about it. She really helped me out with my sales campaign last month. She's such a team player .
3. **A:** Tom is really a workaholic . I ran into him in the park last weekend, and he was sitting on a bench and working on that report.
   B: Yeah, that's Tom all right. He never stops!
4. **A:** I don't think Jill had a very good time at the party—she didn't say a word the whole evening.
   B: Well, Jill doesn't feel comfortable in social situations. She's just not a People person
5. **A:** Have you heard the news? My daughter Audrey got a perfect score on her entrance exam to law school.
   B: Congratulations! I always knew she would do well in school. She's such a brain .
6. **A:** I'm so tired of Ken. The other day I made a mistake at the computer lab at school, and he said something that really made me feel dumb.
   B: Don't let it get to you. Everybody knows he's a wise guy . Just try to ignore him.

D On a separate sheet of paper, write advice for each person. Use the verbs stop, remember, and forget with gerunds or infinitives.

She should stop working so much.

Answers will vary, but may include:

1. Samantha has a demanding job and works long hours. When she finally gets home, she's exhausted. She spends all weekend trying to catch up on housework and shopping.
2. Michael spends most of the day at the computer. Some days he doesn't even get outside except to walk to the bus stop. On the weekends, he just watches a lot of TV.
   He should remember to exercise every day.
3. Philip is a single father with three kids, and he travels a lot for his company. He feels his kids are growing up so fast that he hardly ever sees them.
   He shouldn't forget to make time for his kids.
4. Marisa has been using her credit cards a lot lately, and she can't keep up with the monthly payments. And now she's having a hard time keeping up with *all* her bills.
   she should stop using her credit cards so much.

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UNIT 2

Musical Moods

Preview

GOALS After Unit 5, you will be able to:

1. Describe the music you listen to
2. Explain the role of music in your life
3. Describe a creative person
4. Discuss the benefits of music

A Topic Preview. Look at the reviews from the music website. Are you familiar with any of these artists?

TUNE IN

0 1 2 3 4 5 6 7 8 9 10

Artist Go Search

Today's Picks

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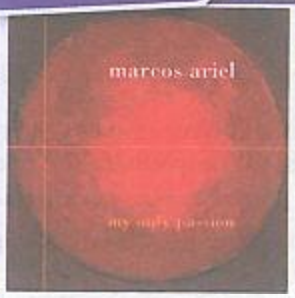
LATIN

Carlos Ponce, *Ponce*

Puerto Rican singer / songwriter (and TV star) Carlos Ponce delivers a fun mix of romantic ballads and Caribbean-flavored dance grooves. Even if you don't understand Spanish, you can't help but feel the emotion in Ponce's voice, which ranges from a rough growl to a passionate cry.

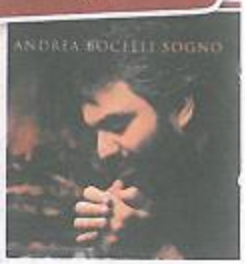
JAZZ



Marcos Ariel, *My Only Passion*

Another brilliant set from the richly talented Brazilian keyboardist / composer Marcos Ariel. Check out the unpredictable interplay between the group members in "Bahia Suite," where Meia Noite's exciting percussion sets the tempo, while Ariel's piano races in and around Frank Gambale's surprising guitar lines.

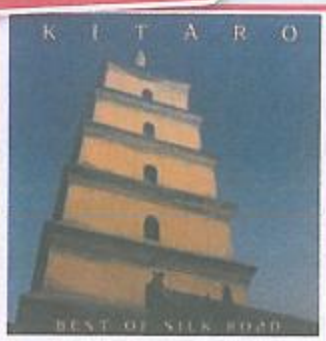
POP



Andrea Bocelli, *Sogno*

Sogno finds the classically trained Bocelli moving away from the world of opera with a collection of modern pop ballads. Fans of Bocelli's remarkable voice won't be disappointed. Whether he's singing an Italian pop song or a lovely duet with pop diva Celine Dion, the depth and feeling of his music will touch your soul.

NEW AGE



Kitaro, *Best of Silk Road*

Described as "sound pictures" and "mind music" in his native Japan, Kitaro's electronic music incorporates the sounds of waves, wind, and rain, inspiring listeners to feel and appreciate the natural world. A true masterpiece.

URBAN DANCE

Beyoncé, *Dangerously in Love*

Beyoncé kicks off her solo career and keeps the dance floors crowded with her hit singles on this energetic recording. Hear the red-hot "Crazy in Love" (a duet with rap artist Jay-Z) and the playful "Baby Boy" (with dance-hall star Sean Paul) just once and you'll be humming them in your head all day.

WORLD

Muzsikás, *The Prisoner's Song*

Singing in Hungarian and playing traditional instruments, Muzsikás arranges ten Eastern European folk songs to tell a haunting story of love, desire, and freedom. Add lead singer Márta Sebestyén's amazing voice, and you've got a sound unlike any you've ever heard.

Information source: www.allmusic.com

B Express Your Ideas.

1. Which reviews did you find the most appealing? Why? Which musical genres in the reviews interest you the most?
2. Can you think of other artists for each genre?

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UNIT 2 Musical Moods

A Topic Preview

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the unit theme of music, have students spend a few moments looking at the website.
- Read the name of the website out loud. Ask *Why is* Tune In *a good name for a website about music?* (because you can *tune in* to a radio station to listen to music) *What kind of information does this website offer?* (music reviews) *What is meant by* Today's Picks? (These are CDs the website recommends.)
- Have students look at the CD covers. Ask if they are familiar with—or if they have ever heard of—any of the artists or bands.
- To draw on students' prior knowledge, have them share general information they might already know about these artists or bands with the class. For example, *Andrea Bocelli is an Italian singer. He can sing operas and has a beautiful voice. He has been blind since the age of 12.*
- On the board, write:

  Find:
  1. *the kind of music each CD features*
  2. *why it is recommended*

  Have students scan the text (quickly) to find the information.
- Have volunteers share the information for each review with the class. (Possible response: *The Prisoner's Song* features Eastern European folk songs played with traditional instruments. Muzsikás' lead singer has an amazing voice.)

Language note: *Haunting* means *sad but also beautiful;* if something is *haunting,* it stays in your thoughts for a long time. To *growl* is to make a low noise from your throat with your voice. *Kick off* means *begin. Red-hot* means *extremely active, exciting, or interesting.*

Option: [+10 minutes] To expand on embedded vocabulary, use the graphic organizer on *ActiveTeach.* You may want to draw it on the board or print and distribute to the class. Have pairs scan the text to find the words associated with music. Point out that the definitions are given in the order in which the words appear in the reviews. Review as a class. (1. folk song, 2. lead singer, 3. ballad, 4. masterpiece, 5. opera, 6. duet, 7. percussion, 8. tempo, 9. solo, 10. hit, 11. single)

ActiveTeach • **Graphic Organizers**

B Express Your Ideas

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students circle the genres in the reviews that they are interested in. Encourage students to think of reasons for their choices. Ask *Do the genres you chose here reflect the genres you normally listen to?*
- In small groups, have students discuss the questions. Encourage them to give reasons for their choices and ask each other follow-up questions.
- Have students share ideas for other artists from these genres with the class.

Option: [+5 minutes] Ask students to name different genres. Write a list on the board: *blues, Celtic, country, folk, rap, reggae, rock, hip-hop, heavy metal.* Ask students for the names of some singers or bands from each of the genres on the board. Have a few volunteers tell the class about their favorite genre and give a supporting reason. To finish, take a poll of the class to find out which genre(s) is/are more popular among your students.

Option: [+5 minutes] Have students think about which CDs from the website they would choose to give as a gift to a friend or relative. Have pairs discuss which CD they would buy and who they would give it to. Encourage students to explain their choices.

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C Sound Bites

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students look at the photo. Ask *Do you think these people have a social relationship or a business relationship? What do you think they are talking about? Where are they?*
- Have students read and listen to the conversation. To check comprehension, ask:
  Who is giving the party? (Ken)
  What kind of music does Tania like? (jazz)
  What does Ken first suggest listening to? (*Fenix* / Gato Barbieri)
  Does Tania like it? (no)
  What doesn't Tania like about Fenix? (the way Gato Barbieri plays the saxophone and the fact that it's hard to dance to)
  What's Ken's second suggestion? (some later stuff by Gato Barbieri)
  Why does that sound like a good idea to Tania? (because Ken says it's got more of a Latin feel)

Culture note: Gato Barbieri is an Argentinean saxophonist who has won worldwide recognition. His score for the movie *Last Tango in Paris* in 1972 turned him into an international star. His album *Fenix* was released in 1971.

Option: [+5 minutes] If your students show interest in jazz, ask *Do you like jazz? Are you familiar with Gato Barbieri? Have you ever heard* Fenix? *What other famous jazz musicians do you know?*

D Think and Explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have pairs find and underline each statement in Exercise C. Encourage students to use the information in the text to help them figure out the meaning of the sentences. You may want to do the first item with the class.
- In pairs, have students complete the exercise. Then bring the class together and have students share their answers. Write the different ways of saying the statements on the board.

Option: [+5 minutes] Have two volunteers read the conversation in Exercise C out loud, replacing the selected statements with other ways of saying them.

Option: [+5 minutes] Have pairs create short conversations using the expressions from the exercise. For example, Student A: *I just bought the new U2 CD.* Student B: *Let's give it a listen!*

STARTING POINT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have students complete the chart individually. Circulate to help them identify the genre.
- Make sure students complete the three rows.

B Pair Work

- Have a volunteer read the models out loud.
- On the board, write:

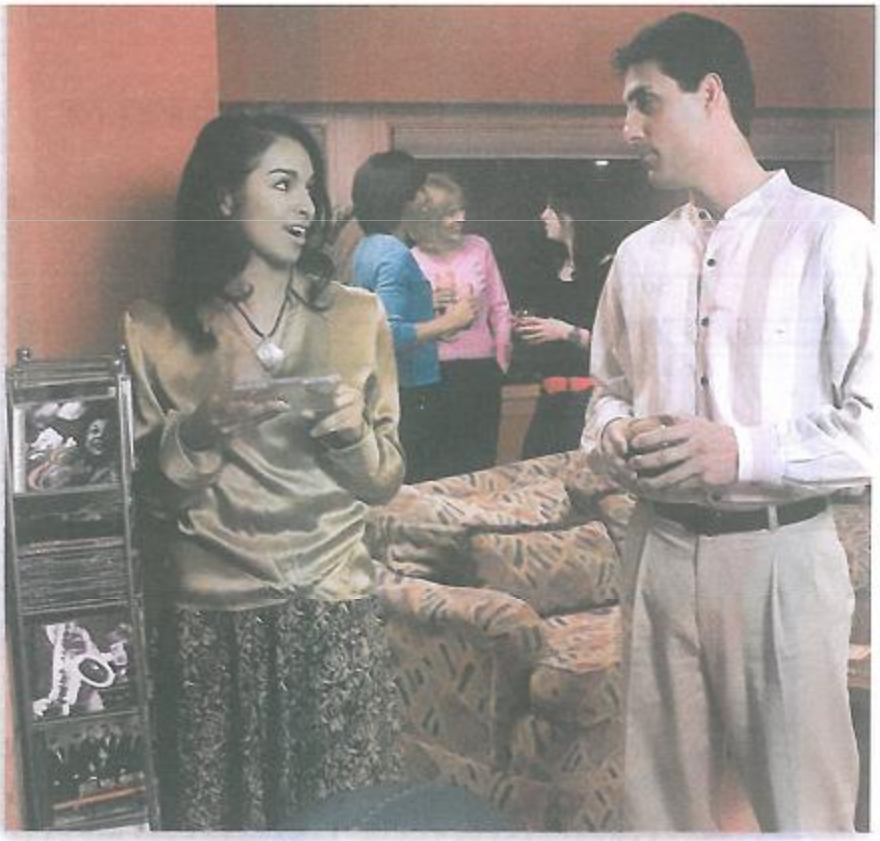
(+)	(-)
I like *Fenix*/jazz.	I don't like *Fenix*/jazz.
Fenix is fantastic.	I think *Fenix* is terrible.

As a class, brainstorm other ways to say you like / don't like a particular CD or genre and add to the chart on the board. (Possible responses: **(+):** I love *Fenix;* I'm really into *Fenix;* I'm a (big) jazz fan; I listen to *Fenix* all the time; My favorite music is jazz; I find jazz relaxing; **(-):** I hate *Fenix;* I'm just not into *Fenix;* Jazz is not for me; I never listen to jazz; I'm not very big on jazz; Jazz gets on my nerves.)

- Before pairs discuss their charts, point out that they can use some of the expressions in Exercise D to make relevant comments or ask follow-up questions.
- Review as a class. Have volunteers talk about their favorite recordings. Encourage students to support their choices.

EXTRAS (optional)

- **Workbook: Exercises 1–5**
- **MySummitLab: Preview**



C 1:12 **Sound Bites.** Read and listen to a conversation between two friends comparing musical tastes.

TANIA: Wow! You've got quite a CD collection!
KEN: I guess so. Let's put something on.
TANIA: Got any jazz? CN
KEN: How about some Gato Barbieri? I've got *Fenix*.
TANIA: Actually, his saxophone playing kind of gets on my nerves on that one.
KEN: Really? I'm totally into him. *Fenix* is one of my all-time favorites.
TANIA: Yeah, but it's pretty hard to dance to.
KEN: Well, have you heard some of his later stuff?
TANIA: No, what's it like?
KEN: It's got more of a Latin feel. It'll definitely get the party started.
TANIA: Oh yeah? Let's give it a listen.

D **Think and Explain.** Read the conversation again. With a partner, explain the meaning of each of the following statements or questions.

Answers will vary, but may include:

1. "You've got quite a CD collection." You have a lot of CDs.
2. "Let's put something on." Let's play some music.
3. "His saxophone playing kind of gets on my nerves on that one." His saxophone playing is a little annoying on that CD.
4. "I'm totally into him." I really like him.
5. "Have you heard some of his later stuff?" Have you listened to some of the music he made later on in his career?
6. "It'll definitely get the party started." It will get people in the mood for a party and dancing.
7. "Let's give it a listen." Let's put that CD on.

CN **Corpus Notes:** The expression *Have you got any...?* is frequently used in spoken American English to mean *Do you have any...?* In spoken English and in written advertising, auxiliaries and subject pronouns are frequently omitted in questions. For example, *Got any ideas?* and *Don't know what to wear?*

STARTING **POINT**

A **Frame Your Ideas.** What recordings are your all-time favorites? Complete the chart.

Title of recording	Artist or group	Genre of music

B **Pair Work.** Talk with a partner about the music in your chart. Compare your musical tastes.

*"**I'm totally into** Coldplay. That CD is fantastic!"*

*"Well, rock usually **gets on my nerves**, but maybe I'll **give it a listen** sometime."*

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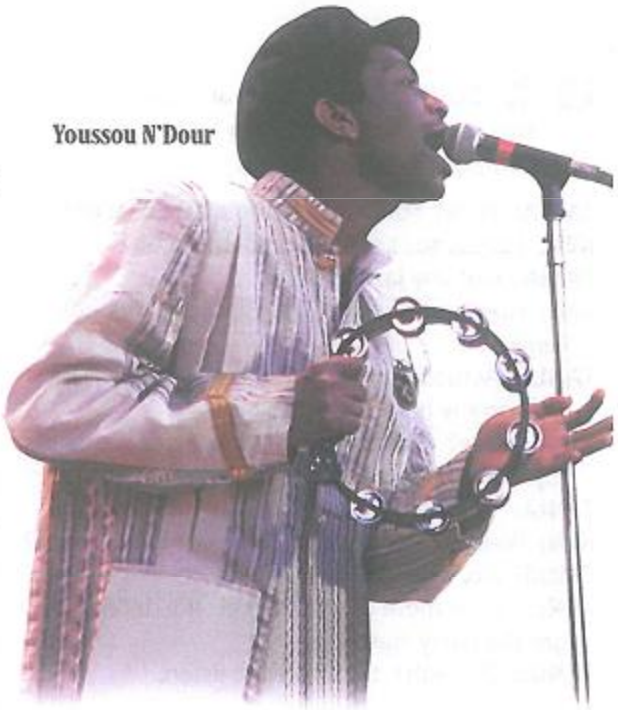
1 GOAL Describe the music you listen to


Youssou N'Dour

A 1:13 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: So what have you been listening to lately? CN
B: Mostly world music. Ever heard of Youssou N'Dour?
A: I think so. He's from Senegal, right?
B: That's right.
A: You know, I've actually never heard his music. What's he like?
B: Well, he's got a terrific voice and a unique sound. I'd be happy to lend you a CD if you'd like.
A: All right, thanks. I'll let you know what I think.

1:14 **Rhythm and intonation practice**

CN **Corpus Notes:** The adverb *lately* comes most frequently at the end of a sentence or clause in spoken English.

B 1:15 **Vocabulary. Elements of Music.** Listen and practice.

beat the rhythm of a piece of music
That song has a great beat you can dance to.
lyrics the words of a song
Her catchy lyrics make you want to sing along.
melody the order of notes in a musical piece
His song has an unforgettable melody.
sound the particular style or quality of an artist's or group's music
The band has created a new and exciting sound.
voice the quality of sound produced when one sings
She has a beautiful soprano voice.

C 1:16 **Listening. Listen to Activate Vocabulary.** Listen to the pieces of music. With a partner, use the words from the Vocabulary to discuss what you like or don't like about the music.

PRONUNCIATION BOOSTER ▸p. P
- Intonation patterns

D **Grammar. The present perfect and the present perfect continuous: finished and unfinished actions**

Finished actions

Use the present perfect, not the present perfect continuous, when an action is completed at an unspecified time in the past. (Remember that actions completed at a specified time in the past require the simple past tense.)

I've already heard that CD. I heard it yesterday.
How many times have you seen Youssou N'Dour in concert?
I've seen him twice. As a matter of fact, I just saw him last week.

Words and phrases used with the present perfect for finished actions
already ever never yet
once, twice, three times
How many . . . ?

Very recently finished actions: an exception

The present perfect continuous is preferred to describe very recently completed actions when results can still be seen.

They've been practicing. I see them putting their instruments away.

Words and expressions often used with unfinished actions

for	lately	these days
since	recently	for a while
all day	this year	How long . . .

Unfinished or continuing actions

Use the present perfect OR the present perfect continuous to describe actions that began in the past, continue into the present, and may continue into the future.

Have you listened to any jazz lately? OR Have you been listening to any jazz lately?
I've listened to Beethoven since I was a child. OR I've been listening to Beethoven since I was a child.

GRAMMAR BOOSTER ▸p. G3
- Finished and unfinished actions: summary
- The past perfect continuous

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A Conversation Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use *So* to indicate a desire to begin a conversation.
- Confirm information with *right?*
- Use *You know* to introduce information and be less abrupt.
- Begin answers with *Well* to introduce an opinion.

- Have students read and listen to the conversation. To check comprehension, ask *What are the people talking about?* (music they've been listening to; a singer from Senegal—Youssou N'Dour) *Have both speakers heard his music before?* (no, just one of them) *What does this person think about his music?* (that he's great, that he's got a terrific voice and a unique sound)
- Call students' attention to the conversation strategies highlighted in the model.
- Ask students who have heard of Youssou N'Dour to share what they know about him with the class.

Culture note: Youssou N'Dour is an African singer, songwriter, and composer. His music is a mixture of Senegalese traditional music, Cuban samba, hip-hop, dance, and soul.

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation for *So what have you been listening to lately?*
  - use rising intonation for *Ever hear of Youssou N'Dour?*
  - stress think in *I think so.*
  - use rising intonation for right in *He's from Senegal, right?*
  - use falling intonation but higher pitch for *What's he like?*
  - use the contractions I'd and I'll in *I'd be happy to lend you a CD* and *I'll let you know what I think.*

B Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions and examples. Then have students listen and repeat the words chorally.

ActiveTeach • **Vocabulary-Building Strategies**

C Listening

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pause after each piece of music to allow students time to discuss it. Review as a class. Have volunteers give their opinions on each piece of music.

AUDIOSCRIPT

For audioscript, see page AS2.

D Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To review the present perfect, ask *How do you form the present perfect?* (form of *have* + past participle)
- To review the present perfect continuous, ask *How do you form the present perfect continuous?* (form of *have* + *been* + present participle)
- Have students read the explanation for *Finished actions* and study the examples. Write the first example on the board:

  I've already heard that CD.

  Ask *Is the action present or past?* (past) *Is it finished?* (yes) *Do you know when in the past the action occurred?* (no)
- Have a student read the first note. Have volunteers create sentences or questions using the present perfect and the words and phrases in the note. (Possible response: I haven't bought the tickets yet.)
- Have students read the explanation for *Very recently finished actions: an exception* and have a volunteer read the example out loud.
- Ask *What have they been doing?* (practicing) *What is the present result of that recently finished action?* (They are putting their instruments away.)
- Have students read the explanation for *Unfinished or continuing actions* and study the examples. Ask *Is there a difference between* I've listened *and* I've been listening *in the first example?* (no) *When did the action start?* (many years ago) *Is it finished?* (no) *Could it continue into the present or future?* (yes)
- Have a student read the second note out loud. Have pairs create sentences or questions for unfinished or continuing actions with the words and phrases in the note.

ActiveTeach • **Inductive Grammar Charts**

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E Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Make sure students understand that the action is unfinished because the person started playing with the band 10 years ago and he is still playing. Ask *Would the present perfect continuous also be correct in this sentence?* (yes)
- Have students complete the exercise individually.
- In pairs, have students compare answers. Then review as a class.

Culture note: Brazilian Caetano Veloso is an international pop music star. Brazilian Alexandre Pires is a star of Latin music. Ladysmith Black Mambazo is a South African choral group. Carmina Burana is a collection of thirteenth-century songs and poetry that was set to music by Carl Orff in 1937. Johannes Brahms was a nineteenth-century German composer and pianist who combined classical and romantic traditions in his music.

F Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review, write on the board:
  1. *Finished past action + unspecified past time =*
  2. *Finished past action + specified past time =*
  3. *Unfinished action =*

  Have students say what form they will use for each pattern on the board. (1. the present perfect; 2. the simple past tense; 3. the present perfect continuous)
- Have students complete the biography individually and then compare answers with a partner.
- Review as a class. Encourage students to explain their choices. For example, *For item 1, I chose* has been performing *because she still performs.*

NOW YOU CAN

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

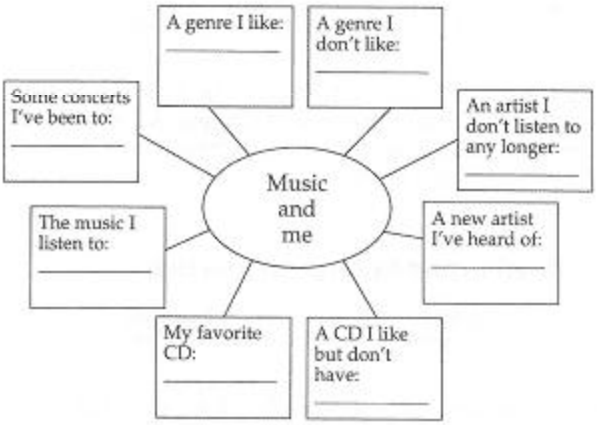
A Notepadding

- Have students look at the examples and then complete the information in note form, individually.
- Remind students to use the Vocabulary in Exercise B. Make sure students choose three artists or bands.

B Use the Conversation Strategies

- Refer students to the Conversation Snapshot and Vocabulary on page 16 to review describing the music you listen to.
- Role-play the conversation with a more confident student. Play the role of Student A to show falling intonation for *So what have you been listening to lately?* and rising intonation for _____ *from* _____, *right?*
- Reinforce the use of the conversation strategies; for example, make sure when students begin with *So* that they sound interested in the other student.
- As students interact, circulate to offer help as needed. Encourage them to use the correct rhythm and intonation.
- Have pairs role-play their conversations for the class.

Challenge: [+10 minutes] Draw the following diagram on the board or print it out from *ActiveTeach* and have students complete the blanks with information about themselves. Then have students write one or more sentences for each box. Tell students to use the present perfect or the present perfect continuous. (Possible responses: I like jazz. I've liked it since I was sixteen. I've never liked classical music. I used to listen to Phil Collins, but I haven't been listening to him lately.) Have everyone in the class share a sentence.



ActiveTeach
- **Conversation Prompts**
- **Graphic Organizers**

EXTRAS (optional)

- **Grammar Booster**
- **Pronunciation Booster**
- **Workbook: Exercises 6–8**
- **MySummitLab: Lesson 1**

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E Grammar Practice. Write F if the action is finished. Write U if the action is unfinished or continuing.

U 1. He's played with their band for almost ten years.
F 2. Caetano Veloso has made dozens of recordings.
F 3. They've never heard of Alexandre Pires.
U 4. We've been listening to that CD all day. Let's play something different.
U 5. Ladysmith Black Mambazo hasn't been playing many concerts lately.
F 6. Have you ever gone to a classical concert?
F 7. How many times have you heard Carmina Burana?
F 8. They've played Brahms's First Symphony twice this year.

F Grammar Practice. Complete the biography of Vanessa-Mae with the simple past tense, the present perfect, or the present perfect continuous. Use the present perfect continuous if the action is unfinished or continuing.

Vanessa-Mae has been performing (1. perform) music since she was a little girl. Born in Singapore on October 27, 1978, she had (2. have) her first piano lesson at the age of three. A year later, she started (3. start) taking violin lessons, and when she was just ten years old, she made (4. make) her concert debut with the London Philharmonic.

Since then, Vanessa-Mae has made (5. make) numerous classical recordings, but it was in 1994 that she entered (6. enter) the field of pop music with *The Violin Player*. The album immediately became (7. become) extremely popular with pop and classical music fans.

In more recent years, she has played (8. play) with other pop artists such as Annie Lennox, Janet Jackson, and Prince. Vanessa-Mae has been entertaining (9. entertain) her audiences for over a decade, and she continues to astonish them with her innovative sound.

NOW YOU CAN *Describe the music you listen to*

A Notepadding. Write some of the musical artists or bands you've been listening to lately.

Artist or band	What you like
Étoile de Dakar	*great dance beat*

Artist or band ..... What you like .....

B Use the Conversation Strategies. Talk about music you listen to. Use the Vocabulary from page 16 and the Conversation Snapshot as a guide. Start like this: "So what have you been listening to lately?"

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2 GOAL Explain the role of music in your life

A 1:17 **Grammar Snapshot.** Read the commentaries and notice the noun clauses.

Frankly, I can't imagine **what my life would be like without music.** It's **what gets me through the day.** Listening to music is **how I get going in the morning.** Later, at work, it's **how I stay productive.** And in the evening, it's **what helps me unwind.**

Patricia Nichols, 34
Vancouver, Canada

It's my opinion **that music is a kind of international language**—a way for people to communicate with **whomever they meet.** The fact **that enjoyment of music is universal** makes it an ideal way to bring cultures together. Music can open doors for you everywhere you go in the world.

Santigi Matomi, 27
Freetown, Sierra Leone

I'm a performer, and music is a part of who I am. It's a way for me to express **what's in my heart.** The truth is, **whether or not I perform** is not really a choice—I have to do it. **Whatever happens during the day**—good or bad—comes out in my music.

Alison Wu, 19
Shanghai, China

B **Make Personal Comparisons.** Do any of the comments above ring true for you? Explain and discuss.

C **Grammar. Noun clauses**

A noun clause can be a subject, a direct object, an indirect object, a subject complement, or the object of a preposition.

Whatever happens during the day comes out in my music. [subject]
I don't know why I'm so crazy about his music. [direct object]
I'll give whoever calls first the tickets. [indirect object]
Music is what helps me unwind. [subject complement]
Music is a way for people to communicate with whomever* they meet. [object of a preposition]

Indirect speech is expressed using a noun clause.

They asked whether / if we could recommend some good recordings.
The violinist explained that the concerto was quite difficult to play.

A noun clause can also be introduced by whoever, whomever, or whatever, meaning any person or any thing.

Whoever can combine hip-hop with pop is sure to be a hit.
The audience always loves whatever they play.

Noun clauses often follow phrases with impersonal It subjects.

It's my opinion that music is a kind of international language.

In writing, subject noun clauses are often preceded by phrases such as the fact, the idea, etc.

The fact that enjoyment of music is universal is quite interesting.

*very formal CN **Corpus Notes:** According to the Longman Learner's Corpus, the learner error of using "question order" in noun clauses occurs quit frequently among intermediate and advanced learners. For example, *I asked them how did they feel* and *They told me how wondwoful was your talk last week.*

REMEMBER

A noun clause can begin with that, if, whether (or not), or a question word.

I believe that life would be empty without music.
We asked them if they could play the song for us again.
OR We asked them whether (or not) they could play the song for us again.
I'm not sure why the band decided to break up.
Do you know which / what instrument she plays?
They asked her how she trained her voice to be so beautiful.

When a noun clause is a direct object, the word that may be omitted.

I believe life would be empty without music.

BE CAREFUL! Use normal, not inverted, word order in noun clauses beginning with question words. CN

NOT They asked her how ~~did she train~~ her voice to be so beautiful.

GRAMMAR BOOSTER p. G4

- Noun clauses as adjective and noun complements

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2

A Grammar Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students read and listen to the commentaries.
- Ask *What is the role of music in Patricia's life?* (Patricia listens to music all day—it helps her get going, stay productive, and unwind.) . . . *in Santigi's life?* (It is important because it's a way for people to communicate all over the world.) . . . *in Alison's life?* (Alison performs music, so it's part of her everyday life.)
- Ask students to notice the use of noun clauses. Point out that they are in bold type.

Language note: *Get someone through* means help someone, especially in a difficult situation. *Get going* is an expression that means start doing something or going somewhere. If you *stay productive*, you keep achieving and working hard. *Unwind* means relax and stop feeling anxious. *Open doors* means create opportunities. If you express *what is in your heart*, you express your feelings or emotions. If something *comes out* in your music, work, etc., it can be seen in your music, work, etc.

B Make Personal Comparisons

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students discuss the questions in groups of four.
- Circulate to offer help as students discuss. Remind them to give examples and explain their answers.
- Call on a student from each group to share his/her views with the class.

C Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write:

  Buy him a CD for his birthday.
  Classical music is relaxing.

  As a class, identify the subject (classical music), direct object (a CD), indirect object (him), subject complement (relaxing), and object of a preposition (his birthday). You may want to point out that in the first sentence, *you* is implied as the subject.
- Have students read the first explanation and study the examples. On the board, write:

  1. What I like is his voice.
  2. I recommend this CD to whomever I talk to.
  3. I don't know why I find this music so relaxing.
  4. Listening to music is how I think more clearly.
  5. Give whoever is interested a copy of the lyrics.

  To check comprehension, have pairs identify the clauses and decide on their grammatical functions. Review as a class. (1. *What I like* = subject; 2. *whomever I talk to* = object of a preposition; 3. *why I find this music so relaxing* = direct object; 4. *how I think more clearly* = subject complement; 5. *whoever is interested* = indirect object)
- Have students read the second explanation and study the examples. On the board, write:

  6. He said that he had always been interested in music.
  7. I told him why I don't like jazz.
  8. She asked me if I'd like to go to the concert.

  To check comprehension, have students identify the noun clauses. Review as a class. (6. that he had always been interested in music; 7. why I don't like jazz; 8. if I'd like to go to the concert)
- Have volunteers read the Remember box out loud. To check comprehension, have students look at sentences 6–8 on the board and name the words that are used to introduce the noun clauses. (6. that, 7. why, 8. if) Then have students look at sentence 6 and ask if *that* can be omitted. (yes)
- Have students read the third explanation and study the examples.
- On the board, write:

  1. He _____
  can / whatever / sing / you / want
  2. You _____
  dance / whomever / can / want / you / with
  3. Whoever _____
  beautiful / singing / has / voice / is / a

  To check comprehension, have students put the words in the correct order. Review as a class. (1. He can sing whatever you want. 2. You can dance with whomever you want. 3. Whoever is singing has a beautiful voice.)
- Have students read the last two explanations and study the examples. To check comprehension, call on a few students to share their own examples.
- Have a volunteer read the Be Careful! box out loud. Write the following sentences on the board. To check comprehension, have students correct the sentences.

  1. I wonder where is my favorite CD.
  2. He wanted to know why did I like reggae so much.

  Review as a class. (1. . . . where my favorite CD is; 2. . . . why I liked reggae so much)

Language note: Point out that even though *whomever* is formal and correct, *whoever* is typical of modern English usage, particularly spoken English.

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LESSON PLAN

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D Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students complete the noun clauses individually.
- Have students compare answers with a partner and review as a class. Note: In item 3, both *what* and *which* are possible.

Option: [+10 minutes] For more practice classifying noun clauses, have pairs classify each noun clause from the Grammar Snapshot by its grammatical function within the sentence. Model the first item with the class: Ask students to find the main verb in the sentence (*can't imagine*) and then identify the grammatical function of the noun clause (direct object). Point out that finding the main verb or verb phrase in each sentence will help them determine the grammatical function of the clauses. Review as a class. (*what my life would be like without music* = object; *what gets me through the day, how I get going in the morning, how I stay productive, what helps me unwind* = subject complement; *that music is a kind of international language* = subject complement; *whomever they meet* = object of a preposition; *the fact that enjoyment of music is universal* = subject; *what's in my heart* = object; *whether or not I perform, whatever happens during the day* = subject)

E Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Remind students that embedded questions use a period—not a question mark—at the end of each sentence.
- Have students complete the statements individually and then compare answers with a partner.
- Review as a class. Have volunteers present their statements to the class.

NOW YOU CAN

Suggested teaching time:	15 minutes	Your actual teaching time:	

A Analyze the Grammar

- After identifying the noun clauses as a class, have students identify the grammatical function of each. Review as a class.
- Have pairs discuss the meanings of the quotations and restate them. Then have several volunteers share with the class. (Possible responses: **Chang's quotation:** People know whether or not the music they are listening to is good. The audience can tell the difference between good music and bad music. **Beethoven's quotation:** I compose because I need to express what I feel. Writing music is how I express my feelings. **Simone's quotation:** Music has always been part of my life. I have musical talent, but I also work hard to produce good music.)

B Use the Grammar

- As a class, brainstorm times when you can listen to music and write them on the board. (Possible responses: in the morning/afternoon/evening; before going to bed; while I study/work; on my way to school/work; while I take a bath; while I do my homework/the housework; while I drive)
- Have students read the phrases in the oval on the bottom right corner. Point out that the phrases can all be followed by noun clauses.
- Encourage students to use some of the vocabulary from the Grammar Snapshot on page 18 to discuss the role of music in their lives.
- Form groups of four and have students discuss the questions.
- To review, have volunteers report to the class on the role of music in one of their group member's life. Point out that students will be using noun clauses as they report what their partners said.

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 9–12**
- **MySummitLab: Lesson 2**

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D **Grammar Practice.** Introduce each noun clause with that, if, whether (or not), or a question word.

Question words

who	what
why	which
when	how
where	

1. It's his opinion that classical music is boring.
2. Buying old records is how I spend my Saturday afternoons.
3. I'm having difficulty recalling which/what band played at the dance.
4. What I like most is to take a hot bath while I listen to music.
5. Did they tell you when the concert would start? I don't want to be late.
6. I can't really tell you why I like some pieces of music. Maybe it's because they remind me of songs my mother sang to me when I was a child.
7. Robert asked me whether (or not) I had bought tickets yet.
8. She can't imagine what she would do without music.

E **Grammar Practice.** Complete each statement with a noun clause that represents each question.

1. I don't know where Mozart lived. (Where did Mozart live?)
2. I have no idea when George Bizet composed *Carmen*. (When did Georges Bizet compose *Carmen*?)
3. She told me where the Black Sheep usually perform. (Where do the Black Sheep usually perform?)
4. I don't know which genre of music is his favorite. (Which genre of music is his favorite?)
5. I'm not sure what kind of lyrics she writes. (What kind of lyrics does she write?)

NOW YOU CAN *Explain the role of music in your life*

A **Analyze the Grammar.** Read the following quotations and underline the noun clauses. Classify each noun clause by its grammatical function within the sentence (subject, direct object, etc.). Then discuss the meaning of each quotation. Restate each in your own words.

"The audience knows when they're just listening to notes and when they're truly listening to music." (direct object)
Sarah Chang, U.S. violinist
1980–

"Music is a gift and a burden I've had since I can remember who I was." (direct object)
Nina Simone, U.S. singer and pianist
1933–2003

"What I have in my heart must come out. This is why I compose music." (subject)
Ludwig van Beethoven, German composer
1770–1827

B **Use the Grammar.** Discuss the role of music in your life. Do you listen to music at specific times during your day? What sorts of music do you listen to? Use noun clauses to explain your ideas.

Listening to music is . . .
I can't imagine . . .
It's my opinion . . .

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3 GOAL Describe a creative person

A 1:18 **Vocabulary. Describing Creative Personalities.** Listen and practice.

Positive qualities

gifted having a natural ability to do one or more things extremely well
energetic very active, physically and mentally
imaginative able to think of new and interesting ideas CN1
passionate showing a strong liking for something and being very dedicated to it

Negative qualities

eccentric behaving in an unusual way or appearing different from most people
difficult never satisfied and hard to please CN2
moody quickly and easily becoming annoyed or unhappy
egotistical believing oneself to be better or more important than other people

CN1 **Corpus Notes:** *Passionate* appears modified by a phrase beginning with the preposition *about* more frequently than it does alone. For example, *He's passionate about Beethoven's symphonies.*

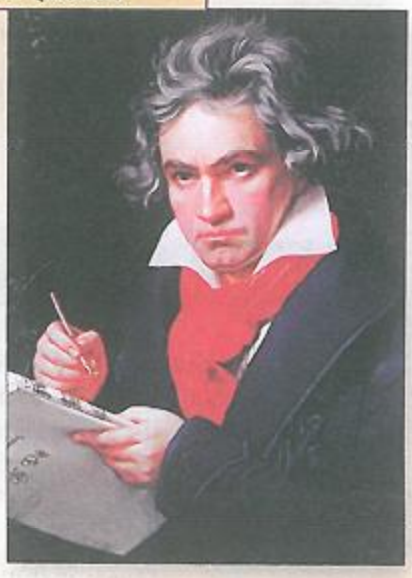
B **Reading Warm-up.** It is often said that gifted people have eccentric or difficult personalities. Do you agree?

CN2 **Corpus Notes:** Bosses are described as *difficult* more frequently than any other type of person. *Difficult* is also frequently used to describe children and teenagers.

C 1:19 **Reading.** Read the short biography. What effect did Beethoven's personality have on his life?

On your ActiveBook disc: ***Reading Glossary*** and ***Extra Reading Comprehension Questions***

Ludwig van Beethoven: A Passion for Music



Born in 1770 in Bonn, Germany, Ludwig van Beethoven started playing the piano before he was four years old. By the time he was twelve, this child prodigy had already composed his first piece of music. When Beethoven was just sixteen, he went to study in Vienna, Austria, then the center of European cultural life and home to the most brilliant and passionate musicians and composers of the period. Beethoven proved to be a gifted pianist and an imaginative composer.

Beethoven is remembered for his great genius but also for his strong and difficult personality. In one infamous incident, Beethoven became so upset with a waiter that he emptied a plate of food over the man's head. Despite this type of behavior, many in musical and aristocratic circles admired Beethoven, and music lovers were always Beethoven's greatest supporters. This fact did not prevent him from losing his temper with one or another of them. However, because of his talent, Beethoven's friends always excused his insults and moody temperament.

Beethoven was also notorious for his eccentric behavior. He often walked through the streets of Vienna muttering to himself and stamping his feet. He completely neglected his personal appearance; his clothes would get so dirty that his friends would come and take them away during the night. When they replaced the old clothes with new ones, Beethoven never noticed the difference.

Although Beethoven was respected and admired by his audience, he was not concerned with pleasing them. Beethoven could play the piano so beautifully that some listeners cried; however, when he saw his fans crying, Beethoven only laughed and said they were fools. He was so egotistical that if people talked while he was performing, he would stop and walk away.

Beethoven wrote two famous works, *Moonlight Sonata* and *Für Elise*, for two different women he loved. He was almost always in love, often with a woman who was already married or engaged. Although Beethoven asked several women to marry him, they all rejected him. But the most tragic aspect of Beethoven's life was his gradual loss of hearing, beginning in his late twenties until he was completely deaf. However, even as his hearing grew worse, Beethoven continued to be energetic and productive; his creative activity remained intense, and audiences loved his music. In 1826, Beethoven held his last public performance of his famous Ninth Symphony. By this time, the maestro was completely deaf. When he was turned around so he could see the roaring applause that he could not hear, Beethoven began to cry.

Beethoven died in Vienna in 1827 at age fifty-seven. One out of ten people who lived in Vienna came to his funeral.

Information source: www.classicalarchive.com

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A Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions. Then have students listen and repeat the words chorally.
- To check comprehension, have volunteers use the words in sentences about people they know. Encourage them to give examples of this person's character or actions. For example, *My friend Ted is gifted. He can play the piano, guitar, and drums like a professional muscian.*

B Reading Warm-up

Suggested teaching time:	10 minutes	Your actual teaching time:	

- As a class, brainstorm names of some people who are considered gifted. (Possible responses: Albert Einstein, Isaac Newton)
- In small groups, have students discuss the Warm-up question. Encourage them to give examples to support their opinions.
- To finish, have volunteers share their opinions with the class.

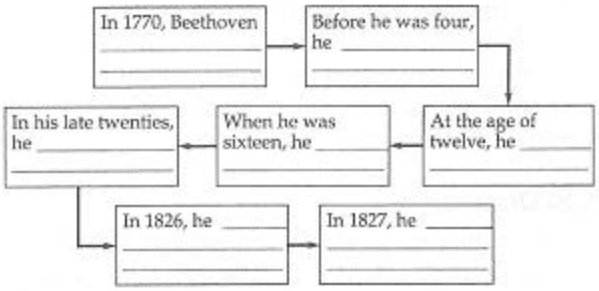
C Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Read the title of the article out loud.
- Have volunteers share anything they may know about Beethoven. (Possible responses: He was a great composer; Some people consider him the greatest composer of all time; He composed many famous symphonies.)
- Have students read and listen to the biography.
- To check comprehension, ask:
  What are some facts mentioned in the article that show that Beethoven was passionate about music? (Possible responses: He started playing the piano before he was four; Even as his hearing grew worse, he continued to be productive with his music.)
  What are some tragic aspects of Beethoven's life? (Possible responses: His marriage proposal was rejected by several women; He was always in love with women who were married or engaged; He lost his hearing.)
  What are some examples of Beethoven's difficult and eccentric behavior? (Possible responses: He emptied a plate of food over a waiter's head; He talked to himself; He neglected his appearance.)
- In pairs, have students discuss the reading question, *What effect did Beethoven's personality have on his life?* Bring the class together and have a volunteer from each pair share their responses. (Possible response: His strong personality made him an unpleasant person who often lost his temper and behaved selfishly. But it was also his strong personality that enabled him to fight the obstacles and keep working when he lost his hearing.)

Language note: You may want to share the following definitions if students ask about specific expressions: *prodigy* (a young person who is extremely smart or good at doing something); *infamous* (well-known for being bad or morally evil); *notorious* (famous or well-known for something bad); *mutter* (speak quietly or in a low voice); *neglect* (not pay attention to something).

Option: [+10–15 minutes] To use the reading as a listening activity, draw the following event chain on the board or print it out from *ActiveTeach:*



First listening: With books closed, have students listen and complete the event chain about Beethoven's life. Review as a class. (In 1770, Beethoven was born in Germany; Before he was four, he started playing the piano; At the age of twelve, he composed his first piece; When he was sixteen, he went to Vienna to study music; In his late twenties, he started losing his hearing; In 1826, he held his last public performance; In 1827, he died in Vienna.)

On the board, write:
- *Difficult personality*
- *Eccentric behavior*
- *Egotistical behavior*

Second listening: Point out that the biography gives one or two specific examples illustrating each personality trait on the board. Have students listen for the examples and take notes. Review as a class. (**Difficult personality:** He once emptied a plate of food over a waiter's head; **Eccentric behavior:** He walked through the streets muttering to himself and stamping his feet; He neglected his personal appearance and his clothes were often dirty; **Egotistical behavior:** He stopped playing and walked away when people started talking while he was performing.)

ActiveTeach
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**
- **Graphic Organizers**

D Activate Language from a Text

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Model the first item as a class. (Possible responses: gifted, energetic, passionate) Point out that some items have more than one answer.
- Review as a class. Have volunteers explain their choices.

ActiveTeach • **Vocabulary-Building Strategies**

NOW YOU CAN

Suggested teaching time:	15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have students rate their personalities individually on the chart.
- Have a volunteer read the model out loud.
- As students compare their answers, circulate to offer help as needed.

B Discussion

- Have volunteers read the quotations out loud.
- Form small groups and have students discuss the questions. Encourage students to use the Vocabulary on page 20.
- To review, have students from different groups share their views with the class.

Language note: R&B is *rhythm and blues*, a type of music.

C Project

- Have students brainstorm types of creative people such as musicians, artists, entrepreneurs, actors, chefs, etc.
- To help students relate the person's creativity and achievements to his/her personality, draw the following chart on the board and have students complete. Encourage students to think of specific examples to illustrate this person's personality traits.

Creative person I know: _____	
Achievements	*Personality*

- Ask students to write their biographies for homework, or add some time to do this in class.

Option: [+30–60 minutes] Form small groups of students with similar musical tastes. Have students create biographies for a "web page" (on paper) for a music website. The web page could include photos with captions, or other ideas.

EXTRAS (optional)

- **Workbook: Exercises 13–17**
- **MySummitLab: Lesson 3**

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D Activate Language from a Text. Read each fact about Beethoven. Then, with a partner, discuss which adjective from the Vocabulary best completes each statement.

1. Beethoven was already publishing music and earning a salary at the age of twelve. He was very ___gifted___.
2. Beethoven once told a prince, "There will be thousands of princes. There is only one Beethoven." He could be quite ___egotistical___.
3. Beethoven would work long hours composing and never seemed to tire. He was always ___energetic___ when he performed for his audiences.
4. Beethoven had many close friends who tried to help him with his problems. He continually pushed them away and refused their assistance. He was considered to be a ___difficult___ person.
5. Beethoven became frustrated when he began to lose his hearing. While socializing with his friends, he would often have sudden bursts of anger. He could be rather ___moody___.
6. Beethoven said that his music expressed what was inside of him and that he had no choice but to compose. He was a ___passionate___ composer.
7. Beethoven's attention to feeling in his music began a new "style," different in some ways from Baroque music, which was popular at the time. His compositions were ___imaginative___.
8. Beethoven's friends thought he could be ___eccentric___ at times. For example, when he made coffee, he used to count out exactly sixty beans for each cup.

NOW YOU CAN *Describe a creative person*

A Frame Your Ideas. Rate your own personality on a scale of 0 to 3. Compare your answers with a partner's. Use the Vocabulary.

*"I'm an extremely **passionate** person. I think it's really important to love what you do. What about you?"*

0 = not at all	1 = a little	2 = somewhat	3 = extremely
gifted ◯	eccentric ◯	passionate ◯	imaginative ◯
difficult ◯	energetic ◯	moody ◯	egotistical ◯
			creative ◯

B Discussion. Read the quotations from three famous musicians. Which one do you find the most interesting? After reading the quotations, how would you describe each musician's personality?

"Music is nothing separate from me. It is me. . . . You'd have to remove the music surgically."

Ray Charles, American soul singer, songwriter, and pianist, 1930–2004

"Music will save the world."

Pablo Casals, Spanish cellist and conductor, 1876–1973

"I've outdone anyone you can name—Mozart, Beethoven, Bach, Strauss. Irving Berlin, he wrote 1,001 tunes. I wrote 5,500."

James Brown, American R & B singer and songwriter, 1933–2006

C Project. Write a brief biography of a creative person you know. Describe his or her personality, creativity, and achievements. Put all the biographies together for a web article about creative people.

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4 GOAL Discuss the benefits of music

A 1:20 **Listening. Listen for Main Ideas.** Read the questions. Then listen to Part 1 of a talk about an unusual use of music. Discuss the questions with a partner.

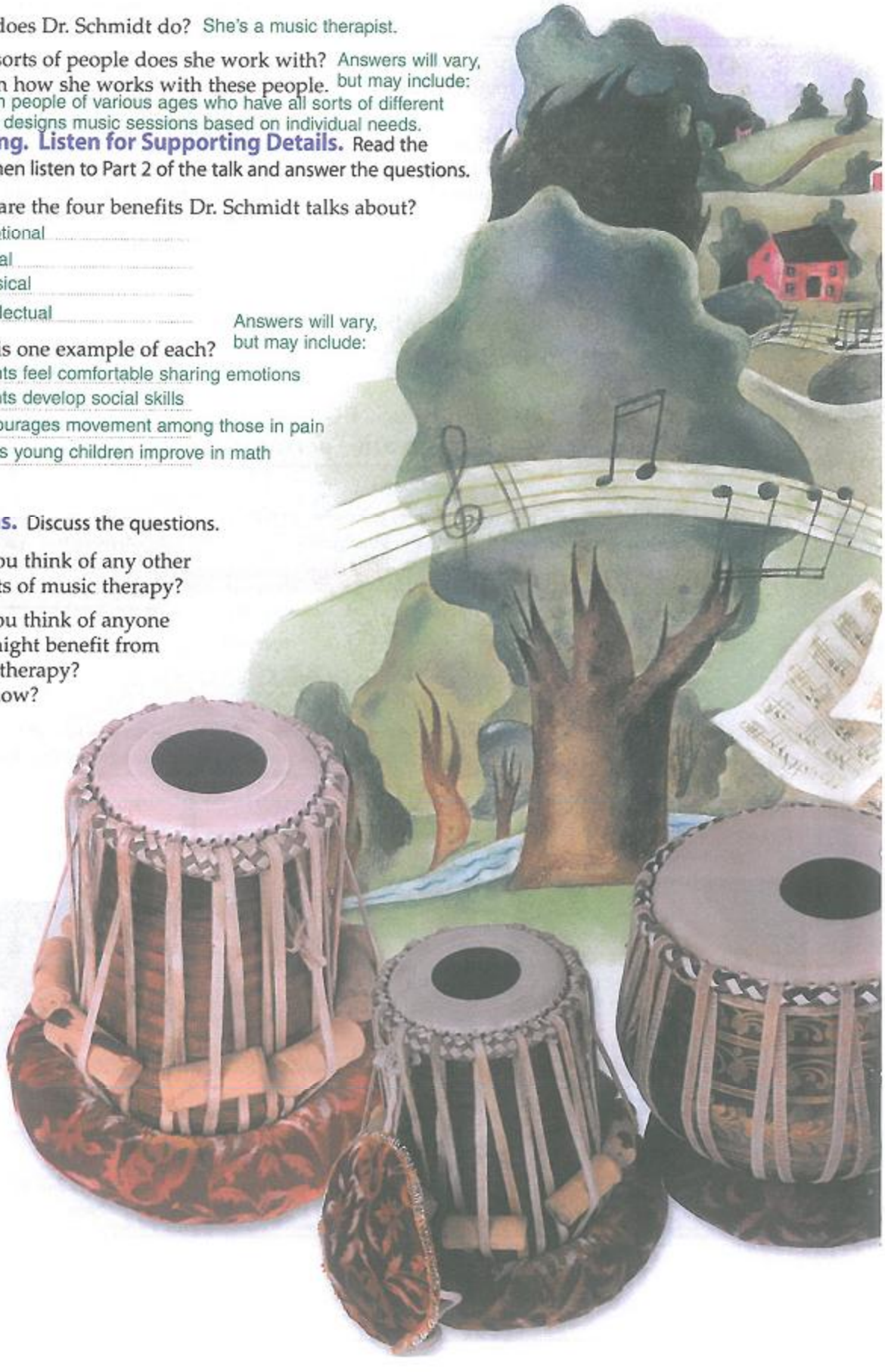
1. What does Dr. Schmidt do? She's a music therapist.
2. What sorts of people does she work with? Explain how she works with these people. Answers will vary, but may include: She works with people of various ages who have all sorts of different problems. She designs music sessions based on individual needs.

B 1:21 **Listening. Listen for Supporting Details.** Read the questions. Then listen to Part 2 of the talk and answer the questions.

1. What are the four benefits Dr. Schmidt talks about?
   a. emotional
   b. social
   c. physical
   d. intellectual
2. What is one example of each? Answers will vary, but may include:
   a. clients feel comfortable sharing emotions
   b. clients develop social skills
   c. encourages movement among those in pain
   d. helps young children improve in math

C **Apply Ideas.** Discuss the questions.

1. Can you think of any other benefits of music therapy?
2. Can you think of anyone who might benefit from music therapy? If so, how?



4

A Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the picture. Ask:
  What can you see in the picture? (Possible responses: drums, trees, small houses, music notes)
  How would you describe the atmosphere created by the picture? (Possible responses: relaxing, peaceful, quiet)
- Have students read the questions and listen to Part 1.
- After students discuss the questions and answers with a partner, review the answers as a class.

AUDIOSCRIPT

For audioscript, see page AS2.

B Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- First listening: Have students listen and list the four benefits.
- Second listening: Have students listen for specific examples of each benefit.
- To make sure students are on the right track, pause after Dr. Schmidt finishes explaining the emotional benefits. Ask volunteers to share some examples of emotional benefits. (Possible responses: Music can help you express your feelings; Music can help you feel comfortable sharing your emotions.)
- Review as a class. Have volunteers share their responses.

Language note: When Dr. Schmidt refers to her client as *him*, she's not necessarily speaking about a male client—she's referring to any client.

AUDIOSCRIPT

For audioscript, see page AS2.

ActiveTeach • **Listening Strategies**

C Apply Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the questions out loud.
- Write on the board *Benefits of music therapy*. and have students list as many items as they can think of. (Possible responses: improve memory, control emotions, help you forget worries)
- Draw a two-column chart with the heads *Who?* and *How?* on the board. Ask students to take notes as they discuss item 2.
- Bring the class together to review. Have volunteers share their groups' thoughts on who might benefit from music therapy and how.

D Word Skills

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students read the explanations and study the examples.
- On the board, write:

  a boring song
  a bored audience

  Ask *What's the differencce between* bored *and* boring? Elicit that *a boring song* has an active meaning because the song bores the audience and that *a bored audience* has a passive meaning because the audience is bored by the song.
- To summarize the information, add to the sentences on the board:

  a boring song *The song bores the audience.* (active meaning)

  a bored audience *The audience is bored by the song.* (passive meaning)

Present participles, Past participles

- Have students listen to and repeat the participial adjectives in the box.

Language note: If necessary, clarify the meaning of the following adjectives: *touching* (affecting your emotions, especially making you feel pity, sympathy, sadness, etc.); *touched* (having your emotions affected, especially feeling pity or sympathy); *stimulating* (making you feel more active); *stimulated* (feeling active or interested in something); *soothing* (making you feel calmer and less anxious, upset, or angry); *soothed* (feeling calmer and less anxious, upset, or angry).

E Word Skills Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class.
- Have students complete the exercise individually and then compare answers with a partner. Review as a class.

Option: [+10–15 minutes] Practice using participial adjectives. (Use the audio from Exercise C on page 16 [CD 1, Track 16] for this activity.)

Step 1. In pairs, have students listen to the four pieces of music and choose the genre for each. Then have them think of other songs in that genre. On the board, write:

1. *genre:* _____ *other songs:* _____
2. *genre:* _____ *other songs:* _____
3. *genre:* _____ *other songs:* _____
4. *genre:* _____ *other songs:* _____

Step 2. Write these unfinished statements on the board or print out the chart from *ActiveTeach*. Have students listen again and choose participial adjectives that best describe each piece. For each piece, complete these two statements:

	Song #1	Song # 2	Song #3	Song #4
This song makes you feel . . .				
This song is . . .				

ActiveTeach • **Vocabulary-Building Strategies**
• **Graphic Organizers**

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

ActiveTeach • **Discourse Strategies**

A Notepadding

- Have students take notes on the benefits of music and examples. Encourage students to think of three benefits and examples for each.
- As pairs write their ideas, circulate to offer help as needed. Remind students to use some participial adjectives.

B Group Work

- Have each pair join another pair. Have each group choose two benefits to share with the class.
- Review as a class. As groups share their ideas, ask *Do you agree with these benefits?* Have students who agree with the benefits share the examples they wrote. Have students who don't agree explain their reasons.

EXTRAS (optional)

- **Workbook: Exercises 18–20**
- **MySummitLab: Lesson 4**

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D Word Skills. Using Participial Adjectives. CN

The present and past participle forms of many verbs function as adjectives.

The past participle has a passive meaning. Most sentences using past participles can be restated with a by phrase.

The patient is depressed. = The patient is depressed [by his life].
I'm bored. = I'm bored [by this movie].

The present participle does not have a passive meaning. Most sentences using present participles can be restated with an active verb.

That book is depressing. = That book depresses [everyone].
It's so boring. = It bores [me].

1:22

Present participles	Past participles
amazing	amazed
annoying	annoyed
boring	bored
depressing	depressed
disappointing	disappointed
entertaining	entertained
exciting	excited
interesting	interested
pleasing	pleased
relaxing	relaxed
soothing	soothed
stimulating	stimulated
touching	touched

E Word Skills Practice. Circle an adjective to complete the sentence about music therapy.

1. Music can make patients feel (relaxed / relaxing).
2. Listening to music makes patients feel less (depressed / depressing).
3. Patients find some types of music to be very (soothed / soothing).
4. For patients in physical pain, the benefits of music can be (surprised / surprising).
5. Studies show that a student's ability to learn is (stimulated / stimulating) by music.
6. For patients with emotional problems, music can be very (comforted / comforting).
7. Many doctors report they are (pleased / pleasing) by the effect music has on their patients.
8. Many patients say that music therapy is (entertained / entertaining).

NOW YOU CAN *Discuss the benefits of music*

A Notepadding. What are some benefits music brings to people's lives? With a partner, make a list and discuss. Use participial adjectives.

Benefits	Examples
Music can be soothing.	Playing music at work can relax people so they're more productive.

Benefits	Examples

B Group Work. Share your ideas with your class or group. Comment on your classmates' ideas.

CN **Corpus Notes:** According to the Longman Learner's Corpus, choosing the wrong participle is a common error among intermediate to advanced learners. For example, *We were exciting about the news* and *My life was quite bored at that time.*

Writing: Describe yourself

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Parallel Structure

In a pair or a series, be sure to use parallel structure. All the words, phrases, or clauses should be in the same form.

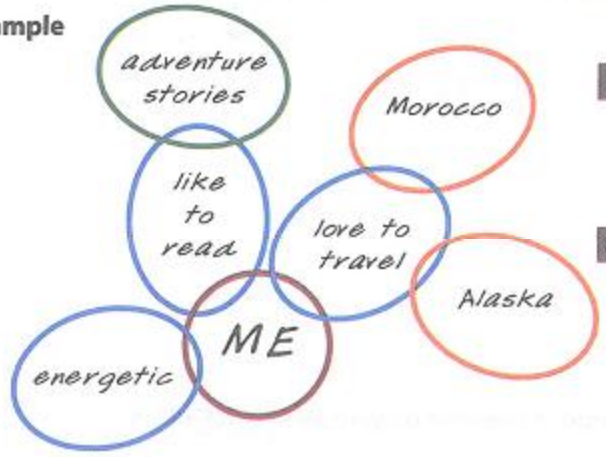
Incorrect	Correct
He's a composer, singer, and a violinist. (article, no article, article)	He's **a** composer, **a** singer, and **a** violinist. (article, article, article) OR He's **a** composer, singer, and violinist. (one article for all three)
I like dancing, painting, and to sing. (gerund, gerund, infinitive)	I like **dancing, painting,** and **singing.** (gerund, gerund, gerund) OR I like **to dance, to paint,** and **to sing.** (infinitive, infinitive, infinitive) OR I like **to dance, paint,** and **sing.** (one to for all three)
The picture was framed, examined, and they sold it. (passive, passive, active)	The picture was **framed, examined,** and **sold.** (passive, passive, passive)
I like people who have the same interests as I do, make me laugh, or who like outdoor sports. (clause, verb phrase, clause)	I like people **who have the same interests as I do, who make me laugh,** or **who like outdoor sports.** (clause, clause, clause) OR I like people who **have the same interests as I do, make me laugh,** or **like outdoor sports.** (verb phrase, verb phrase, verb phrase)

ERROR CORRECTION Correct the errors.

I have always been a relaxed, passionate, and ~~been~~ ~~a~~ moody person. I love traveling, ~~to meet~~ meeting new people, and learning about new places. I have been to many interesting places; for example, I have been on top of Mount Kilimanjaro, I have gone ice fishing with Eskimos in Alaska, and ~~I rode~~ have ridden on a camel in Morocco. These were some of

A Prewriting. Clustering Ideas. Look at the idea cluster below. On a separate sheet of paper, create your own idea cluster. Draw a circle and write ME inside it. Then write any ideas that come to mind in circles around the main circle. Expand each new idea. Include hobbies, accomplishments, places you have traveled, interests, goals, etc.

Example



B Writing. On a separate sheet of paper, write a paragraph describing yourself, using the information from your cluster. Make sure to use parallel structure.

C Self-Check.

- ☐ Did you use parallel structure with pairs or series of nouns, adjectives, and adverbs?
- ☐ Did you use parallel structure with the clauses, phrases, and tenses?
- ☐ Does the topic sentence introduce the topic of the paragraph?

Writing

Suggested teaching time:	20–25 minutes	Your actual teaching time:	

Parallel Structure

- Have volunteers read the explanation for parallel structure and the correct and incorrect examples.
- To check comprehension, ask *What is parallel structure?* (a pair or series of elements in the same form)
- Write the following sentences on the board, or photocopy and distribute. To check comprehension, have pairs complete the sentences with their own ideas. Review as a class by having several volunteers read their sentences out loud.

  I went sailing, skiing, and _____.
  I ate biscuits, sandwiches, and _____.
  He finds the song boring and _____.
  He asked me what I liked, where I lived, and _____.
  I learned to sing and _____.
  My friend Joe is imaginative, eccentric, and _____.
  I liked the lyrics, the melody, and _____.

- On the board, write:

  He bought a jacket, a tie, and a sweater.

  To make students aware of punctuation, ask *How many elements does this parallel structure have?* (three) *What are they?* (a jacket, a tie, a sweater) *What are they separated by?* (commas) Point out that the last comma (after *tie*) is optional. Then ask *What word is used before the final element?* (and) Point out that *or* is also possible in a parallel structure, as in the last example on the chart.
- On the board, write:

  I like the beat and lyrics of that song.

  Have students look at the example, and ask *How many elements does this parallel structure have?* (two) *What are they?* (beat, lyrics) *Are they separated by commas?* (no) Point out that if a parallel structure consists of only two elements, no comma is used.
- Have students find the mistakes in the Error Correction paragraph individually and then compare their corrections with a partner. Review as a class. Ask students to explain their corrections.

ActiveTeach • **Extra Writing Skills Practice**

A Prewriting

- Have students look at the idea cluster. Ask *What does the cluster reveal about the person who made it?* (Possible responses: The person likes to travel; He or she has been or would like to go to Morocco and Alaska; The person likes to read adventure stories.)
- Point out how the circles containing related ideas overlap each other. For example, *adventure stories* overlaps *like to read*, not *energetic*.
- Have students create their clusters individually. Point out that when drawing their clusters, students should not judge their ideas: they should write everything that comes to their minds.

B Writing

- Before students write, point out how circles that overlap the same circle may contain elements to be expressed with parallel structure. For example, *Morocco* and *Alaska* overlap *love to travel*. The sentence *I love to travel to Morocco and Alaska* uses parallel structure.
- As students write, circulate to offer help as needed. Check to see that students are forming parallel structures correctly.

C Self-Check

- Read the Self-Check questions with the class.
- Before students submit their paragraphs for correction, have them self-check their work and make any necessary changes.

Review

A Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: You may want to review the words *voice, melody, lyrics, beat,* and *sound* by having volunteers say what they mean.
- First listening: Have students listen to the conversations and decide if the speakers like the artist or group. Point out that they may have to check both boxes for each artist or group.
- Second listening: Have students listen and decide what the people like about the artist or group.
- Have students compare answers with a partner and review as a class.

Option: [+5–10 minutes] Have students listen to the speakers again and write information that supports their answers. (1. The woman says he's an amazing singer. 2. The man says he loves the arrangement, and the woman says he knows how to compose music. 3. The man says that they sing without any musical instruments and that they're one of a kind. 4. The man says the dance music was fantastic, and the woman says Beyoncé's music is fabulous. 5. The man says Jobim's songs are beautiful.)

AUDIOSCRIPT

For audioscript, see page AS3.

B Complete the statements . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- You may want to review the adjectives by having volunteers explain their meanings.
- Have students compare answers with a partner. Then review as a class.

C Circle the correct form . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students read the first sentence. Ask *What's the answer to item 1?* (has played) *Why?* (The word *since* implies that the action continues into the present.)
- Have students complete the exercise individually and then compare answers with a partner.
- Review as a class. Ask volunteers to support their choices.

D Underline the noun clause . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class.
- Have students compare answers with a partner. Then review as a class.

Option: [+5 minutes] Have pairs replace the noun clauses in each sentence to create new sentences. To review, have volunteers read their sentences out loud.

EXTRAS (optional)

- **Workbook: Page 20**
- **Complete Assessment Package**

- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**

- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 2**

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A 1:23 **Listening.** Listen to the conversations about musical preferences. Determine if each person likes the artist or group. Check the appropriate box or boxes. Then listen again and write what the person likes (voice, melody, lyrics, beat, or sound).

	the man	the woman	what he or she likes
1. Andrea Bocelli	☑	☐	voice
2. Gato Barbieri	☑	☑	melody
3. Ladysmith Black Mambazo	☐	☑	sound
4. Beyoncé	☑	☑	beat
5. Antonio Carlos Jobim	☑	☑	lyrics

B Complete the statements with an appropriate adjective from the box.

eccentric	egotistical	energetic	gifted	moody	passionate

1. Sarah is a very gifted musician. She started playing the piano when she was three.
2. My neighbor has thirty cats. You could say he's a bit eccentric.
3. Franco is an extremely egotistical person. He only thinks of himself.
4. Dalia is so moody lately. She gets angry at the smallest thing.

C Circle the correct form of the verb to complete the paragraph.

Sandile Khemese (**1.** has played / played) the violin since he was a child in Johannesburg, South Africa. In 1989, Sandile (**2.** formed / has formed) the Soweto String Quartet with his brothers, Reuben and Thami, and their friend, Makhosini Mnguni. The group (**3.** played / has played) at President Nelson Mandela's inauguration in 1994. The Soweto String Quartet (**4.** won / has won) many music awards in South Africa, including Best New Artist. They (**5.** have recorded / have been recording) a number of successful CDs. In recent years, the Quartet (**6.** has been giving / gave) concerts all around the world.

D Underline the noun clause in each sentence. Write whether it is a subject, a direct object, a subject complement, or an object of a preposition.

1. I believe that without music life wouldn't be as much fun. — direct object
2. Whatever's playing on the radio is fine with me. — subject
3. That's why Jorge likes only pop music. — subject complement
4. Do you know where some good music is playing? — direct object
5. They'll listen to whatever music is playing. — object of a preposition

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UNIT 3

Money Matters

Preview

GOALS After Unit 5, you will be able to:

1. Talk about your financial goals
2. Express buyer's remorse
3. Describe your spending habits
4. Discuss reasons for charitable giving

A **Topic Preview.** Read these financial tips. Do you think you have a high financial IQ?

How to Raise Your Financial IQ

1. Save money.

Start saving while you are young. When you have money in your pocket, the impulse to spend it can be very strong. When you get your paycheck, don't run to the mall. If you put away a small amount of money into a savings account each week and earn interest, your money will grow.

2. Live within your means.

The secret to financial success is spending less than you earn. If you make a lot of money, but spend it all, you are not really rich or financially secure. If you lose your job, or get seriously ill, you will have nothing to fall back on. People who make less money than you but don't spend it all are actually much wealthier because they are able to handle any emergency that arises. Fortunately, today's technology makes managing your money easier than ever. Financial-planning software can help you keep a budget by adding up your income and expenses and keeping track of your spending.

3. Don't go into debt.

It is a lot easier—and sometimes safer—to pay with a credit card than to carry around a lot of cash in your pocket or purse. However, it is easy to get into trouble with credit cards if you use them as a substitute for money you don't have. If you charge so much that you can't keep up with your monthly bills, interest charges will quickly add up. Going into debt because of credit card bills is the surest sign of a low financial IQ.

B **Express Your Ideas.** Which tip do you think is the most important one to follow? Why? Can you think of any others?

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UNIT 3 Money Matters

A Topic Preview

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To introduce the unit theme of money, have students read the title of the article and the numbered tips below. To draw on students' prior knowledge, ask *What do you think a person's financial IQ is?*
- Have students read the financial tips to themselves.
- To check comprehension, write the following exercise on the board or photocopy and distribute it. Have students check the tips that are suggested in the article. (tips that are suggested in article: 2, 3)

1. _____ *Find a job that offers a high salary.*
2. _____ *Use your computer to keep track of your spending.*
3. _____ *Save part of your income every week.*
4. _____ *Don't use credit cards.*
5. _____ *Always use a credit card for large purchases.*

- Bring the class together to review. Have volunteers say whether or not they have a high financial IQ and give a supporting reason.

Language note: Students may need help with the following words or expressions: *IQ* stands for *Intelligence Quotient*, which is a person's level of intelligence based on a standard test; *savings account* (a bank account in which you keep money you want to save); *live within your means* (spend less money than you have); *fall back on* (rely on); *budget* (a plan of how to spend money); *income* (the money that you earn from working or that you receive from investments); *keep up with* (stay current with)

B Express Your Ideas

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Form small groups. Have students read and discuss the questions. Encourage them to support their views. Circulate to offer help as needed.
- Have groups put the tips in order of importance.
- To draw on students' own experiences, have pairs talk about the tips that they follow/don't follow.
- For each tip, have a volunteer explain why it is the most important. Take a poll to find out which tip the class thinks is the most important.
- To finish, have groups share some other tips they thought of. (Possible tips: Invest your money; Reduce your taxes; Protect yourself with insurance; Use debit cards instead of credit cards; Take financial planning seminars; Don't buy things you don't really need; Plan for the future.)

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C Sound Bites

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students look at the picture. Ask *What is it? What do you think it's used for?*
- Then ask *How do children save money in this country?*
- After students read and listen, ask *What did Judy buy?* (an entertainment system) *Did she pay in cash or by credit card?* (in cash) *Is she rich?* (No. She had to save up for it.) *How did she save enough money?* (She cut back on spending; She started living within her means.)
- To draw on students' own experiences, ask *Have you ever put money aside to buy something you wanted, such as an entertainment system, a computer, a bicycle, or a car?* Encourage students to share their experiences. Ask *Was it hard to save the money you needed?*

Language note: Students may need help with the following words or expressions: *strike it rich* (suddenly make a lot of money); *cut back on* (reduce the amount, size, cost, etc., of something); *out of hand* (impossible to control).

Save, save up, put money away, and *put money aside* have the same meaning. (The latter is introduced in Lesson 2.) They can be followed by an infinitive or *for* and a noun. For example, *I want to put money aside to buy a car; I'm saving up for a new car; I'm putting money away for a down payment.*

Kind of is an expression used in spoken English meaning *slightly* or *in some ways.*

Culture note: A *piggy bank* is a container used mainly by children to store coins. Piggy banks are used to encourage good saving and spending habits: the pig must be broken open for the money to be retrieved, forcing the child to justify his or her decision. The name *piggy bank* originated in the twelfth century; *pygg* referred to a type of clay used for making jars people stored their money in. By the eighteenth century, the term *pygg jar* had evolved to *pig bank.*

Option: [+5–10 minutes] On the board, write the following expressions:

Did you strike it rich?
My bills are totally out of hand.
I need to live within my means.
I cut way back on spending.

In pairs, have students think of different ways to say each expression.

D Think and Explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have pairs discuss the questions. Review the answers to questions 1–5 as a class. Call on students to share their explanations.
- Have volunteers share whether they are more like Judy or David and give a supporting reason. (Possible responses: I'm more like Judy because I try to live within my means; I identify with David because I spend a lot of money on bills.)

STARTING POINT

Suggested teaching time:	15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have a volunteer read the statements out loud. If necessary, clarify the meaning of *I can't make ends meet.* (The money I earn every month is not enough to cover my expenses.)
- Point out the useful language to talk about managing money: *live within / beyond your means; keep track of your expenses; put money away into savings; pay your bills off / in full; make ends meet.* Have students underline these expressions.
- Have students choose the statements individually.

B Pair Work

- As pairs compare their answers, encourage them to give specific examples for each item. For example, *I live beyond my means. When I go shopping, I just can't help buying the things I like.*
- Ask *What habits would you like to change, if any? What can you do to raise your financial IQ?* (Possible response: I only keep track of my most important expenses. I think I should buy some financial planning software to get better organized and keep track of all my expenses.)
- To review, have volunteers talk about their money spending / saving habits with the class.

EXTRAS (optional)

- **Workbook: Exercises 1–5**
- **MySummitLab: Preview**

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C 1-24 **Sound Bites.** Read and listen to a conversation between two friends about saving money.

DAVID: Hey, a new entertainment system! What did you do—strike it rich?
JUDY: I wish! No, I saved up for it.
DAVID: There's no way I could do that. Too many bills. CN
JUDY: I know what you mean. My credit card bills used to be totally out of hand.
DAVID: Really? Then how did you manage to save up all that cash?
JUDY: Well, I just decided it was time to start living within my means. I cut way back on my spending.
DAVID: Wasn't that hard?
JUDY: Kind of. But I'm glad I did it.

CN **Corpus Notes:** The most frequent collocations with *too* are *too much*, *too many*, and *too bad*.

a "piggy bank"

D **Think and Explain.** With a partner, discuss the questions and support your answers with information from Sound Bites.

1. Do you think Judy makes a lot of money? No, she does not.
2. Do you think David is good with money? No, he is not.
3. What was Judy's financial situation like in the past? She had a lot of credit card debt.
4. What did Judy do to change her financial situation? She cut back on her spending.
5. How would you describe Judy's financial IQ? She has a high financial IQ.
6. Are you more like Judy or David?

STARTING **POINT**

A **Frame Your Ideas.** What's *your* financial IQ? Choose the statements that best apply to you.

1.	☐ I live within my means.	☐ I live beyond my means.
2.	☐ I keep track of my expenses.	☐ I don't know where the money goes.
3.	☐ I regularly put something away into savings.	☐ I spend everything I have and never save.
4.	☐ I always try to pay my credit card bills in full.	☐ I don't worry about paying my credit card bills off every month.
5.	☐ I always have enough money for what I need.	☐ I can't make ends meet!

B **Pair Work.** Compare your answers with a partner's. Who do you think has the higher financial IQ?

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1 GOAL Talk about your financial goals

A 1-25 **Grammar Snapshot.** Read the interview responses and notice how future plans are expressed.

What are your short-term and long-term financial goals?

I've decided to set a long-term goal for myself—to put aside enough money to buy a new car. **By this time next year, I'll have put away** enough cash for a down payment. My short-term goal is to start living within my means. **Once I've started** sticking to a monthly budget, I think it'll be easy.

David Michaels, 24
Brisbane, Australia

I find it really helps me to try and picture where I want to be over the next few years. **By next year, I hope to have gotten** a good job as a financial consultant. That's my short-term goal. My long-term goal? **I plan to have reached** real financial independence **before I retire.**

Su-jin Lee, 29
Wonju, Korea

My college expenses are going to get me into a lot of debt. **I don't expect to have begun** making payments **by the time I graduate**, but I do have a plan. After I finish school, my short-term goal is to find a job where I can make some good money and begin a payment plan on my loans. Then, I figure that **by the time I'm thirty, I should have paid** back everything I owe.

Robin Kraus, 22
Boston, USA

My long-term goal is **to have saved** enough money to spend a year traveling. **By the time I'm forty**, I'm sure **I'll have saved** enough. **After I've seen** some of the world, **I plan to settle down** and buy a house.

Andreas Festring, 33
Munich, Germany

B **Make Personal Comparisons.** Discuss how similar you are to any of the people in the Grammar Snapshot. Do you share any of the goals they mentioned? If not, discuss some of *your* goals.

C **Grammar. Future plans and finished future actions**

Future plans

CN **Express general future plans with expect, hope, intend, or plan and an infinitive.**

We hope to start putting some money away.
I don't plan to be financially dependent for the rest of my life.

Use the perfect form of an infinitive to express that an action will or might take place before a specified time in the future.

By this time next year, I plan to have saved up enough cash to buy a new car.
Her goal is to have paid off all her debt in five years.

CN **Corpus Notes:** According to the Longman Learner's Corpus, intermediate and advanced students frequently make errors with the verbs *expect, hope, intend,* and *plan.* For example, *I intend becoming a doctor.*

Finished future actions

Use the future perfect to indicate an action that will be completed by a specified time in the future.

By next year, I will have completed my studies, but I won't have gotten married.
How much will you have saved by next month?

Use the present perfect in an adverbial clause to distinguish between a completed future action and one that will follow it.

Once I've completed my studies, I'll get married.
I'm going shopping when I've finished my report.

BE CAREFUL! Don't use the future perfect in the adverbial clause.

NOT I'm going shopping when I ~~will have finished~~ my report.

GRAMMAR BOOSTER ▸ p. G5
- The future continuous
- The future perfect continuous

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A Grammar Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- After students read and listen, draw the following chart (without the answers) on the board or print it out from *ActiveTeach*:

	Short-term goal	Long-term goal
David	*start living within his means*	*put aside enough money for a car*
Su-jin	*get a job as a financial consultant*	*reach financial independence*
Robin	*find a job and begin a payment plan*	*pay off her debt*
Andreas		*save enough money to spend a year traveling*

To check comprehension, have pairs scan the interview responses and complete the chart in note form. Students should only write the future goals, not the time by which they will be achieved.

- Review as a class. Have volunteers share information from their charts with the class, using complete sentences. (Possible response: David's short-term goal is to live within his means. His long-term goal is to put aside enough money for a car.)

Language note: A *down payment* is a payment you make on something expensive that you will finance or continue to pay for over a long period of time. A *loan* is an amount of money that you borrow from a bank, financial institution, etc.

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B Make Personal Comparisons

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Form small groups. Read the questions out loud. As students discuss, encourage them to think of other goals they might have.
- Review as a class. Have volunteers share their goals with the class.

C Grammar

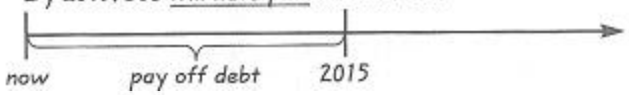
Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students read the first explanation under *Future plans* and study the examples.
- On the board, write:

  expect / hope / intend / plan

  To provide practice, have students find a sentence in the Grammar Snapshot that expresses a general future plan using a verb from the board and an infinitive. Then call on students to express their own general future plans using a verb from the board and an infinitive. (Possible response: I hope to make a good living.)
- Have students read the second explanation and study the examples. To provide practice, have students find a sentence in the Grammar Snapshot that expresses a plan before a specified time in the future. (Possible response: By next year, I hope to have gotten a good job . . .) Then call on students to express their own future plans using the verbs on the board.
- Have students read the first explanation under *Finished future actions* and study the examples. On the board, write:

  By 2015, Joe will have paid his debt off.

  Ask *How do you form the future perfect?* (*will* + *have* + past participle) *When will Joe have finished paying off his debt?* (by 2015) To provide practice, have students create their own future perfect statements. Have volunteers read their sentences out loud.
- Have students read the second explanation under *Finished future actions* and study the examples. To help clarify, write an example on the board:

  Once Joe has paid off his debt, he will / is going to start saving.

  Ask *What is Joe going to do first?* (pay off his debt) *What is he going to do after that?* (start saving)
- Draw students' attention to the Be Careful! note.

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D Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class.
- After students complete the paragraph individually, have them compare with a partner.

Option: [+5 minutes] Write four situations on the board:

1. *Brenda has worked very hard this year.*
2. *Alison is not pleased with the job she has.*
3. *Matthew got into huge debt.*
4. *Stephen is tired of taking the bus to work.*

Have pairs imagine a future plan for each person and write down a statement using *expect, hope, intend,* or *plan* and an infinitive. (Possible responses: 1. She hopes to be able to take a vacation soon. 2. She expects to find a new job soon. 3. He plans to repay it in three years. 4. He intends to buy a car.)

E Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class.
- After students complete the paragraph individually, have them compare with a partner.

Language note: When someone is *drowning in debt,* they are heavily in debt, usually to multiple creditors.

Option: [+10 minutes] Have students add the specified future time to each long-term goal in the chart they completed for the Grammar Snapshot. (David: put aside enough money for a car by this time next year; Su-jin: reach financial independence before she retires; Robin: pay off her debt by the time she's thirty; Andreas: save enough money to spend a year traveling by the time he's forty) With books closed, have pairs use the information to write sentences using *expect, hope, intend,* or *plan* and the perfect form of the infinitive. For example, *By this time next year, David hopes to have put aside enough money for a car.* Review as a class.

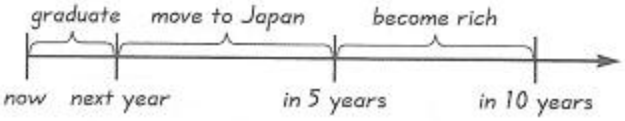
F Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class.
- After students complete the exercise individually, have them compare answers with a partner.
- Review as a class. Have volunteers read their sentences out loud.

Option: [+5 –10 minutes] On the board, draw a timeline with information about an imaginary person. For example:

Bob's goals:



Point to the timeline as you say *By next year, Bob will have graduated. In five years, he will have moved to Japan. In ten years, he will have become rich.* Have students create an imaginary timeline and then write statements using the future perfect. To review, have several volunteers read their sentences out loud.

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Notepadding

- Have a volunteer read the Ideas box. Brainstorm some other financial goals as a class. (Possible responses: get a good job; start my own business; make a good investment; get a promotion; get a raise; get a loan for _____)
- Have the class look at the notepad. Point out the short-term and long-term goals and their completion dates.
- Have students write their goals individually. Encourage students to write at least six goals.

B Use the Grammar

- Have a volunteer read the models out loud.
- Have students describe their future financial goals to a partner. Circulate to offer help as needed. Encourage students to use the grammar learned in this lesson.
- To review, have volunteers report their partner's future financial goals to the class.

EXTRAS (optional)

- **Grammar Booster**
- **Pronunciation Booster**
- **Workbook: Exercises 6–7**
- **MySummitLab: Lesson 1**

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D Grammar Practice. Complete the paragraph about Ms. Kemper's future plans. Use expect, hope, intend, or plan and an infinitive form of the verb.

Answers will vary, but may include:

Jessica Kemper expects to complete (1. complete) business school this semester, and then she hopes to find (2. find) a job in the financial industry. However, Ms. Kemper has a lot of debt to repay. She's borrowed some money from her parents and some from the bank, but she plans to pay (3. pay) everyone back as soon as she can. She intends to get (4. get) a part-time job to help make ends meet while she's paying off her debt.

E Grammar Practice. Complete the paragraph about Mr. Randall's future plans. Use expect, hope, intend, or plan and a perfect form of the infinitive.

Answers will vary, but may include:

Paul Randall has been "drowning in debt," so he's decided to make some changes in his financial habits. By the end of this month, he intends to have created (1. create) a realistic budget that he can follow. As a matter of fact, he hopes to have paid off (2. pay off) one of his last credit cards by October. In addition, he plans to have begun (3. begin) putting some money away in savings. If he can stick to his budget, he expects to have paid back (4. pay back) most of his debt within the year.

F Grammar Practice. On a separate sheet of paper, use the cues to write sentences with the future perfect.

1. By the end of this month / I / put 10 percent of my paycheck in the bank.
   By the end of this month, I will have put 10 percent of my paycheck in the bank.
2. By the summer / I / save enough to go to Italy.
   By the summer, I will have saved enough to go to Italy.
3. you / pay off your credit card balance by December?
   Will you have paid off your credit card balance by December?
4. When / they / pay the bill in full?
   When will they have paid the bill in full?

PRONUNCIATION BOOSTER • p. P3
- Sentence rhythm

NOW YOU CAN *Talk about your financial goals*

A Notepadding. Write your short-term and long-term financial goals on your notepad.

IDEAS
- be financially independent
- save enough to buy ...
- cut back on expenses
- create a budget
- pay my debts in full
- live within my means

short-term goals	completion dates	long-term goals	completion dates
buy a new car	*by this time next year*	*buy a house*	*by the time I'm thirty*

short-term goals	completion dates	long-term goals	completion dates

B Use the Grammar. Describe your future financial goals to a partner.

*"Once **I've started working**, I plan to put a little something into savings every week."*

*"By the time I graduate, I hope **to have saved** enough to buy a new car."*

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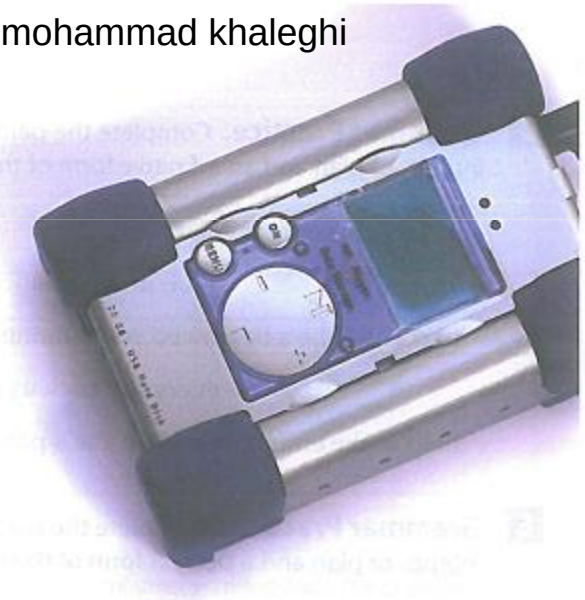
2 GOAL Express buyer's remorse



A 1:26 **Conversation Snapshot.** Read and listen.
Notice the conversation strategies.

A: Hey, I heard you got an E-tec MP3 player. Lucky you!
B: Well, to tell you the truth, I could kick myself.
A: What do you mean?
B: I had no idea it would be so hard to operate.
It took me hours to figure out how to download a song.
A: What a pain!
B: You're telling me. Had I known, I would have gotten a different brand.

1:27 **Rhythm and intonation practice**

B 1:28 **Vocabulary. Expressing Buyer's Remorse.** Listen and practice.

It costs so much to maintain.

It takes up so much room.

It's so hard to operate.

It's so hard to put together.

It just sits around collecting dust.

C 1:29 **Listening. Infer Reasons.** Listen to the conversations in which people regret having bought something. Complete each statement by inferring the reason for buyer's remorse.

1. He's sorry he bought it because _____.
   a. it costs so much to maintain **(b.)** it takes up so much room
2. She's sorry she bought it because _____.
   (a.) it's so hard to operate **b.** it's so hard to put together
3. She's sorry she bought it because _____.
   a. it takes up so much room **(b.)** it just sits around collecting dust
4. He's sorry he bought it because _____.
   a. it just sits around collecting dust **(b.)** it's so hard to put together
5. She's sorry she bought it because _____.
   (a.) it costs so much to maintain **b.** it's so hard to operate

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A Conversation Snapshot

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use *Hey* to indicate enthusiasm.
- Use *to tell you the truth* to introduce an unexpected assertion.
- Ask *What do you mean?* to clarify.
- Agree informally with *You're telling me.*

- Have students look at the photo. Ask *What kind of electronic product do you think this is?* (an MP3 player) Elicit from the class that an *MP3 player* is an audio player onto which you can download songs from online music stores or from your own collection of music stored in your computer to listen to.
- Have students read and listen to the conversation. To check comprehension, ask *What did the man buy?* (a new MP3 player) *Is he happy with it?* (no) *Why not?* (because it's very hard to operate) *Did he know this before buying it?* (No. Otherwise, he would have bought a different brand.)
- Call students' attention to the conversation stategies highlighted in the model.
- To draw on students' own experiences, ask them if they have an MP3 player. If some students have one, ask *Are you happy with it? Is it hard to operate? What brand is it? How long does it take to download a song?*

Language note: Students may need help with the following expressions: *Lucky you* (used to say that someone is fortunate); *to tell you the truth* (used to emphasize that you are being very honest); *I could kick myself* (said when you are annoyed with yourself because you have realized that you made a mistake or missed a chance); *What a pain!* (used to say that something is very annoying); *You're telling me* (used to emphasize that you already know and agree with something that someone has just said).

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use emphatic stress for <u>you</u> in *Lucky you!*
  - pause slightly after <u>truth</u> in *Well, to tell you the truth . . .*
  - use falling intonation but higher pitch for *What do you mean?*
  - use emphatic stress for <u>hours</u> in *It took me hours to figure out . . .*
  - use emphatic stress for <u>me</u> in *You're telling me.*
  - use the contracted form <u>would've</u> in *. . . I would have gotten . . .*

B Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Elicit the meaning of *buyer's remorse* from the class. (a strong feeling that it was a mistake to have bought something)
- Have students listen to the statements and look at the illustrations. Then have students listen and repeat chorally.
- To check comprehension, have students look at each picture and ask *What is the woman spending a lot of money on?* (car service) *What is too big for the man's room?* (the TV) *What doesn't the woman know how to use?* (the treadmill) *What is the man trying to figure out?* (how to put the sound system together) *Why is the food processor collecting dust in the closet?* (because nobody uses it)

C Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- First listening: Have students listen to the five conversations and identify what each person has bought. Review as a class. (1. a juicer, 2. a digital camera, 3. an exercise bike, 4. a sound system, 5. a car)
- Second listening: Have students listen and complete the statements.
- Third listening: In pairs, have students write down phrases from the conversations to support their answers. Review as a class. (1. "It's way too big." 2. "I might like it if I could figure out how to use it." 3. "I just don't use it enough." 4. "There are so many components. And the instructions don't help at all." 5. ". . . it's costing me an arm and a leg!")

AUDIOSCRIPT

For audioscript, see page AS4.

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D Grammar

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students read the explanation in the Grammar box and study the examples. On the board, write:

If she had known it was on sale, she would have bought it.

Had she known it was on sale, she would have bought it.

Point out *if* in the first example and the inversion in the second one. Point out that both statements have the same meaning.

- On the board, write:

If she hadn't lent me the money, I wouldn't have bought it.
Had she not lent me the money, I wouldn't have bought it.

To help clarify the negative, point out the contraction (*hadn't*) in the condition clause with *if* and the full form (*had she not lent*) in the condition clause with inversion.

- On the board, write:

If I had been warned, I wouldn't have done it.
Had I been warned, I wouldn't have done it.

To help clarify the passive, point out the passive form (*had been warned*) in the first example and its inversion (*had I been warned*) in the second example.

- Have a volunteer read the Remember box out loud. Direct students' attention to the last example. To check comprehension, ask *Was he/she told they wouldn't operate without batteries?* (no) *Did he/she consider getting them?* (yes)

Language note: Remember to use a comma at the end of the condition clause when it comes first in a sentence.

Option: [+5 minutes] On the board, write:

They didn't study, so they didn't pass. Now they regret it.
She is sorry that she bought on credit and got into debt.

To provide practice, have pairs write a statement using the inverted form of the unreal conditional for each situation. Review as a class. Have volunteers read the statements out loud. (Possible responses: 1. Had they studied, they would have passed. 2. Had she not bought on credit, she wouldn't have gotten into debt.)

Option: [+10 minutes] To review conditional forms, use the graphic organizer on *ActiveTeach*. You may want to draw it on the board or print and distribute it to the class. Point out that students will write their own examples for each type.

ActiveTeach • **Graphic Organizers**
• **Inductive Grammar Charts**

E Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class.
- After students complete the exercise individually, have them compare answers with a partner. Review as a class.

F Integrated Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Go over the first statement and the model with the class. Point out the two possible positions of *never*: *I would never have gotten it* or *I never would have gotten it*.
- Remind students to use the Vocabulary on page 30 for expressing buyer's remorse.
- After students create statements individually, have them compare statements with a partner.
- To review, invite five students to share a statement with the class.

NOW YOU CAN

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

A Notepadding

- Have a volunteer read the questions on the notepad out loud.
- Have students answer the questions individually. Note: If students can't think of anything they regret buying, have them answer the questions about someone else or create an imaginary situation and invent the answers.

B Use the Conversation Strategies

- Refer students to the Conversation Snapshot on page 30 to review expressing buyer's remorse. You may also want to have students listen to the model again.
- Role-play the conversation with a more confident student.
- Encourage students to use the correct rhythm and intonation and to use ideas from their notepads.
- Reinforce the use of the conversation strategies; for example, make sure students begin their conversation using *Hey* with enthusiasm.

ActiveTeach • **Conversation Prompts**

EXTRAS (optional)

- **Workbook: Exercises 8–10**
- **MySummitLab: Lesson 2**

D Grammar. The past unreal conditional: inverted form

Past unreal conditionals can be stated without if. Invert had and the subject.

If I had known it would take up so much room, I wouldn't have bought it.	→	Had I known it would take up so much room, I wouldn't have bought it.
I might have gotten another brand **if I had realized** it would be so hard to operate.	→	I might have gotten another brand had I realized it would be so hard to operate.
If we hadn't been so busy, we could have shopped around.	→	Had we not been so busy, we could have shopped around.
If I'd been told they wouldn't operate without batteries, I would never have considered getting them.	→	Had I been told they wouldn't operate without batteries, I would never have considered getting them.

REMEMBER

Use the past unreal conditional to describe unreal or untrue conditions and results.

E Grammar Practice.

On a separate sheet of paper, rewrite the following past unreal conditional sentences, using the inverted form.

1. They would have lent her the money if she had asked.
   They would have lent her the money had she asked.
2. If I had been debt free, I would have considered buying that house.
   Had I been debt free, I would have considered buying that house.
3. If the Carsons hadn't been able to support their son, he would have had to find a part-time job.
   Had the Carsons not been able to support their son, he would have had to find a part-time job.
4. Could you have gotten the car if they hadn't raised the price?
   Could you have gotten the car had they not raised the price?

F Integrated Practice.

Make statements of buyer's remorse, using the inverted form of the past unreal conditional and the Vocabulary. Compare statements with a partner.

1. . . . I would never have gotten that espresso maker.
2. . . . we never would have bought such a large sofa.
   Had we known it would take up so much room, . . .
3. . . . I could have gotten an entertainment center with fewer pieces.
   Had I known it would be so hard to put together, . . .
4. . . . we probably would have bought a more economical car.
   Had we known it would cost so much to maintain, . . .
5. . . . I would have gotten a DVD player with simpler directions.
   Had I known it would be so hard to operate, . . .

*"**Had I known** it would take up so much room, I would never have gotten that espresso maker."*

NOW YOU CAN *Express buyer's remorse*

A Notepadding. On your notepad, answer the questions about something *you* regret buying. Tell your partner about it.

B Use the Conversation Strategies. Role-play a conversation about the item on your notepad. Use the Conversation Snapshot as a guide. Start like this: "Hey, I heard you got . . . ."

What did you buy?

Why did you buy it?

Do you still have it?

If so, where is it?

If not, what did you do with it?

Would you ever buy a similar item again?

Why or why not?

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3 GOAL Describe your spending habits

A 1:30 **Listening. Listen for Main Ideas.** Read the statements. Then listen to a radio call-in show and check True or False.

	True	False
1. Steve finds it hard to save money.	☑	☐
2. Steve buys a lot on credit.	☑	☐
3. Steve spends less money than he makes.	☐	☑
4. Steve has been on a budget for three months.	☐	☑

B 1:31 **Listening. Listen for Details.** Now listen again. What are the three tips Lara Savino gives the caller?

1. Save his change and put it in the bank.
2. Only have two credit cards.
3. Sit down and plan a budget.

C **Draw Conclusions.** Discuss the questions.

1. Why do you think Steve has a problem with money?
2. Which tip do you think is the most useful? Why?

D 1:32 **Vocabulary. Describing Spending Habits.** Listen and practice.

NOUNS

a big spender someone who likes to spend large amounts of money

a spendthrift someone who spends money carelessly, especially when he or she doesn't have a lot of it

a cheapskate / a tightwad someone who does not like spending money and can be unpleasant about it

ADJECTIVES

generous willing to give more money, time, etc., than is expected

cheap / stingy unwilling to spend or give money, even when one has a lot of it CN

thrifty / frugal using money carefully and wisely

CN **Corpus Notes:** *Cheap* occurs much more frequently than *stingy* in spoken English.

E **Vocabulary Practice.** Complete the sentences about people's spending habits.

1. Can you believe what a cheapskate/a tightwad Martin is! He refused to leave a tip for the waiter!
2. Our grandmother donates to many organizations. She's always been very generous with her money.
3. He's so cheap/stingy that he wouldn't even lend his own son money.
4. George must be wealthy. He's such a big spender. He always insists on treating his friends to dinner.
5. If you try to be more thrifty/frugal with your money, you'll have enough when you really need it.
6. Unless you stop being such a spendthrift, you're going to get deeper in debt.

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A Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students look at the photo and read the caption. Ask *What do you think the woman's occupation is?* (a radio host) *Do you ever listen to the radio? What kind of programs do you listen to? What kind of show do you think Lara Savino hosts?*
- Pre-listening: Ask *What's a radio call-in show?* (a radio program in which people call to give their opinions or ask questions)
- Have students read statements 1–4.
- First listening: Have students listen and decide if the statements are true or false.
- Second listening: Have students listen for information to support their answers. Encourage them to take notes.
- Review as a class. Have volunteers share their answers. (Possible answers: 1. True. Steve says he can't make ends meet and never has enough money to save. 2. True. Steve says he's drowning in debt. 3. False. Steve says there's never enough money to put any away in savings. 4. False. Lara suggests that he *try* to keep a budget for three months. He hasn't started yet.)

Language note: When Lara Savino asks Steve if he's *maxing out* on his credit cards, she's asking if he reaches the maximum credit limit on his credit cards each month. *Buying on credit* is an arrangement with a store, bank, credit card company, etc., that allows you to buy something now and pay for it later. *A budget* is a careful plan of how you will spend money.

AUDIOSCRIPT

For audioscript, see page AS3.

ActiveTeach • **Listening Strategies**

B Listening

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen for the three tips Lara gives.
- Have students compare answers with a partner. If necessary, have them listen again for confirmation.
- Review tips as a class. Have volunteers share the tips with the class.

C Draw Conclusions

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In small groups, have students discuss their answers. Remind them to use the language they learned in discussing a person's financial IQ in the Starting Point on page 27.
- To finish the activity, have a student from each group share which tip they consider the most useful and give a supporting reason.

Option: [+5 –10 minutes] To personalize the activity, have small groups discuss these questions: *What do you do with your loose change? How many credit cards do you have? Are you on a budget? Why / Why not? Are you planning to follow any of Lara Savino's tips?*

D Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions. Then have students listen and repeat the words chorally.
- Point out that some of these words have a positive connotation, some have a negative connotation, and one is neutral.
- Have pairs read the definitions carefully and decide the connotation of each word.
- To review, write the column headings *Positive*, *Negative*, and *Neutral* on the board and have students say the vocabulary words for each column. (**Positive:** generous, thrifty, frugal; **Negative:** a spendthrift, a cheapskate, a tightwad, cheap, stingy; **Neutral:** a big spender)

ActiveTeach • **Vocabulary-Building Strategies**

Option: [+5 minutes] Have students think of someone they know whose spending habits they would describe using one or more of the vocabulary words. In pairs, have students describe that person's habits. To review, have volunteers tell the class about the person their partners described.

E Vocabulary Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Point out that to choose the right words, students should take into account both meaning and grammar. For example, in item 1, *cheap* and *stingy* match the context, but a noun is necessary, so the correct answer is *a cheapskate* or *a tightwad*. Point out that more than one word might be possible.
- Have students compare answers with a partner. Then review as a class.

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NOW YOU CAN

Suggested teaching time:	20–25 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have students complete the questionnaire individually.
- Explain that students should tally the number of As, Bs, Cs, and Ds that they circled and then find the spending habits description that matches their scores. (Have students who circled three or more Ds decide how they would describe their spending habits.)
- Circulate to encourage students to give their own examples of similar experiences they might have had.
- Have students compare their results with a partner's and say if they agree with their results.

B Group Work

- Before students discuss in groups, remind them of the vocabulary they know. Draw the following diagram (without the answers) on the board. As a class, brainstorm positive and negative spending habits.

- Form groups of three or four. As students talk about their or their partner's spending habits, encourage students who are listening to ask follow-up questions and give advice.
- Remind students to use their responses and expressions from the Self-Test and the Vocabulary on page 32.

C Summarize

- Tell students they can finish their summary by saying:
  - which bad habit they are planning to change and give a supporting reason.

  OR
  - which good habit they hope to be able to maintain and give a supporting reason.

Challenge: [+10–15 minutes] Write [some of] the following proverbs on the board:

1. *I have money, you have money; so we are friends.*
   –Chinese Proverb
2. *Money is a good servant but a bad master.*
   –French Proverb
3. *When money speaks, the truth is silent.*
   –Russian Proverb
4. *In this world generous people have no money and those with money are not generous.*
   –Iranian Proverb
5. *Getting money is like digging with a needle. Spending it is like water soaking into the sand.*
   –Japanese Proverb
6. *He who would be rich should not collect money, but reduce his needs.*
   –Spanish Proverb
7. *A clear conscience is far more valuable than money.*
   –Filipino Proverb

In groups of four or five, have students discuss the meanings of the proverbs and say which ones they agree with. Encourage students to support their views. To review, have several students express their opinions of the same proverb.

EXTRAS (optional)

- **Workbook: Exercises 11–13**
- **MySummitLab: Lesson 3**

NOW YOU CAN *Describe your spending habits*

A Frame Your Ideas. First circle the letter that best completes the statement for you. Then compare your answers with a partner's. Find out if your spending habits are the same or different.

Spending Habits Self-Test

1. You hear a great new song on the radio. You . . .

A. buy the CD at the first store you find it in.
B. shop around until you find the CD on sale.
C. borrow it from a friend.
D. other: .....

2. You'd love a state-of-the-art big-screen TV but you just don't have the money right now. You . . .

A. use your credit card and hope you get a raise this year.
B. cut back on other expenses until you've saved enough.
C. wait until big-screen TVs come down in price.
D. other: .....

3. You have lunch with your two best friends. Your meal was cheaper than theirs. When the bill comes, you . . .

A. offer to pay the entire bill.
B. suggest splitting the bill equally.
C. pay only what you owe.
D. other: .....

4. You're invited to a wedding. You . . .

A. spend more on a gift than you can afford.
B. spend as little on a gift as you can.
C. don't go so you don't have to buy a gift.
D. other: .....

5. You discover a hole in your favorite jacket. You . . .

A. go out and buy a new jacket.
B. have the jacket repaired.
C. wear the jacket—it's no big deal.
D. other: .....

Count up your score.

If you circled three or more As:
You can be generous at times, but you're a bit of a spendthrift.
Your motto is "Easy come, easy go!"

If you circled three or more Bs:
You're usually very careful with your money—even thrifty.
Your motto is "Everything in moderation."

If you circled three or more Cs:
You hate spending money. Some might say you're a tightwad.
Your motto is "Money doesn't grow on trees!"

If you circled three or more Ds:
How would *you* describe your spending habits?

B Group Work. Tell your classmates about your spending habits or your partner's. Use the Self-Test and the Vocabulary from page 32.

C Summarize. On a separate sheet of paper, describe your spending habits.

I make a good living, but I have trouble sticking to a budget and

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4 GOAL Discuss reasons for charitable giving

A 1:33 **Vocabulary. Charity and Investment.** Listen and practice.

char·i·ty /ˈtʃærəţi/ *n. plural* **charities** **1** [C] an organization that gives money, goods, or help to people who are poor, sick etc. **2** [U] charity organizations in general

con·tri·bu·tion /ˌkɑntrəˈbyuʃən/ *n.* **1** [C] CN something that you give or do in order to help something be successful **2** [C] an amount of money that you give in order to help pay for something

CN **Corpus Notes:** The words *contribution, investment,* and *profit* frequently collocate with *make.* For example, *make a contribution, make an investment,* and *make a profit.*

in·vest·ment /ɪnˈvɛstmənt/ *n.* **1** [C,U] the money that people or organizations have put into a company, business, or bank, in order to get a profit or to make a business activity successful **2** [C,U] a large amount of time, energy, emotion etc. that you spend on something

phi·lan·thro·pist /fɪˈlænθrəpɪst/ *n.* [C] a rich person who gives money to help people who are poor or who need money to do useful things

pro·fit /ˈprɑfɪt/ *n.* [C,U] money that you gain by selling things or doing business

Excerpted from *Longman Advanced American Dictionary* © 200

B **Reading Warm-up.** What are some reasons people donate money? What kinds of people or organizations get contributions? Why?

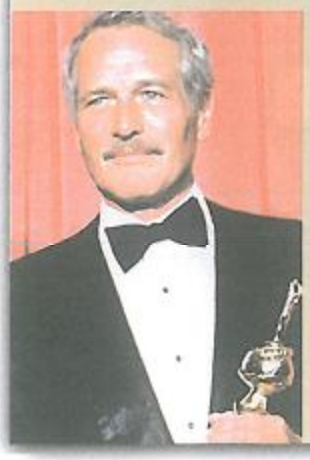
C 1:34 **Reading.** Read the article. What reasons does Paul Newman give for donating to charity?

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

Paul Newman: Actor and Philanthropist

Actor Paul Newman began acting in 1954 and appeared in more than fifty films in his lifetime. He won an Oscar for best actor in 1986 for *The Color of Money.* In 1993, Newman received a special Oscar for humanitarian service. These two awards reflect his dual success as actor and philanthropist.

In 1982, Newman and a friend, A.E. Hotchner, founded Newman's Own, a not-for-profit food products company. The company's first product was a salad dressing that Newman and Hotchner made at home themselves. Newman was told that the salad dressing would sell only if his face were on the label. Though he didn't want to call attention to himself, Newman agreed because he planned to donate all profits to charity. The salad dressing was a big success: In the first year, Newman contributed approximately US$1,000,000 to charitable organizations.



Newman's Own expanded, and the company now makes many other food products. Every year, Newman donated 100% of the profits from the sale of Newman's Own products to thousands of educational and charitable organizations. And since Paul Newman's death in 2008, Newman's Own, Inc. continues this practice and has donated more than US $295 million to charities in the U.S. and 31 other countries around the world.

One of Newman's special projects was the Hole in the Wall Gang Camps, the world's only network of camps for children with life-threatening illnesses. At these camps, children participate in many outdoor activities where they can temporarily forget their illnesses. Newman and other generous donors have sponsored over 100,000 children to attend these camps free of charge. When asked why he gave so much to children with illnesses, Newman said, "I've had such a string of good fortune in my life.... Those who are most lucky should hold their hands out to those who aren't."

Paul Newman didn't think that being philanthropic was an exceptional quality. To him, generosity was simply a human trait, a common-sense way of living. "I respect generosity in people. I don't look at it as philanthropy. I see it as an investment in the community. I am not a professional philanthropist," said Newman. "I'm not running for sainthood. I just happen to think that in life we need to be a little like the farmer who puts back into the soil what he takes out."

"I don't look at it as philanthropy. I see it as an investment in the community."

Information source: www.newmansown.com

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4

LESSON PLAN

A Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions. Then have students listen and repeat the words chorally.
- To check comprehension, photocopy the following exercise and distribute or write on the board:

charity	contributions	investment
Philanthropists	profits	

1. _____ often make _____ to organizations that help people in need.
2. Helping people in need does not always require a huge _____ of time and energy.
3. All the _____ from the sales will go to a _____.

With books closed, have students complete the sentences with the words in the box. Have students compare answers with a partner and review as a class. (1. Philanthropists, contributions; 2. investment; 3. profits, charity)

Language note: Point out useful synonyms and verb + noun combinations students will need. Write them on the board:

charity = charitable organization
contribution = donation
make a contribution = contribute
make a donation = donate
make an investment = invest
make a profit = profit

Point out the correct prepositions: You make a contribution or donation *of* something *to* a person or organization. Or you contribute / donate something *to* a person or organization.

Option: [+5–10 minutes] For further practice, have students discuss the following questions in pairs or small groups: *1. Are there any charities near your home? Which are they? 2. Have you ever made a contribution to a charity? If so, which one?*

ActiveTeach • **Vocabulary-Building Strategies**

B Reading Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In small groups, have students discuss the questions. Encourage them to write a list of reasons people donate money to others.
- After students have finished discussing, have students from different groups share the reasons they thought of. You may want to write a list on the board as you get feedback from students. (Possible reasons: They want to help people in need; They have more money than they need.)
- To finish, ask students to name people or organizations who get contributions and explain why they get help from others.

C Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students read and listen to the article.
- Ask *What reasons did Paul Newman give for donating to charity?* (Those who have good fortune in their lives should help those who don't; Generosity is a human trait; Generosity is an investment in the community; We should be grateful and give back what we receive.)

Language note: You may want to share the following definitions: *camp* (a place where children go and stay for a short time and take part in special activities, often as members of an organization); *life-threatening* (with a potential to result in death); *run for sainthood* (try to do good things).

Option: [+5–10 minutes] To use the Reading as a listening activity, draw the following graphic organizer (without the answers) on the board or print it out from *ActiveTeach*:

1954 Paul Newman started his career as an _actor_. With a friend, he invented a _salad dressing_. They founded a _food products company_: Newman's Own. In the first year, the company contributed _US $1 million_ to charities. Soon they expanded the business to _other food products_. They started contributing to _educational and charitable_ organizations outside the United States. Newman's Own, Inc. particularly helps children with serious _illnesses_. So far, it has made contributions of more than _US $295 million_.

NOW

With books closed, have students listen and complete the chronological events. Review as a class.

ActiveTeach
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**
- **Graphic Organizers**

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D Express and Support an Opinion

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students discuss the questions in small groups. Encourage them to share their opinions.
- Review as a class. Have volunteers from different groups share their responses.
- After volunteers share their responses for item 3, ask *Would your opinion change if **you** were wealthy or famous?* Discuss as a class. Encourage students to support their views.

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

ActiveTeach • **Discourse Strategies**

A Pair Work

- Have volunteers read the list of reasons out loud.
- Encourage students to write at least one more reason each.
- Remind students to support their views as they discuss in pairs.

B Notepadding

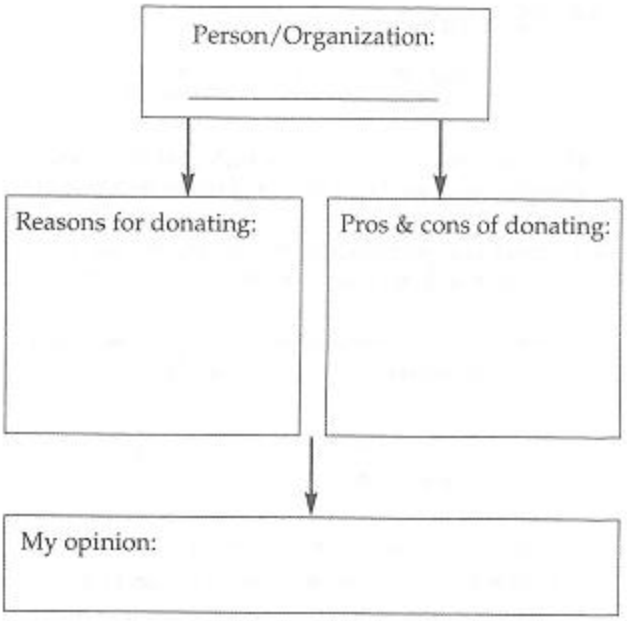
- Call on volunteers to read the list of people / organizations out loud.
- Have students write their reasons for giving or not giving on their notepads. Circulate to offer help as needed.
- As students make their choices, encourage them to think of specific examples of people or organizations that they might know about.

C Discussion

- Review the model with the class.
- Have students discuss in groups of three. Remind students to use the reasons for giving or not giving from their notepads. Encourage students who are listening to make relevant comments or ask follow-up questions.
- Have volunteers from each group share their views with the class.

D Presentation

- Allow students to work individually, in pairs, or in small groups. To help students organize their ideas, you may want to write the following chart on the board or print it out from *ActiveTeach*:



- Encourage students to use the Vocabulary on page 34.
- Remind students to finish their paragraphs by stating whether they are in favor of donating to the people or organizations they chose to write about.
- Invite individuals, pairs, or small groups to present their ideas to the class.
- Have the class vote on who made the most compelling arguments.

Option: [+20–30 minutes] In small groups, have students do a search on the Internet for charitable organizations. Ask them to choose an organization that they think is worth helping.

ActiveTeach • **Graphic Organizers**

EXTRAS (optional)

- **Workbook: Exercises 14–16**
- **MySummitLab: Lesson 4**

D **Express and Support an Opinion.** Discuss the questions.

1. Why do you think Paul Newman's face has helped to sell his products?
2. Do you think that the work Newman is doing is making a difference?
3. In your opinion, do famous or wealthy people have a responsibility to "give back" or to share what they have with others?

NOW YOU CAN *Discuss reasons for charitable giving*

A **Pair Work.** Read the list of possible reasons some people donate money. In your opinion, which are good reasons? Explain.

- to change society
- to feel good about themselves
- to get publicity or advertising
- to say "thank you" for past help
- to share what they have with others
- to give new opportunities to people
- to satisfy religious beliefs
- so other people will thank them
- so other people will admire them
- other: _____

B **Notepadding.** On your notepad, check the people or organizations you might consider making a contribution to. List your reasons for giving or *not* giving.

People / Organizations	Reasons for giving or *not* giving
☐ a homeless person	
☐ a seriously ill person	
☐ a political candidate	
☐ a disaster relief agency	
☐ a hospital	
☐ a school in a poor neighborhood	
☐ a theater or a museum	
☐ a local charity	
☐ an international charity	
☐ a religious institution	
☐ other:	

C **Discussion.** Talk about the people and organizations you would or would not give money to. Use your notepad. Explain your reasons.

"I would rather give money to a local charity because they'll use it to help people in my community."

D **Presentation.** Choose one person, charity, or type of organization people donate money to. Write a paragraph explaining the reasons why people should donate to this cause. Use the Vocabulary from page 34 in your paragraph. Then present your ideas to your class or group.

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Writing: Explain your financial goals

Sequencing Events: Review

When writing a paragraph, the sentences need to be logically organized. **Time order words** are used to clarify the order of events in someone's life, to present the steps in a process, or to give instructions.

Special time order words and expressions help make sequence clear:

- First,
  First of all,
  To begin with,
- Second,
  Third,
- Next,
  Then,
  Following that,
- After,
  Afterwards,
  After that,
- Finally,
  Lastly,
  In the end,

WRITING MODEL

I intend to be financially independent by the time I am sixty. How? **To begin with,** I plan to live within my means. I will cut corners where I can and stick to my budget. **Then,** I hope to open up my own business. **Next,** I intend to start putting some money away. **After that,** I plan to make some smart investments. **In the end,** by the time I am sixty, I will have saved up enough to retire and buy a nice weekend house.

Topics

- My long-term financial goals
- The steps I need to take in order to buy .....

A Prewriting. Listing Ideas. Choose a topic. Then complete the chart.

Topic: .....

	Goal or step	My plan	Completion date

B Writing. Write a paragraph, using your notes. Use time order words and expressions to organize the sequence of goals or steps in your paragraph. Remember to write a topic sentence.

C Self-Check.

- ☐ Did you use time order words or expressions in the paragraph?
- ☐ Does the sequence of events in the paragraph make sense?
- ☐ Does the topic sentence introduce the topic of the paragraph?

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Writing

Suggested teaching time:	25 minutes	Your actual teaching time:	

Sequencing Events: Review

- Go over the explanation.
- To check comprehension, ask *Why are time order words useful?* (because they help to organize ideas; because they help to present events, steps, or instructions in a sequence)
- On the board, write:

1. *I was very busy yesterday. _____ . I wrote a speech I must give next week. _____ . I had a meeting. _____ . I had an office party.*
2. *My long-term goal is to open up a restaurant. _____ . I will graduate. _____ . I'll get a job and put away as much money as I can. _____ I'll invest the money I saved in setting up my restaurant.*

To provide practice, have pairs complete the items with time order words. Point out that more than one word might be possible in each blank. Tell students to use each word only once.

- Review as a class. Have several students share their choices for each blank. (Possible answers: 1. First, Next, Then; 2. First of all, After that, Finally)
- Have students read the writing model.
- To make students aware of punctuation, point out that most time words are followed by a comma.

Option: [+10 minutes] On the board, write:

How to . . .
make an omelet
start a car and drive off
plan a party
other: _____

For further practice, have pairs choose a topic from the board or their own topic and write four or six steps or instructions for that topic. To review, have volunteers give instructions to the class about the topics they chose.

ActiveTeach • **Extra Writing Skills Practice**

A Prewriting

- Have a volunteer read the Topics list.
- Have students choose a topic. Ask students who chose the second topic to decide what they want to buy and write it down.
- Have students complete the chart individually. Encourage them to use as much vocabulary from this unit as they can.
- As students complete the chart, circulate to offer help as needed.

B Writing

- Remind students to use the correct punctuation after time words.
- As students write, circulate to offer help as needed.

C Self-Check

- Go over the Self-Check questions with the class.
- Before students submit their paragraphs for correction, have them self-check their work and make any necessary changes.

Option: [+10–15 minutes] Have students read their paragraphs out loud in small groups or in front of the class. Ask the students who are listening to give useful advice that can help their classmates achieve their goals.

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Review

A Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students read the statements before listening to the conversations.
- Point out that there is a statement that students won't use.
- To review, have students support their choices. (Possible response: Conversation 1: The man bought a new computer table that has too many pieces and he can't figure out how to put it together. He's not going to let it sit around collecting dust. He's going to take it back to the store.)

AUDIOSCRIPT

For audioscript, see page AS4.

B Complete the statements . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- You may want to model the first item with the class.
- Remind students that apart from meaning, they should evaluate whether the sentence requires a noun or an adjective.
- Have students compare answers with a partner. Then review as a class.

C Write a conditional sentence . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Model the first item with the class. Elicit sentences from several volunteers.
- Have students share their regrets with a partner.
- To review as a class, have several students share a regret with the class.

D Express your future plans . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Model the first item with the class. Call on several students to share their plans.
- Have students share their plans and goals with a partner.
- Review as a class. Have several students share a future plan or goal.

EXTRAS (optional)

- **Workbook: Page 30**
- **Complete Assessment Package**

- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**

- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 3**

Review

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ActiveBook: *More Practice*
grammar · vocabulary · listening
reading · speaking · pronunciation

A 135 **Listening.** Listen to the conversations about money matters. Then decide which statement best summarizes each conversation. Listen again if necessary.

Conversation 1. d **Conversation 2.** c **Conversation 3.** b

a. If he'd known it would just sit around collecting dust, he never would have bought it.
b. He's too much of a spendthrift. He should be more frugal.
c. He's not a spendthrift. He's just feeling generous.
d. If he'd known it would be so hard to put together, he never would have bought it.

B Complete the statements with words from the box.

charities
contribution
frugal
generous
investment
philanthropist
profit
stingy
tightwad

1. Steve Gold, an assistant to a big executive at World Corp, saved his company a lot of money by purchasing airplane tickets online from a discount travel website. His boss appreciated his being so frugal.
2. Bill Gates, founder of the Microsoft Corporation, is not only one of the richest men in the world, but he's also one of the most generous. The Gates Foundation donates a minimum of US $1.5 billion each year.
3. Dan Fielding expected that his investment in the ComTech Corporation would result in a nice profit. However, the business failed and Dan lost all of his money.
4. One of the richest women in history, Hetty Green was also notoriously stingy. She once refused to light the candles on her birthday cake so she could return them to the store for a refund. Hetty is considered to be history's greatest tightwad.
5. Andrew Carnegie was a famous philanthropist who gave away over US$350 million to charities. His largest contribution was for US$56 million dollars, which was used to build over 2,500 free public libraries around the world.

C Write a conditional sentence for each regret below. Begin with an inverted form ("Had I . . ."). Answers will vary, but may include:

1. a regret about your financial situation
   Had I been debt free, I would have bought that car.
2. a regret about something you bought
   Had I known it would shrink, I would never have gotten this sweater.
3. a regret about a relationship
   Had I known how selfish he was, I would never have dated him.

D Express your future plans and goals. Use the perfect form of an infinitive or the future perfect.

1. Before the end of today, I plan _____.
2. By next month, I will _____.
3. By the end of this English course, I expect _____.
4. By the end of the year, I intend _____.
5. Within five years, I hope _____.

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UNIT 4

Looking Good

Preview

GOALS After Unit 5, you will be able to:

1. Discuss appropriate dress
2. Comment on fashion and style
3. Evaluate ways to change one's appearance
4. Discuss appearance and self-esteem

A Topic Preview. These pictures depict concepts of ideal beauty at different times and in different places. Do *you* find any of these fashions attractive?

For centuries in Japan, the geisha defined beauty and grace.

Paduang women of Myanmar begin lengthening their necks with gold bands at the age of five or six.

In eighteenth-century Europe, well-to-do men and women wore extravagant wigs and clothing.

In India, Pakistan, the Middle East, and Africa, women paint their faces and hands with henna for special occasions.

In New Zealand, it is traditional for Maori men to decorate their faces and bodies with tattoos.

B Express Your Ideas.

1. What things do people do today to make themselves more attractive? Which techniques do you think are the most successful?
2. In your opinion, why do tastes change over time from culture to culture?
3. What do you think this expression means? Do you agree?

*Beauty is in the eye of the beholder.**

*beholder—the person who is looking

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UNIT 4 Looking Good

A Topic Preview

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the theme of appearance, have students spend a few moments looking at the pictures and reading the captions.
- Point to the images and ask *Do you think any of these fashions are attractive?* To encourage students to explain their opinions, ask *Why do you think so?*

Language note: Students may need help with the following: *geisha* (a Japanese woman who is trained in the art of dancing, singing, and providing entertainment, especially for men); *well-to-do* (rich); *extravagant* (very impressive, because something is very expensive, beautiful, etc.); *henna* (a reddish-brown substance used to change the color of hair or to dye the skin).

Culture note: Myanmar is a republic in Southeast Asia. It was known as Burma until 1989. The Paduang are a tribe who live on the border of Myanmar and Thailand. Long-necked women belonging to this tribe have become the most popular tourist attraction in the area. The Maori people are the native inhabitants of New Zealand. They make up about 14 percent of the country's population. Maori men believe their tattoos make them strong warriors and attractive to women.

Option: [+5 minutes] Have students look at the pictures and read the captions. Ask *What are some adjectives you would use to describe the fashions in these pictures?* (Possible responses: attractive, smart, elegant, unattractive, nice, odd, strange, comfortable, uncomfortable, ridiculous, unhealthy, crazy, practical, impractical) List the adjectives on the board as students respond. Have students make statements about the images using the adjectives on the board.

B Express Your Ideas

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Read the questions out loud. Have students discuss the answers in small groups. Circulate to offer help as needed. Students might need help with vocabulary to describe what people do to make themselves more attractive.
- Review answers as a class. Have a student from each group present his/her response to the class. For item 3, call on a student to say what the expression *Beauty is in the eye of the beholder* means. Have other students agree or disagree and support their responses. (The expression means that different people have different opinions about what is beautiful.)

Option: [+5 minutes] Class poll. Ask *Do you think people spend too much time trying to make themselves look more attractive? Do you think you spend too much time trying to make yourself look more attractive?* On the board, write:

hair *clothes* *makeup*

Ask *Do you spend the most time on your hair? Clothes? Makeup?* Keep a tally for each on the board. Ask students to support their opinions.

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C Sound Bites

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students look only at the photos. Ask *What's the man wearing in the first photo?* (a suit and tie) *What's he wearing in the second one?* (jeans and a T-shirt) *Where do you think the people are going?* (Possible responses: to a party, out to dinner, to a friend's house)
- Say *You are going to hear a conversation about dressing up and dressing down.* Ask *What do* dressing up *and* dressing down *mean?* (*dress up*: dress formally, put on formal clothes; *dress down*: dress informally, put on casual clothes)
- Have students read and listen to the conversation.

Language note: Students may need help with the following words or expressions: *overdressed* (dressed in clothes that are too formal for the occasion); *Hello!* (used in spoken English when the other person is not being sensible or is not aware of what is happening); *Oops* (said when you make a small mistake); *make up your mind* (make a decision); *what's with something* (used to ask the reason for something); *baggy* (loose); *slacks* (pants, especially ones made out of good material but that are not part of a suit).

D Activate Language from a Text

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To check comprehension of the words in the box, ask:
  In which photo is Paul wearing formal clothing? (the first)
  In which is he wearing casual clothing? (the second)
  In which photo is Paul overdressed? (the first) *Why?* (because his clothes are too formal for the occasion / because he's wearing a suit)
  Why is he underdressed in the second photo? (because now his clothes are too casual / because he's wearing a T-shirt and jeans)
- In pairs, have students tell the story of what happened in the conversation using the words in the box.
- Circulate to offer help with the new words as needed.
- To review, have a volunteer tell the story to the class. (Possible response: Paul dresses up because he thinks that the party is formal. When Margo tells him he is overdressed for the occasion, he changes into jeans and a T-shirt. Margo thinks jeans are too casual. Paul is now underdressed, so he will have to change clothes again.)

STARTING POINT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Apply Ideas

- Have students number the photos from left to right.
- Draw the following chart (without the answers) on the board or print it out from *ActiveTeach:*

	What is the person wearing?	What is the event?	Is he/she dressed appropriately?	If not, what should he/she wear instead?
1	*a tuxedo*	*a company picnic*		
2	*a cardigan, pants*	*an outdoor wedding*		
3	*jeans, a shirt*	*a dinner party at a friend's home*		
4	*an evening dress*	*English class*		

In pairs, have students complete the chart. Circulate to offer help as needed.

- Review as a class. For each photo, have a volunteer share his/her opinion.

Option: [+5 minutes] In pairs, have students discuss what occasions the people in the photos are dressed appropriately for.

ActiveTeach • **Graphic Organizers**

B Relate to Personal Experience

- Have a volunteer read the questions out loud. In small groups, have students discuss the questions. Circulate to offer help as needed.
- To review, have volunteers share their experiences with the class.

Option: [+5–10 minutes] Brainstorm possible reactions to an embarrassing situation such as the one posed in item 2. Write students' ideas on the board. For example:

feel so embarrassed that you leave
stay but feel terribly uncomfortable
stay and see the funny side of it

Encourage students to use the ideas on the board to formulate the best reactions to the embarrassing situation described in item 2.

EXTRAS (optional)

- **Workbook: Exercises 1–2**
- **MySummitLab: Preview**

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C 2-02 **Sound Bites.** Read and listen to a conversation between a couple about dressing up and dressing down.

MARGO: Don't you think you might be a little overdressed?
PAUL: What do you mean?
MARGO: Hello! The invitation said casual.
PAUL: Oops. I thought we were supposed to get dressed up. Be right back.
PAUL: How's this?
MARGO: Now that's a little *too* casual.
PAUL: Margo! I wish you'd make up your mind.
MARGO: And what's with the baggy pants? CN
PAUL: OK. If I change into a polo shirt and a pair of slacks, will that work?
MARGO: Perfect.

CN **Corpus Notes:** *What's with [someone or something]?* is very common in informal spoken English but rarely in written English.

D **Activate Language from a Text.** Use the following words to tell the story of what happened in the conversation.

underdressed	overdressed	formal	casual

STARTING **POINT**

A **Apply Ideas.** Look at the pictures. Are the people dressed appropriately for each event? With a partner, use the words from Exercise D to describe how the people are dressed. Then compare your answers with other students'.

Event: a company picnic

Event: an outdoor wedding

Event: a dinner party at a friend's home

Event: English class

B **Relate to Personal Experience.** Discuss the questions.

1. When was the last time you got dressed up? What did you wear?
2. Have you ever been underdressed or overdressed for an event? What happened? How did you feel?

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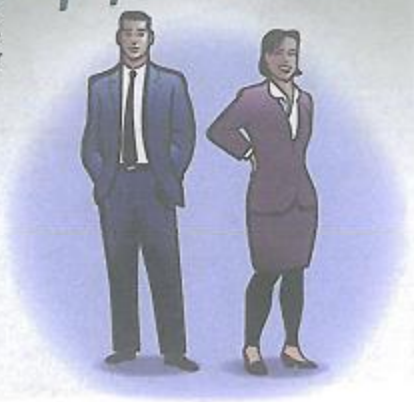
1 GOAL Discuss appropriate dress

A 2:03 **Grammar Snapshot.** Read the article and notice the quantifiers.

Dressing Up for Work

Most professionals around the world wear formal business attire to work in company offices. In **many** countries, there is an unwritten dress code making it mandatory for a man to wear a dark suit and tie and for a woman to wear a skirted suit. But in **several** countries, **more** companies are experimenting with casual business dress during working hours.



Formal business attire: a thing of the past?

In Australia, during the hotter summer months, **a number of** companies are allowing employees to leave their suits at home. And in the United States, **a little over half of all** office workers are allowed to dress down on Fridays. **One third of** U.S. companies make the standard business suit optional—allowing casual clothing **every** day. There is **a great deal of** interest in a casual dress code because of its attraction to new employees.

However, **some** critics complain that casual dress in the office causes **a lot of** problems, among them, **less** productivity. **Each** manager needs to decide if "business casual" is right for his or her company. **A few** experts in the fashion industry claim that the trend toward casual office dress is on the way out. But a recent survey found that **a majority of** employees say their company dress code is at least as casual or more casual than it was two years ago.

Some complain that business casual leads to less productivity.

B **Examine Cultural Expectations.** Discuss the questions.

1. How do professionals dress for work in your country? Do people ever wear "business casual"? What kinds of clothing are mandatory?
2. Do you think the way a person dresses has an effect on how he or she works? In what way?

C **Grammar. Quantifiers**

Some quantifiers can only be used with singular count nouns. CN

one person	each manager	every employee

Some quantifiers can only be used with plural count nouns.

two problems	a couple of employees	both companies
a few managers	a number of businesses	several women
many young people	a majority of professionals	

Some quantifiers can only be used with non-count nouns.

a little conformity	much choice	a great deal of interest
less productivity	not as much satisfaction	

Some quantifiers can be used with *both* count and non-count nouns.

no people	no choice
some / any employees	some / any conformity
a lot of / lots of companies	a lot of / lots of individuality
a third of the companies	a third of the money
plenty of businesses	plenty of satisfaction
most managers	most dissatisfaction
all young people	all innovation
more countries	more interest

GRAMMAR BOOSTER ▸ p. G6

- Quantifiers: review
- A few and few, a little and little
- Using of
- Used without referents
- Subject-verb agreement with quantifiers with of

NOTE: The quantifier a majority of can also be used with singular count nouns that include more than one person. Use a third-person singular verb.

A majority of the class thinks business casual is a good idea.

A majority of the population prefers a strict dress code.

CN **Corpus Notes:** Some quantifiers can only be used with singular count nouns. It is a common learner error to use *each* and *every* with plural nouns, particularly with irregular plural nouns such as *people* and *children*.

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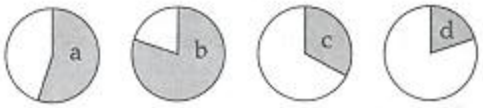
A Grammar Snapshot

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point to the two illustrations. Ask *How are the people dressed in the two pictures?* (casually, formally). *In which illustration are the people dressed up for work?* (the one on the left) Ask *If* dress up *means* dress formally, *what expression means* dress casually? (dress down)
- Ask students to notice the use of quantifiers as they read and listen to the article.
- Draw the following pie charts on the board or print them out from *ActiveTeach*. Point to the shaded area on the first pie chart and write 55%. Elicit the percentage the shaded area represents for each chart. (b: 80%, c: 33%, d: 20%)



Point to the first pie chart and ask *Which of the quantifiers in the article could mean 55%?* (A little over half of all, most, a majority of) Write these quantifiers on the board next to the first pie chart. Repeat in the same way for each pie chart on the board. (b. most, many, a great deal of, a lot of, a majority of; c. a number of, one third of, some; d. some, a few)

Language note: *Attire* is a formal word meaning *clothes*. Something that is *mandatory* must be done, especially because a law or rule says so. If something is *optional*, you do not have to do it or use it. If something is *on the way out*, it is rapidly becoming less popular. *Clothing* is a non-count noun that refers to clothes in general. *Clothes* is a plural count noun that refers to the particular things that people wear. Since *clothing* is non-count and *clothes* is always plural, use *an item / a piece / an article of clothing* to refer to one thing.

Culture note: The trend to wear casual clothing to work on Fridays is often referred to as *casual Friday*.

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B Examine Cultural Expectations

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Form pairs or small groups. Read the questions out loud and have students discuss the answers. Circulate to offer help as needed.

C Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To present the use of quantifiers with singular count nouns, write on the board:
  One manager never wears business casual.
  Every company has a different dress code.
  Point to the noun in each sentence and ask *What do these nouns have in common?* (They are singular count nouns.) Then have students identify the quantifier in each sentence. (one, every) Read the first explanation out loud.
- To present the use of quantifiers with plural count nouns, write on the board:
  Many office workers wear a suit and tie.
  A number of people prefer business casual.
  Point to *office workers* and *people* and ask *What do these nouns have in common?* (They are plural count nouns.) Then have students identify the quantifier in each sentence. (many, a number of) Read the second explanation out loud.
- Have students read the note. On the board, write:
  A majority of the staff _____ casual clothes.
  Have students complete the sentences with the correct form of verbs of their choice. Review as a class. (Possible responses: wears, prefers)
- To present the use of quantifiers with non-count nouns, write on the board:
  A great deal of interest was shown by all employees.
  A little productivity goes a long way.
  Point to the noun in each sentence and ask *What do these nouns have in common?* (They are non-count nouns.) Then have students identify the quantifier in each sentence. (a great deal of, a little) Read the third explanation out loud.
- To present the use of quantifiers that can be used with both count and non-count nouns, write on the board:
  Some employees are in favor of change.
  Some formality is preferred.
  Point to the nouns. Ask *What's the difference?* Elicit from the class that *employees* is a plural count noun, while *formality* is a non-count noun. Read the fourth explanation out loud.

Language note: *A few* and *a little* mean *some*. *Few* and *little* mean *not enough*.

Option: [+5–10 minutes] To practice the use of quantifiers, use the graphic organizer on *ActiveTeach*. You may want to draw it on the board or print and distribute. Write all of the quantifiers from the Grammar Snapshot and Grammar box on the board. With books closed, have pairs use the diagrams to classify the quantifiers. Then have students use their books to confirm their answers.

ActiveTeach • **Graphic Organizers**
• **Inductive Grammar Charts**

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D Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Be sure students understand only *most* is possible because *much* can't be used with plural count nouns. (businesspeople)
- For each new item, have students identify the noun and state whether it is a singular count noun, plural count noun, or a non-count noun.
- Have students compare answers with a partner and review as a class.

E Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out that there isn't just one possible answer. To review as a class, have several students provide their choices for each sentence.

F Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- First listening: Have students listen for the kind of event that the people are talking about in each conversation. Review as a class. (1. an end-of-year party; 2. a special day at the home of the man's parents; 3. an event that the head of the company is going to attend; 4. a visit to Sid and Jackie's home)
- Second listening: Have students listen and complete the exercise. Tell students that you will ask them to support their answers.
- Review as a class and have students explain their choices. (Possible response: 1. because he doesn't want to wear a suit)

AUDIOSCRIPT

For audioscript, see page AS4.

NOW YOU CAN

Suggested teaching time:	10 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have a student read the Events list out loud. If necessary, have students explain each event.
- Have students number the events from 1 to 5. Then draw the following chart on the board or print it out from *ActiveTeach:*

	Appropriate dress	Inappropriate dress
1.		
2.		
3.		
4.		
5.		

To model the activity, point to the first row and ask *What clothing would be appropriate for a business meeting?* Write student responses in the second column. (Possible responses: a suit, a skirt, a tie, heels) Then ask *What clothing would be inappropriate for a business meeting?* Write student responses in the third column. (Possible responses: shorts, athletic clothing, sandals) In pairs, have students complete the chart.

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B Use the Grammar

- Form small groups. Have students compare their opinions of appropriate and inappropriate dress for each event.
- Read the models and point out the use of quantifiers.
- Have each group summarize their ideas with sentences using quantifiers.
- To review, have a volunteer from each group summarize the group's opinion for one of the events.

C Discussion

- Read the questions out loud. If necessary, explain that social conventions are opinions and behavior that a majority of people in a culture consider to be correct and normal. In pairs, have students exchange opinions and give reasons to support their views.
- Circulate to offer help as needed.
- After students discuss the questions in pairs, have students who think it is important to dress according to social conventions, share their opinions. Then have students who disagree, share their opinions. You may want to keep a list on the board.
- Have volunteers express their views on how what people wear affect the way others perceive them. Ask *Have you judged someone because of what they were wearing and then found out you were wrong?*

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 3–5**

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D Grammar Practice. Circle the correct quantifier. Explain your answer.

"Businesspeople is a plural count noun."

1. (Most / Much) businesspeople today prefer to dress casually.
2. (A number of / A great deal of) companies would prefer not to change their dress codes.
3. (All / Every) manager has to decide what is best for the company and its employees.
4. (One / Several) company in New Zealand decided to try a "casual summer" because the summers are always so hot.
5. Research has shown that a business casual dress code has resulted in (less / a few) job dissatisfaction among professionals.
6. (A little / A few) companies are returning to a more formal dress code.

E Grammar Practice. Read the Grammar Snapshot again. On a separate sheet of paper, rewrite the article, using different quantifiers with similar meanings.

Most professionals around the world wear formal business attire to work in company offices.

A majority of professionals around the world wear formal business attire to work in company offices.

Answers will vary, but may include: In **a lot of** countries, . . . ; But in **a number of** countries, **some** companies . . . ; In Australia, during the hotter summer months, **several** companies . . . ; And in the United States, **most** offfice workers . . . , **Some** U.S. companies make the standard business suit optional—allowing casual clothing **each** day. There is **a lot of** interest . . . ; However, **a few** critics complain that casual dress in the office causes **many** problems, among them **not as much** productivity. **Every** manager . . . ; **Some** experts . . . ; But a recent survey found that **most** employees . . .

F 2:04 **Listening. Infer Information.** Listen to the conversations about casual and formal dress. Determine how best to complete each statement.

1. He'd prefer to	a. dress up	(b.) dress down
2. She wants to	a. dress up	(b.) dress down
3. He's pretty sure a tie is	a. optional	(b.) mandatory
4. She thinks a dress is	(a.) optional	b. mandatory

NOW YOU CAN *Discuss appropriate dress*

A Frame Your Ideas. How do you think people in your country would generally suggest dressing for these events? Discuss appropriate and inappropriate dress for each event.

"Most people would ....., but a few people ....."

Events
- a business meeting
- dinner at a nice restaurant
- dinner at the home of your friend's parents
- an evening party at a club or restaurant with your classmates
- an in-class party

B Use the Grammar. In a group, compare your classmates' opinions. Use quantifiers to summarize your classmates' ideas.

"A majority of the class said ....."

"A few students said ...."

C Discussion.

1. Do you think it's important to dress according to social conventions? Explain.
2. How does what people wear affect how others perceive them?

2 GOAL Comment on fashion and style

A 2:05 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: Check out that guy over there. CN1

B: Which guy?

A: The one on the cell phone. Can you believe what he's wearing?

B: What do you mean?

A: Don't you think that shirt's a little flashy?

B: Well, the colors ARE pretty loud, but that's what's in style.

2:06 **Rhythm and intonation practice**

CN1 **Corpus Notes:** The word *guy* occurs much more frequently than *man* in spoken English. *Man* is used much more frequently, however, in written English.

B 2:07 **Vocabulary. Describing Fashion and Style.** Listen and practice.

Attractive

fashionable / stylish	modern
CN2 in style / trendy / hot*	temporarily popular
elegant / chic	in good taste
striking	attention-getting

Unattractive

old-fashioned / out of style	no longer popular
tacky*	in poor taste
flashy*	attention-getting
shocking	offensive

*informal

PRONUNCIATION BOOSTER • p. P3
- Linking sounds

C 2:08 **Listening. Listen to Activate Vocabulary.** Listen to the conversations about fashion and style. Choose the adjective from the Vocabulary that best summarizes each speaker's point of view.

1. They think the purses in the magazine are _____.
   (a.) hot b. flashy c. elegant
2. He thinks the jacket Carl is wearing is _____.
   a. stylish (b.) flashy c. striking
3. They think the girl's hairstyle is _____.
   a. striking b. old-fashioned (c.) shocking
4. He thinks the dress the salesperson is suggesting is _____.
   (a.) elegant b. striking c. trendy
5. She thinks the blouse her friend's holding is _____.
   (a.) out of style b. tacky c. chic

CN2 **Corpus Notes:** *In style* is used more frequently than *trendy* or *hot* to describe clothing. While *trendy* can be used to describe clothing, it is typically used to describe places, such as neighborhoods and restaurants that are popular places to live, visit, or shop. *Hot* occurs more frequently in spoken English than written.

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2

A Conversation Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use *Can you believe* to indicate disapproval.
- Use *Don't you think* to promote consensus.
- Begin a response with *Well* to convey polite disagreement or reservation.
- Stress the main verb to acknowledge only partial agreement.

- Before students read and listen, have them look at the photo. Ask *What do the man's clothes say about him?* (Possible responses: that he likes fashion; that he wants to attract attention)
- After students read and listen, check comprehension by asking *What does the first woman think about what the man is wearing?* (she's shocked by what he's wearing; his shirt's flashy; she doesn't like his shirt) *What does the second woman think?* (that the man is in style; that his shirt is loud)
- Call students' attention to the conversation strategies highlighted in the model.

Language note: *Check out* is used in spoken English to tell someone to look at someone or something. *Can you believe . . .?* shows you are surprised or shocked by something.

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation for *Which guy?* and *What do you mean?*
  - use rising intonation for *Can you believe what he's wearing?* and *Don't you think that shirt's a little flashy?*
  - pronounce the contraction 's in . . . *that's what's in style.*

B Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions. Then have students listen and repeat the words chorally.
- Say *Use words that are informal (hot, tacky, flashy) with friends or other people you know well.*
- To provide practice, have pairs use the words or phrases to give their own opinions of the clothes the man in the Conversation Snapshot picture is wearing.

Language note: *Old-fashioned* is always hyphenated. (an old-fashioned jacket; that jacket is old-fashioned) *In style* and *out of style* are only hyphenated before a noun. (an in-style jacket; that jacket is in style) A *style* is a particular fashion. (I prefer a classic style.) If something is *in style*, it is temporarily popular. If something is *stylish*, it is attractive in a fashionable way. If appropriate, you may want to tell students that another meaning of *hot* is *sexually attractive.*

Challenge: [+10 minutes] Have students think of items of clothing they own or have seen that can be described with some of the words from the Vocabulary. In small groups, have students talk about these items and make a list of the clothes they come up with. To finish the activity, have a student from each group choose an article of clothing from the list and describe it to the class.

Option: [+5 minutes] Bring in photos from a fashion magazine or clothing catalog. Have students describe the different styles and fashions using words from the Vocabulary.

ActiveTeach • **Vocabulary-Building Strategies**

C Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students read the statements and choices.
- First listening: Pause after each conversation to allow students time to choose the answer.
- Second listening: Have students listen for information that supports their choices. Ask them to take notes.
- To review as a class, have students explain the answers. (1. Everyone is getting them. She should hurry before they go out of style. 2. It's a "look at me" jacket. It gets attention because it's yellow. 3. She says, "What on earth has she done to her hair?" 4. He says it's very tasteful. 5. She says no one is wearing that anymore.)

AUDIOSCRIPT

For audioscript, see page AS5.

LESSON PLAN

D Vocabulary Practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Circulate to offer help as needed. Encourage students to ask each other questions as they discuss the fashions and hairstyles in the photos. To prompt students, write on the board:
  Do you like these pants?
  Don't you think these pants are out of style?
  Would you wear this shirt?
  Isn't this jacket chic?
- To review, have volunteers choose a photo and share their opinions with the class.

E Think and Explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have volunteers read the quotes out loud.
- Encourage students to explain their choices using some of the adjectives from Exercise B.
- Have volunteers tell the class which quotes sound the most like them. Encourage them to use specific examples to explain their choices.

Language note: If necessary, explain the following words or expressions: *conform* (behave in the way that most other people in your group or society behave); *stand out* (be very easy to see or notice by looking different from other things or people); *draw the line at something* (set a limit on what you are willing to do, especially because you disapprove of something); *subdued* (calm, not bright); *fad* (something that is fashionable for a short time); *designer labels* (clothes made by a well-known and fashionable designer).

Challenge: [+10 minutes] Draw the following chart on the board or print it out from *ActiveTeach:*

A	B
1. I don't like to attract attention to myself.	
2. What you wear should conform to how other people look.	
3. I prefer bright colors.	
4. I wear what's in style, even if it's a fad.	
5. I wear what's in style, even if it's uncomfortable.	
6. I prefer a wild look.	
7. I don't care for brands.	

Have students scan the quotes for sentences that mean the opposite of the ones in column A. Students should write the opposing quotes in column B. Have students compare answers with a partner and review as a class. (1. I prefer to stand out in a crowd. 2. Clothing should express your individuality. 3. I'm a lot more comfortable in subdued colors. 4. I prefer a look that isn't just a fad that won't be in style for very long. 5. I'd rather be comfortable than fashionable. 6. I draw the line at wild and crazy clothes. 7. I always choose designer labels.)

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NOW YOU CAN

Suggested teaching time:	10 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have volunteers read the vocabulary in the boxes out loud. Ask *What do the words in each box have in common?* (Possible responses: verbs to do with style; negative adjectives to describe clothes; positive adjectives to describe clothes) Have students label the boxes.
- Have students complete the sentences individually and give specific examples.

B Use the Conversation Strategies

- Refer students to the Conversation Snapshot and Vocabulary on page 42 to review how to comment on fashion and style.
- Model the activity by discussing your fashion tastes and style.
- If you or your students brought in photos, have students discuss the different photos.
- As students interact, circulate to provide help as needed. Encourage students to use the vocabulary they've learned so far.
- Reinforce the use of the conversation strategies; for example, make sure students show disapproval when they say *Can you believe . . .?*

ActiveTeach • **Conversation Prompts**

EXTRAS (optional)

- **Pronunciation Booster**
- **Workbook: Exercises 6–9**
- **MySummitLab: Lesson 2**

D Vocabulary Practice. What do you and your partner think of these fashions and hairstyles? Use the adjectives from the Vocabulary to describe them in your *own* way.

E Think and Explain. With a partner, read and match each quote with a person in the photos in Exercise D. Explain your answers. Which quote sounds the most like *you*?

Answers will vary, but may include:

1. D — *"Clothing should express your individuality. I don't want to conform to how other people look or what they wear—I prefer to stand out in a crowd."*

2. A — *"What I wear may not be the most trendy—but I like it that way. I'd rather be comfortable than fashionable."*

3. C — *"The way you dress affects how people perceive you, so it's important to dress well. I always choose designer labels—they're the best."*

4. E — *"I draw the line at wild and crazy clothes. I just don't like to attract attention to myself. I'm a lot more comfortable in subdued colors and classic styles."*

5. B — *"I prefer a look that isn't just a fad that won't be in style for very long. I prefer clothes that are well made—they may cost a bit more, but they last longer."*

NOW YOU CAN *Comment on fashion and style*

A Frame Your Ideas. Complete each statement about fashions in your *own* way. Use these words and expressions.

I prefer clothes that . . .
I don't like to . . .
I dislike it when women wear clothes that . . .
I dislike it when men wear clothes that . . .

conform
stand out
attract attention
express one's individuality

old-fashioned
out of style
tacky
flashy
shocking

well made
comfortable
wild and crazy
classic
subdued
fashionable
stylish
elegant
striking
trendy

B Use the Conversation Strategies. Explain why you find some fashions attractive and some unattractive. Refer to the photos on this page or bring in others. Use the Vocabulary from page 42 and the Conversation Snapshot as a guide. Start with one of the following expressions:

"Check out . . ." "Can you believe . . ."

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3 GOAL
Evaluate ways to change one's appearance

A 2:09 **Listening. Infer Information.** Listen to Part 1 of a radio program about men's hairstyles. Then read the statements and listen again. Complete the statements, according to the information in the program.

1. In the eighteenth century, wigs were considered _____.
   (a.) chic b. tacky c. out of style
2. In the nineteenth century, wigs were considered _____.
   a. in style (b.) old-fashioned c. striking
3. Before the twentieth century, short hair would not have been considered _____.
   (a.) stylish b. out of style c. shocking

B 2:10 **Listening. Listen to Summarize.** Now listen to Part 2. What generally happened to men's hairstyles in the mid-twentieth century?

Men began to wear their hair long, and they grew beards and mustaches.

C 2:11 **Listening. Infer Information.** Read the following statements and listen to Part 2 again. Complete the statements, according to the information in the program.

1. Men changed their hairstyles in the 1960s as a _____ statement.
   a. fashion (b.) social and political c. religious and moral
2. Twenty years ago, the bald look would have been considered _____.
   (a.) eccentric b. stylish c. old-fashioned
3. Young people who dye their hair want to _____.
   a. be stylish b. conform (c.) express their individuality

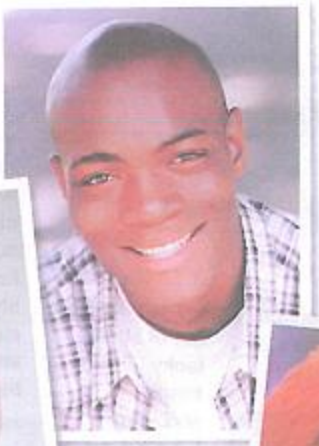
D **Express and Support an Opinion.** Do you agree with the hair stylist that "anything goes" today for men's hairstyles? Are there any hairstyles that you really don't like on a man? Do you think men's hairstyles have improved or gotten worse in recent times?

a goatee

sideburns

highlights

long hair


bald

a buzz cut

dyed

braids

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3

A Listening

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the hairstyles in the pictures. Point to the pictures for a goatee and sideburns. Ask *What are some other styles of facial hair?* (a mustache, a beard)
- First listening: Have students listen and write down the time periods that are talked about. To review as a class, have students name the time periods and list them on the board (17th and 18th centuries; 19th century; early 20th century; 1960s and 1970s)
- Have students read the statements and review the meanings of the words given as choices. If students need help, refer them to the Vocabulary on page 42.
- Second listening: Have students listen and complete the statements. Review as a class and have students support their choices. (Possible responses: 1. Wigs were chic because they were worn by the king of France. 2. Wigs were old-fashioned because the style changed. 3. Short hair would have been considered out of style because long hair was in fashion.)
- Third listening: Erase *1960s and 1970s* from the board and to the right of the time periods on the board, write:

  short hair, almost no beards or mustaches
  wigs
  long hair, beards, and sideburns

  Have students listen again and match the time periods with the fashions. Review as a class. (17th and 18th centuries: wigs; 19th century: long hair, beards, and sideburns; early 20th century: short hair, almost no beards or mustaches)

AUDIOSCRIPT

For audioscript, see page AS5.

B Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students take notes while they listen.
- To review, call on a couple of students to share their answers with the class.

C Listening

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the statements and answer choices out loud. If necessary, explain the meanings of unfamiliar terms.
- Review answers as a class.
- To have students support their choices, ask (for item 1:) *What were men protesting against when they changed their hairstyles?* (a conservative culture) (for item 2:) *Why would it have been considered eccentric?* (because no one had ever worn it) (for item 3:) *Why do they want to express their individuality?* (to protest strict school dress codes)

Option: [+5 minutes] Form small groups. To personalize the activity, have male students tell their group members which styles they have worn or would like to wear. Encourage group members to ask questions. You may want to ask all students to bring in photos of themselves wearing different hairstyles, for the next class.

AUDIOSCRIPT

For audioscript, see page AS6.

ActiveTeach • **Listening Strategies**

D Express and Support an Opinion

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To prepare for the discussion, have students look at the photos depicting hairstyles and decide which they like and which they don't like on a man.
- Have students discuss the questions in small groups.
- To review, take a class poll. With a show of hands, determine which hairstyles depicted in the photos are the least popular on a man. Then have students vote on whether they think hairstyles have improved or gotten worse in recent times. Write the results on the board.
- To finish, have volunteers summarize the results of the poll using quantifiers from page 40. For example, *A majority of the class thinks that long hair is OK on a man.*

LESSON PLAN

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have students spend a few moments reading the items in the checklist and looking at the photos. Encourage them to help each other with any unknown language.
- Have volunteers share other ways people spend time and money to make themselves more attractive. (Possible responses: hair extensions, dental surgery, braces)
- After pairs complete the checklist, draw the following chart on the board or print it out from *ActiveTeach:*

Ways to become more attractive	Some reasons
Good for women:	
Good for men:	
Good for both:	
Good for neither:	

In pairs, have students use the chart to classify the ways people make themselves more attractive and note their opinions.

- As pairs discuss, tell them to think of the possible risks involved with some of these procedures.

ActiveTeach • **Graphic Organizers**

B Discussion

- Form small groups to discuss the questions.
- Have groups write a list of examples of things people d that they think is "too much."
- Call on students from different groups to present their ideas to the class. Encourage the class to comment on th ideas. Have students who agree share their own examples and students who disagree explain why.

EXTRAS (optional)

- **Workbook: Exercises 10–11**
- **MySummitLab: Lesson 3**

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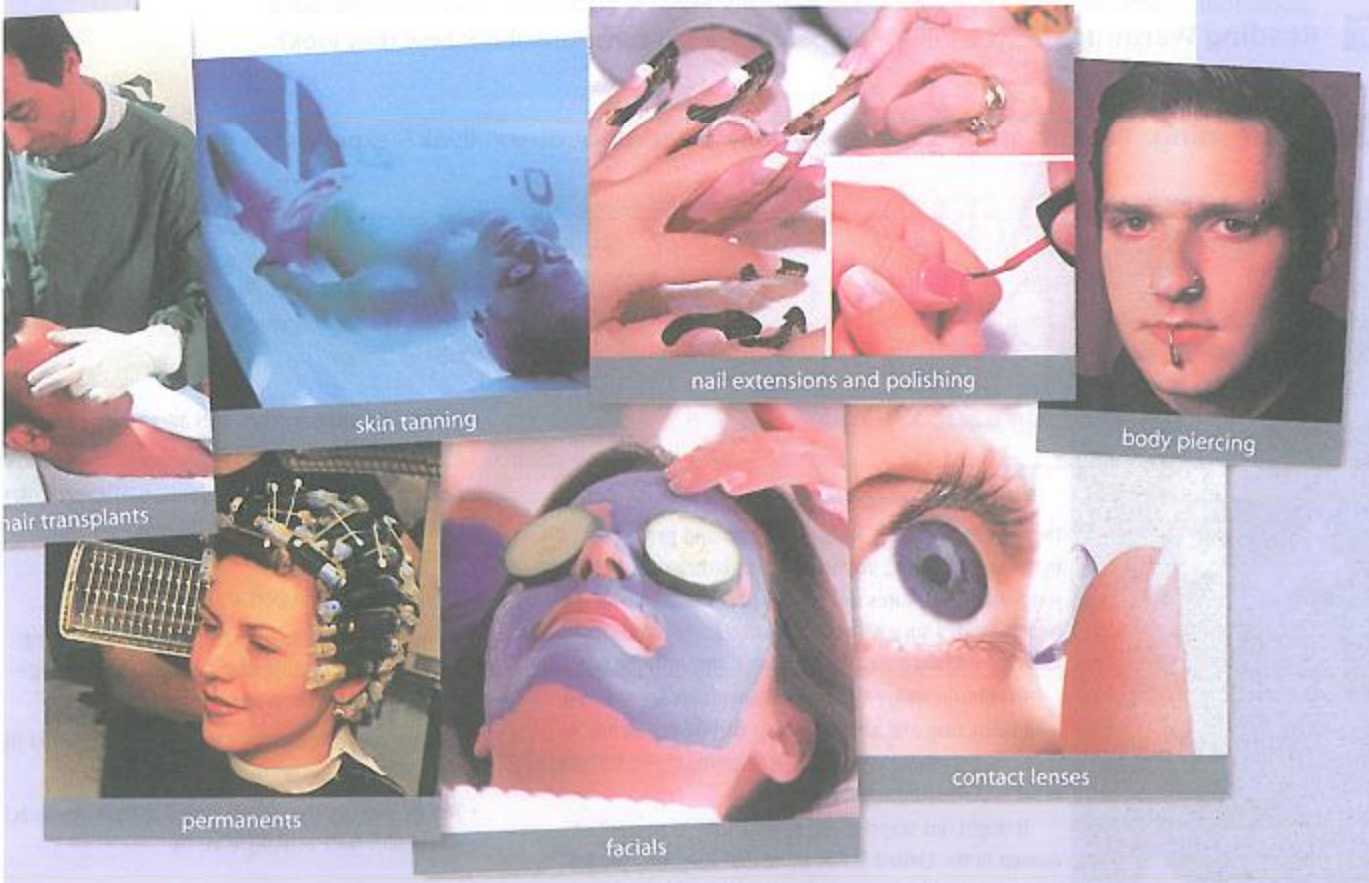
NOW YOU CAN *Evaluate ways to change one's appearance*

A Frame Your Ideas. Discuss and complete the checklist with a partner.

Ways people spend time and money to make themselves more attractive

Which do you think are good ideas for women? How about for men? Which do you think are good for both? Check the appropriate box.

	men	women		men	women
skin lightening	☐	☐	contact lenses	☐	☐
skin tanning	☐	☐	false eyelashes	☐	☐
body piercing	☐	☐	makeup	☐	☐
tattoos	☐	☐	hair coloring	☐	☐
facials	☐	☐	permanents (perms)	☐	☐
manicures	☐	☐	hair transplants	☐	☐
nail extensions	☐	☐	wigs	☐	☐
nail polishing	☐	☐	hair removal	☐	☐
cosmetic surgery	☐	☐	other	☐	☐



B Discussion.

1. Who do you think should spend more time making themselves attractive—men or women? Why?
2. Can people do too much to try to make themselves attractive? If so, what do you think is "too much"?

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4 GOAL Discuss appearance and self-esteem

A 2:12 **Word Skills. Using the Prefix Self-.** Use a dictionary to find other words with the prefix self-.

NOUNS

self-confidence the belief that one has the ability to do things well
Parents can build their children's self-confidence by praising their accomplishments.

self-esteem the attitude of acceptance and approval of oneself
High self-esteem can help a person succeed, and low self-esteem can be damaging.

self-image the opinion one has about one's own abilities, appearance, and character
Mark's self-image improved after he started his new job.

self-pity the feeling of being sorry for oneself
It's easy to indulge in self-pity when you're faced with problems.

ADJECTIVES

self-centered interested only in oneself
Children are naturally self-centered, but they usually learn to be more interested in others as they grow up.

self-confident sure of oneself; not shy or nervous in social situations
Janet is a very self-confident young woman. She'll do well at the university.

self-conscious worried about what one looks like or what other people think of one's appearance
Everyone at the meeting was dressed casually, so I felt self-conscious in my suit.

self-critical tending to find fault with oneself
Paul is too self-critical. He always focuses on his mistakes rather than his accomplishments.

CN **Corpus Notes:** *Self-conscious* appears modified by a phrase beginning with the preposition *about* more frequently than it does alone. For example, *She's self-conscious about how she looks.*

B **Reading Warm-up.** Do you think most people are self-conscious about how they look?

C 2:13 **Reading.** Read the article about female body image. What do you think is expressed in the song lyrics?

The average fashion model is 5 feet, 11 inches (1.83 meters) tall and weighs 117 pounds (53 kilograms). The average woman is 5 feet, 4 inches (1.65 meters) tall and weighs 140 pounds (63.5 kilograms).

WHO DEFINES BEAUTY?

"Am I not pretty enough?
Is my heart too broken?
...
Why do you see right through me?"

What makes a girl beautiful? The lines above are from the song "Not Pretty Enough," written and performed by Kasey Chambers, an Australian folk-rock singer and songwriter. The words tell us a lot about what it's like to be female in a society in which media such as television, movies, and magazines define what it means to be beautiful.

In cultures where success and happiness are equated with being thin and attractive "just like models or movie stars," many young women are left feeling either invisible or fat and unaccepted.

It might not surprise you to read that 75 percent of women in the United States think that they are "too fat." But many people do not realize how these ideas about body image have affected teenagers and children. You don't have to look much farther than a billboard sign, magazine advertisement, or popular television show to see how girls and women are being presented and to understand how it affects them.

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

On average, U.S. children age eight or older spend almost seven hours a day watching television, playing vi games, or reading magazines. Studies have revealed thes trends:

- If they had just one wish, girls ages eleven to seventee say they would wish to be thinner.
- Between the ages of ten and fourteen, the percentage of girls who are "happy with the way I am" drops from 60% to 29%.
- 80% of ten-year-old girls are on diets.
- Between 5 and 10 million teenage girls and young women have an eating disorder—extreme dieting—that can be dangerous to their health.
- Teenage cosmetic surgeries more than doubled in the decade and are growing at an alarming rate.
- 70% of girls say they have wanted to look like an actr About 30% have actually tried to.

Young people can benefit from realizing how much they are being targeted as a consumer group and how m messages are used to either sell them products or convey messages about body image, self-esteem, social values, and behavior.

Information source: www.riverdeep.ne

4

A Word Skills

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions. Then have students listen and repeat the words chorally.
- Point out that *self-* is a prefix that is used with many nouns and adjectives and that these nouns and adjectives with *self-* are always hyphenated.
- To show the change in meaning when the prefix *self-* is added to a word, write *image* on the board and define as a class. (the way something is portrayed to the public; what you think someone or something is like or how they look) Add the prefix *self-* and define as a class. (how you see yourself) Note the change in meaning. You may want to do this with several words from the list.
- Ask *Which of the adjectives has a positive connotation?* (self-confident) *Which have a negative connotation?* (self-centered, self-conscious, self-critical)
- Have students find at least three words with the prefix *self-* in the dictionary. Have them share the words and definitions with the class. (Possible responses: self-disciplined, self-educated, self-employed, self-interest, self-opinionated, self-satisfied)

Option: [+5–10 minutes] You may want to photocopy and distribute this exercise or write it on the board:

1. "I always make mistakes."
2. "I can do it!"
3. "I'm worried about how I look."
4. "Everyone should feel sad for me."
5. "I'm as important as other people."
6. "I don't care much about what other people need."

In pairs, have students create a sentence using a noun or adjective from Word Skills to describe the person who said each statement. Review as a class. (1. This person is self-critical. 2. This person is self-confident. 3. This person is self-conscious. 4. This person feels self-pity. 5. This person has high self-esteem. 6. This person is self-centered.)

ActiveTeach • **Vocabulary-Building Strategies**

B Reading Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In small groups, have students discuss the question.
- To encourage students to explain their answers, ask *What are some things people are self-conscious about?* (Possible responses: hair, clothes) *What are some situations in which people tend to be self-conscious about how they look?* (Possible responses: at parties, at interviews, when they meet someone new)
- Call on some students to share their opinions with the class.

C Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Point to the photo. Ask *Do you think the woman in the photo is beautiful? Why do you think so?*
- After students read the title and song lyrics out loud, have them make predictions. Ask *What issues do you think the article will discuss?* (Possible responses: female body image, beauty, self-confidence, self-esteem)
- Have students think about the meaning of the lyrics as they read and listen to the magazine article.
- Then ask *What do you think is expressed in the song lyrics?* (Possible response: The woman is suffering because she has no "positive" qualities according to the standards in our society.)
- To check comprehension, ask *According to the article, what influences how our society defines beauty?* (television, video games, magazines, movies) *What are some ways that people try to control how they look?* (dieting, cosmetic surgery, buying beauty products, imitating an actress) *What dangers mentioned in the article are associated with a negative body image?* (extreme dieting, eating disorders, low self-esteem)

Language note: Students may need help with the following words: *outspoken* (expressing your opinions honestly, even when it is not popular to do so); *see right through someone* (know what someone is really like, especially what their bad qualities are); *billboard sign* (a large sign used for advertising).

Project: [+10–15 minutes] Choose a period in art such as the Renaissance, and bring in portraits of women of the time. In small groups, encourage students to compare female body image in the past with female body image in modern times. To review, have students from different groups give their opinions of what made a woman beautiful in the past.

ActiveTeach
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**

D Identify Supporting Details

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Have a volunteer complete the statement and explain his/her answer with information from the article. (Possible response: When young people compare themselves with how the media portrays actors and models, they may become unhappy with the way they look.)
- As students compare answers with a partner, have them explain their choices.
- Review as a class.

E Apply Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Form groups of three and read the items out loud.
- As students discuss item 1, ask *What messages about body image are conveyed in this country?*
- As students discuss item 2, have them write two lists of ideas—one about how to avoid being affected by the media and the other about how to increase self-esteem.
- Have volunteers from different groups share their lists. You may want to write a list on the board. (Possible ideas: **How to avoid being affected by the media:** watch less TV; read fewer fashion magazines; try not to lose perspective—remember that a movie is fiction; don't compare yourself with stars; **How to increase self-esteem:** remember your achievements; eliminate negative thoughts; give yourself a few compliments each day; make a list of the things you're good at; accept the things about yourself that you can't change)

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- **Discourse Strategies**

A Frame Your Ideas

- Call on students to read the numbered statements in the survey. Then have students complete the survey individually.
- In pairs, have students explain their choices.
- To review as a class, ask *Are women more or less self-conscious about their bodies than men? Are they more or less self-conscious about their faces than men? Are women or men more likely to want to look like people in the media? Is it more common for women or men to think that beauty is not important?* Have a few volunteers share their opinions with the class.

B Notepadding

- Read the examples on the notepad out loud.
- To model the activity, have a volunteer give an example of one thing that builds self-esteem. Then have another volunteer give an example of one thing that interferes with self-esteem.
- After students write their ideas individually, have them share their notes with the class. Write a list on the board as you get feedback from students. (Possible responses: **Build self-esteem:** getting compliments, feeling intelligent, hearing positive messages in the media, having a good self-image, feeling self-confident; **Interfere with self-esteem:** being criticized all the time, feeling self-pity, feeling self-conscious about one's appearance)

C Discussion

- To help students organize their ideas and get ready for discussion, have them make a list of supporting reasons for their answers to questions 1–3.
- Have students discuss their ideas in small groups.
- To finish the activity, have volunteers from different groups express their views on each question.

EXTRAS (optional)

- **Workbook: Exercises 12–14**
- **MySummitLab: Lesson 4**

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D Identify Supporting Details. Complete each statement, according to "Who Defines Beauty?" Then support your answers, using information from the article.

1. The media can be damaging to young people's _____.
   (a.) self-image b. high self-esteem c. self-pity
2. If girls had more _____, they would not want to look like fashion models.
   a. self-pity (b.) self-confidence c. self-image
3. Before the age of ten, most girls are _____.
   a. self-conscious (b.) self-confident c. self-critical
4. After the age of ten, a lot of teenage girls suffer from _____.
   a. too much self-confidence b. high self-esteem (c.) low self-esteem

E Apply Ideas. Discuss the questions.

1. Are girls and women in your country affected by images in the media? Are boys and men also affected? How?
2. What do you think young people can do to avoid being affected by the messages they get from advertising, TV, and the movies? What can they do to be more satisfied with the way they look and to develop their self-esteem?

NOW YOU CAN *Discuss appearance and self-esteem*

A Frame Your Ideas. Take the survey. Then compare and explain your choices with a partner.

How much do you agree with each statement about men and women in your country?	strongly disagree				strongly agree
1. Most women are self-conscious about their bodies.	1	2	3	4	5
2. Most men are self-conscious about their bodies.	1	2	3	4	5
3. Most women are self-conscious about their faces.	1	2	3	4	5
4. Most men are self-conscious about their faces.	1	2	3	4	5
5. Most women want to look more like people in the media.	1	2	3	4	5
6. Most men want to look more like people in the media.	1	2	3	4	5
7. Most women think beauty is not important.	1	2	3	4	5
8. Most men think beauty is not important.	1	2	3	4	5

B Notepadding. Make a list of factors that affect self-esteem.

Build self-esteem	Interfere with self-esteem

C Discussion.

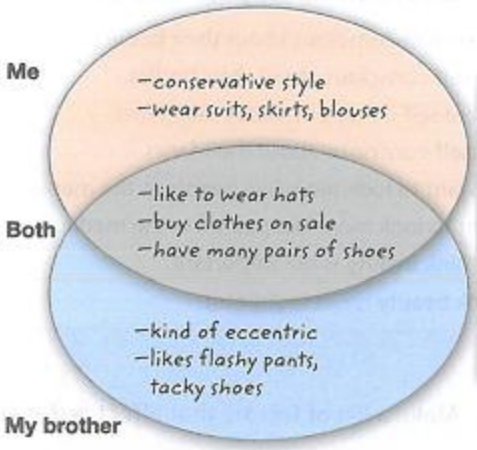
1. Do you think life is easier for people who are attractive? Why or why not?
2. Do you think people should just accept the way they look or try to change their appearances?
3. In an ideal world, what should one's self-esteem be based on?

Writing: Compare two people's tastes in fashion

Compare and Contrast: Review

Compare (show similarities)	Contrast (show differences)
like Like Sylvia, I wear jeans all the time.	**unlike** Unlike her sister, Wendy wears great clothes. OR Wendy wears great clothes, unlike her sister.
similarly I grew up paying little attention to fashion. Similarly, Mel was not very interested in clothes. OR I grew up paying little attention to fashion; similarly, Mel was not very interested in clothes.	**in contrast** I've always liked body piercings and tattoos. In contrast, my boyfriend thinks they're ugly. OR I've always liked body piercings and tattoos; in contrast, my boyfriend thinks they're ugly.
likewise My mother always liked elegant clothes. Likewise, her two sisters did too. OR My mother always liked elegant clothes; likewise, her two sisters did too.	**however** Lily had to wear a uniform when she was in school. However, I was able to wear anything I wanted. OR Lily had to wear a uniform when she was in school; however, I was able to wear anything I wanted.
as well / not either Many people spend too much money on clothes. They spend too much on shoes as well. Our parents' generation didn't worry so much about fashion. Their own parents didn't either.	**whereas / while** Sam spends a lot of money on clothes, whereas Jeff shops in thrift stores. OR Sam spends a lot of money on clothes, while Jeff shops in thrift stores.

A **Prewriting. Organizing Ideas.**
Choose a topic and draw a diagram similar to the one on the right. Label the circles with the topics you are comparing and write Both in the middle. List the differences in each circle and the similarities in the middle.



Topics
- Compare and contrast your fashion style with that of someone you know.
- Compare and contrast fashion today with fashion five, ten, or twenty years ago.

B **Writing.** Write two paragraphs comparing and contrasting ideas, referring to the notes in your diagram. In your first paragraph, write about the differences. In your second paragraph, write about the similarities. Use connecting words and include a topic sentence for each paragraph.

C **Self-Check.**
- ☐ Did you correctly use connecting words for comparing?
- ☐ Did you correctly use connecting words for contrasting?
- ☐ Does each paragraph have a topic sentence?

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Writing

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

Compare and Contrast: Review

- Call on students to read the examples under Compare and Contrast out loud.
- To make students aware of the correct punctuation for each connective, ask *Which connectives can be preceded by a comma?* (unlike, whereas, while) *Which connectives are followed by a comma?* (similarly, likewise, in contrast, however) *What punctuation mark is necessary before* similarly, likewise, in contrast, *and* however? (a period or a semicolon)
- Photocopy and distribute this exercise or write it on the board:

A	B
1. Jay likes to dress up.	a. Max loves striking clothes.
2. Jay likes to attract attention to himself.	b. Dave is rather old-fashioned.
3. Jay always wears fashionable clothes.	c. Dave prefers to dress casually.
	d. Dave doesn't like to stand out in a crowd.
	e. Max always wears what is in style.
	f. Max thinks it is important to dress well.

For each statement in column A, have students find a similar and a contrasting statement in column B. (1. f, c; 2. a, d; 3. e, b) Then have pairs join the statements using connecting words. (Possible responses for Item 1: **Compare:** Like Jay, Max likes to dress up. / Jay likes to dress up. Similarly, Max thinks it is important to dress well. / Jay likes to dress up. Likewise, Max does too. / Jay likes to dress up. Max does as well. / Jay doesn't like to dress casually. Max doesn't, either. **Contrast:** Unlike Jay, Dave prefers to dress casually. / Jay likes to dress up. In contrast, Dave prefers to dress down. / Jay likes to dress up. However, Dave prefers to dress casually. / Jay likes to dress up, whereas Dave prefers to dress casually.) Review as a class by having several students read their sentences out loud.

ActiveTeach • **Extra Writing Skills Practice**

A Prewriting

- Read the Topics list out loud. Have students choose one.
- Point to the Venn diagram. Ask *What tastes in fashion do both people have?* (like to wear hats; buy clothes on sale; have many pairs of shoes) *What tastes does the brother have?* (kind of eccentric; likes flashy pants, tacky shoes)
- As students draw their own diagrams, circulate to help students organize their ideas as needed.

B Writing

- As students write, circulate to offer help with the use of connecting words.

C Self-Check

- Read the Self-Check questions as a class.
- Before students submit their paragraphs for correction, have them self-check their work and make any necessary changes.

Option: [+5–10 minutes] Peer response. Have students exchange papers with a partner to check if there are any errors with connecting words. If there are, have students suggest corrections.

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A Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- First listening: With books closed, have students listen for the item of clothing the speakers are talking about in each conversation and decide if the speakers share the same opinion about the items or not. Review as a class. (1. a suit; 2. a dress; 3. a tie; 4. a pair of shoes. In all four conversations the speakers have different opinions of the items discussed.)
- Second listening: Have students listen and choose the adjectives.
- Have students compare answers with a partner and review as a class.

Language note: *To each his own* means that we all have different ideas about how to do things, what we like, etc.

Option: [+5 minutes] Have students listen to the speakers again and write the statements said by the speakers that support their answers. (1. "Who wears anything like that anymore?" 2. "The colors are way too bright." 3. "Actually I think it's pretty nice." 4. "You know *everyone's* wearing them now.")

AUDIOSCRIPT

For audioscript, see page AS6.

B Complete each statement . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before completing the exercise, have students review the Grammar Snapshot on page 40 and the Vocabulary on page 42. Call out a word and have students give the definition. Keep the activity fast paced.
- Have students compare answers with a partner and review as a class.

Option: [+5–10 minutes] Have pairs write sentences of their own using the Vocabulary from page 42 that wasn't used in Exercise B.

C Cross out the one quantifier . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To clarify the task, point out that two quantifiers are correct and only one is wrong.
- After reviewing answers, have pairs decide how the meaning of the statements change / don't change with each of the correct quantifiers.

Option: [+5 minutes] Have students use quantifiers to write sentences about what their classmates are wearing today.

D Write a paragraph . . .

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Call on volunteers to explain the meaning of each expression. (Possible responses: **Beauty is only skin-deep:** The fact that a person is beautiful on the outside does not mean that he/she is also beautiful on the inside. It is what is on the inside that counts; **Beauty is in the eye of the beholder:** Different people have different opinions about what is beautiful.)
- Have students choose an expression to write about.
- Have students take notes before they start writing. Encourage them to think of at least three concrete examples that support their opinions.
- Tell students that they can include the expression in the topic sentence or use it in the concluding sentence.

EXTRAS (optional)

- **Workbook: Page 38**
- **Complete Assessment Package**

- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**

- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 4**

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Review

ActiveBook: *More Practice*
grammar · vocabulary · listening
reading · speaking · pronunciation

A 2:14 **Listening.** Listen carefully to the conversations about tastes in fashion. Infer which adjective best describes what each person thinks.

1. The man thinks the suit is _____.
   a. stylish (b) out of style c. tacky
2. The woman thinks the dress is _____.
   a. chic b. old-fashioned (c) flashy
3. The man thinks the tie is _____.
   (a) fashionable b. out of style c. shocking
4. The woman thinks the shoes are _____.
   a. out of style (b) in style c. striking

B Complete each statement with an appropriate word or phrase.

1. A set of rules for how to dress in a particular situation is a dress code.
2. In the United States and Canada, many companies allow their employees to wear "business casual" on Fridays—they don't have to wear suits, skirts, or ties.
3. Some companies allow employees to dress down for some business meetings where the focus is on getting to know each other in a more casual setting.
4. When a fashion is out of style, people no longer wear that fashion. When a fashion is in style, everyone wants to wear it.

C Cross out the one quantifier that *cannot* be used in each sentence.

1. ~~(Every~~ / A few / Most) older people find today's fashions pretty shocking.
2. Our company says that it will allow us to dress down (~~one~~ / a couple of / a few) days a week.
3. (Most / Many / ~~Every.~~) young girls aren't worried about the way they look.
4. (~~Much~~ / A majority of / A number of) researchers are concerned about the effect the media has on young boys as well.
5. (Many / Most /~~Much~~) men wore their hair very short in the 1930s.
6. I'd say your sister could use (some / a little / ~~a few~~) fashion help.
7. There are (several /~~most~~/ many) reasons why so many people have eating disorders.
8. A new study says that (most / many /~~every~~) children who watch TV for more than six hours a day may have problems with self-esteem as teenagers.

D Write a paragraph explaining your opinion about one of these expressions. Give concrete examples from your life.

"Beauty is only skin-deep." "Beauty is in the eye of the beholder."

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UNIT 5

Community

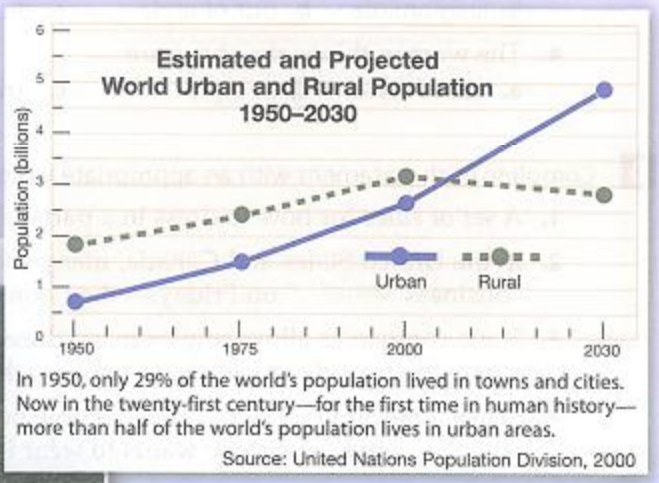
Preview

GOALS After Unit 5, you will be able to:

1. Politely ask someone not to do something
2. Complain about public conduct
3. Discuss social responsibility
4. Identify urban problems

A **Topic Preview.** Look at the graph and photos. Where do most people live in your country—in rural or urban areas?

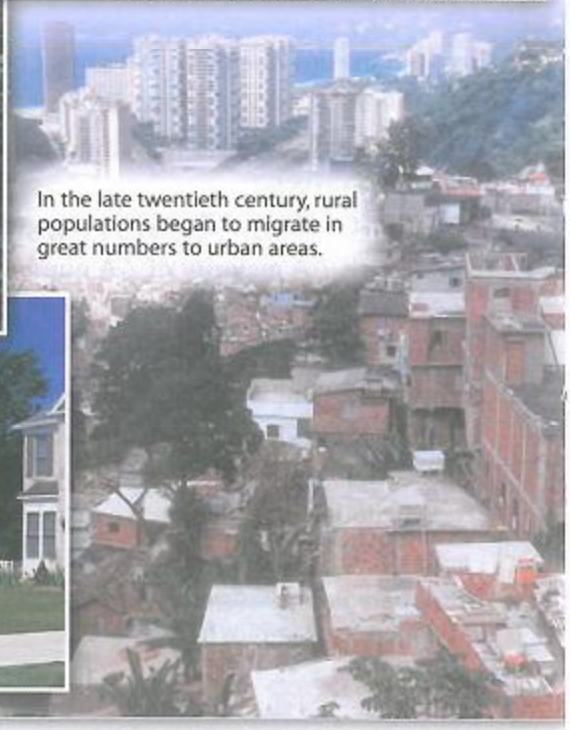
Experts predict major changes in the distribution of the world's population in the 21st century



In 1950, only 29% of the world's population lived in towns and cities. Now in the twenty-first century—for the first time in human history—more than half of the world's population lives in urban areas.

Source: United Nations Population Division, 2000

Throughout human history, most people have lived in rural areas.



In the late twentieth century, rural populations began to migrate in great numbers to urban areas.

In many developed countries, there has also been a migration—but from urban areas to the suburbs.

B **Interpret Data from a Graph.** With a partner, answer the questions, according to the information in the graph.

1. Approximately how many people in the world will be living in urban areas in 2030? 5 billion
   How about in rural areas? 2.8 billion
2. In what year did the world's urban population surpass the world's rural population? 2005

C **Express Your Ideas.** Is there much migration in your country? What are some reasons people migrate?

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UNIT 5 Community

A Topic Preview

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the theme of community, have students spend a few moments looking at the pictures and chart and reading the captions.
- Have a volunteer read the heading "Experts predict . . ." out loud. Ask *What kind of changes do experts predict for this century?* (that more people will move from the country to cities / from rural areas to urban areas)
- On the board, write *rural*, *urban*, and *suburban*. Have students point to the photo that matches each word. (rural: top left; suburban: bottom left; urban: bottom right)
- Have a volunteer summarize the changes in rural / urban population from the chart. (Possible response: In the past, most people lived in rural areas. Then people started migrating to urban areas. Now more people live in urban areas than in rural areas.)
- Then ask *What kind of migration is taking place in developed countries?* (People are moving from urban areas to the suburbs.) *Why do you think this is happening?* (Possible responses: because people seek a better quality of life; because people want to escape hectic city life)
- Ask *Where do most people live in this country—in rural or urban areas?* Have students name some of the most populated areas or cities in this country.

Language note: Students may need help with the following words or expressions: *distribution* (the way in which people are spread out over an area); *migrate* (move to another place or country, usually in order to find somewhere to live or work); *migration* (the movement of a large number of people from one place to another); *suburbs* (a residential area away from the center of a town or city).

B Interpret Data from a Graph

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point to the graph. Explain that the axis on the left side of the graph indicates the population in billions. Ask students how much a billion is. (1,000,000,000)
- After students have finished discussing the questions, review as a class.

C Express Your Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students discuss the questions in small groups.
- As students discuss, encourage them to takes notes of reasons people migrate.
- Have students each share a reason. (Possible responses: to get a job; to have a better quality of life; to get a higher income; to escape political persecution; to escape religious persecution; to escape war; to leave an area affected by a natural disaster)
- Ask *Have you or anyone you know ever moved from the country to the city? If so, why?*

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D Sound Bites

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To set the scene for the conversation, have students look at the photos and brainstorm words to describe them. On the board, write students' ideas:

- Have students use the words on the board to compare and contrast the photos. (Possible responses: The city looks crowded and busy whereas the country looks peaceful and quiet; In the city there are buildings and cars while in the country there are trees, hills, and farmhouses.)
- Have students listen with books closed. Ask *What are the men talking about?*
- Have students read the conversation and listen again. To check comprehension, ask *Where does Kyle live now?* (the city) *Has Kyle always lived there?* (no) *What problems is Kyle experiencing?* (He finds it difficult to keep up with the pace in the city; He was almost run over by a car.)

Language note: Kyle uses present tenses (*am crossing, turns, runs over*) to say what happened to him before meeting Don. Present tenses are often used in spoken English to narrate a dramatic anecdote. Use *get used to* to say that you are more comfortable with a situation and that it does not seem strange or difficult anymore. Use *used to* to talk about something that you did regularly in the past and that you do not do anymore. For example, *I used to live in the country when I was a kid. Now I live in a big city.* The spoken expressions *country boy / girl* and *city boy / girl* are used to describe someone who has always lived in the country or the city and is used to living there.

E Think and Explain

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out that students should identify the speaker of each phrase and use the context of the conversation to help work out the meaning.
- Have students compare answers with a partner and then review as a class.

STARTING POINT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Model the activity with the class. Write the following chart on the board (without the answers) and elicit several ideas for each column from the class:

	Advantages	Disadvantages
The country	*Clean air, low crime, friendly people, less stress, slower pace*	*boring, no jobs, too far from good health care*

- Have students complete the chart individually in note form.
- Encourage students to write at least three advantages and disadvantages of living in each place.

B Discussion

- Group students according to where they prefer to live. If possible, put students with different preferences together.
- Have students discuss their favorite places to live. As students discuss, encourage them to agree or disagree with their group members' views.
- Take a poll of the class to find out how many people would like to live in each place.

EXTRAS (optional)

- **Workbook: Exercises 1–2**
- **MySummitLab: Preview**

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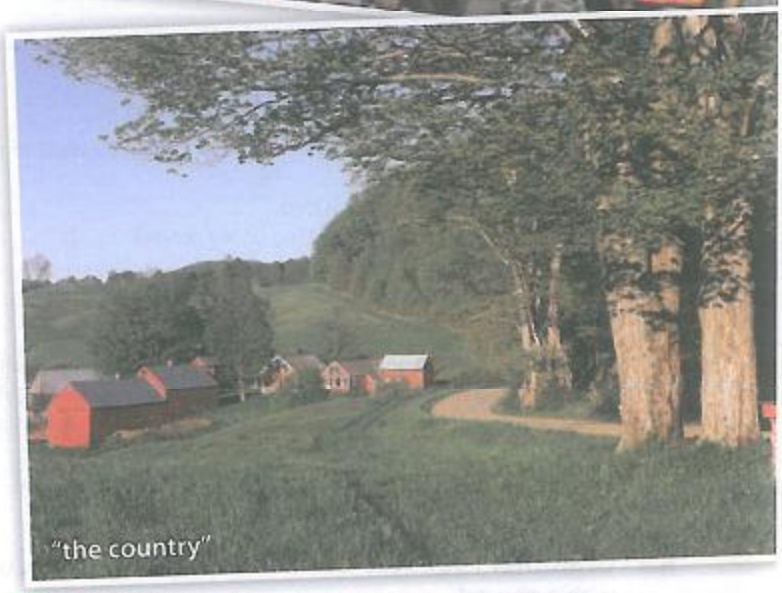
D 2:15 **Sound Bites.** Read and listen to a conversation about city life.

JON: Hey, Kyle! So how's the big city treating you?
KYLE: Funny you should ask. Not great.
JON: What do you mean?
KYLE: Well, on my way here, I'm crossing the street and this guy in an SUV turns the corner and almost runs me over.
JON: Are you serious?
KYLE: Yeah. The driver was in such a big hurry he didn't even notice. I just can't keep up with the pace here. CN
JON: Well, you *do* have to learn to stay on your toes in the city.
KYLE: It really gets to me sometimes. I don't think I'll ever get used to it. I guess I'm just a country boy at heart.

"the city"


"the country"

E **Think and Explain.** Read the conversation again. With a partner, explain the meaning of each of the following statements or questions.

1. "So how's the big city treating you?"
2. "I just can't keep up with the pace here."
3. "You do have to learn to stay on your toes."
4. "It really gets to me sometimes."
5. "I'm just a country boy at heart."

Answers will vary, but may include:

1. How do you like living in the city?
2. Things move too fast for me here.
3. You have to pay attention and be alert all the time.
4. It bothers me sometimes.
5. I prefer living in the country.

CN **Corpus Notes:** The phrasal verb *keep up* appears modified by a phrase beginning with the preposition *with* more frequently than it does alone.

STARTING **POINT**

A **Frame Your Ideas.** What are some advantages and disadvantages of living in each type of place? Write them in the chart.

	Advantages	Disadvantages
the country		
the city		
the suburbs		

B **Discussion.** Where would you prefer to live—in the country, the city, or the suburbs? Why?

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1 GOAL
Politely ask someone not to do something

A 2:16 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: **Do you mind** my smoking here?
B: **Actually,** smoking kind of bothers me. **I hope that's not a problem.**
A: **Not at all.** I can step outside.
B: That's very considerate of you. Thanks for asking. CN

2:17 **Rhythm and intonation practice**

2:18 **Ways to soften an objection**

I hope that's not a problem.
I hope you don't mind.
I hope it's OK / all right.
I don't mean to inconvenience you.

B **Grammar. Possessives with gerunds**

You can use a possessive before a gerund when you want to indicate the performer of the action.

The kids' singing was too loud.
Your constant **arguing** is getting on my nerves.
I didn't like **their talking** during the movie.
You should complain about **Sam's cutting** in line.
The thing that bothers me is **her smoking**.

In informal spoken English, a noun or an object pronoun is often used instead of a possessive.

I can understand **John being** annoyed. (instead of "John's being annoyed")
I can't accept **them ignoring** me. (instead of "their ignoring me")

C **Grammar Practice.** Combine the two statements, using a possessive with a gerund.

Example: They allow smoking. I'm not in favor of it.
I'm not in favor of their allowing smoking.

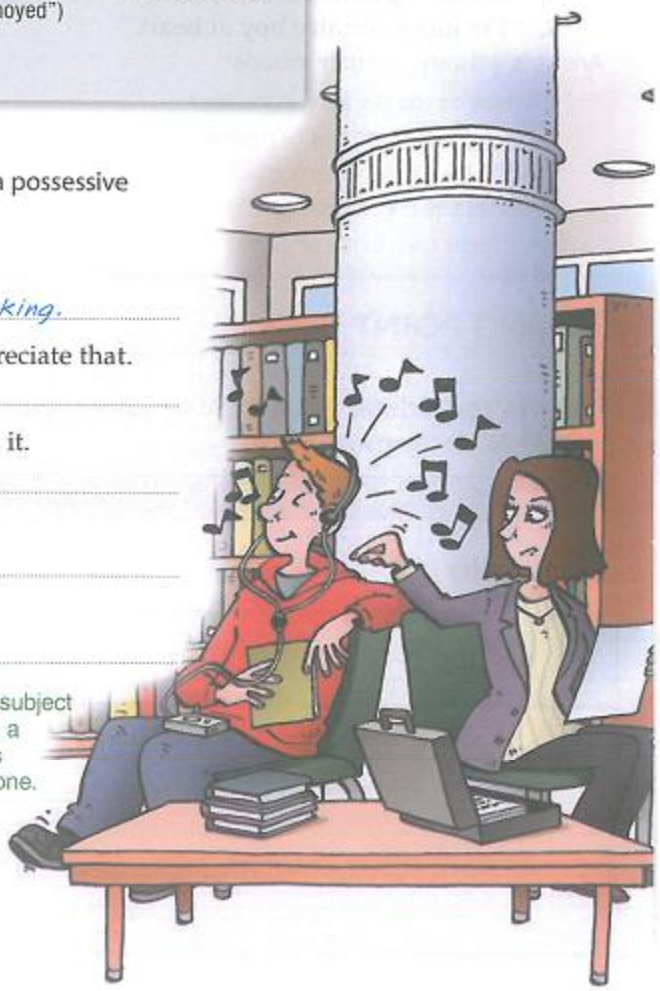
1. He plays his MP3 player in the library. I don't appreciate that.
I don't appreciate his playing his MP3 player in the library.

2. They smoke cigars in the car. My mother objects to it.
My mother objects to their smoking cigars in the car.

3. She's talking on her cell phone. We don't mind it.
We don't mind her talking on her cell phone.

4. My brother litters. I'm really annoyed by it.
I'm really annoyed by my brother's littering.

CN **Corpus Notes:** The adjective *considerate* appears as a subject complement (*He is very considerate*) more frequently than as a noun modifier (*He's a considerate man*). *Considerate* appears modified by the preposition *of* more frequently than it does alone.



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A Conversation Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use *Do you mind* to express concern that an intended action may offend.
- Use *Actually* to object politely.
- Use expressions such as *I hope that's not a problem* to soften an objection.
- Say *Not at all* to indicate a willingness to comply.

- After students read and listen, check comprehension by asking *What does the man ask for permission to do?* (smoke) *Does the woman give or refuse permission?* (refuse) *Why?* (because smoke bothers her)
- Point out that both the person who asks permission and the person who refuses it are polite to each other. Ask students to identify and underline polite language in the conversation. (Do you mind my smoking here?; I hope that's not a problem; Not at all; That's very considerate of you; Thanks for asking.)
- Call students' attention to the conversation strategies highlighted in the model.
- Have students read and listen to the ways to soften an objection. Point out that when you refuse permission, it is polite to soften the refusal with a sentence from the box or to offer a reason for refusing.

Language note: Use the question *Do you mind . . .?* when you think what you are asking permission to do might make the other person uncomfortable. Use *That's very considerate of you* to thank a person for being careful not to upset you. To *inconvenience* someone is to cause problems or difficulty for them.

Option: [+5 minutes] You may want to brainstorm ways of replying to the question *Do you mind . . .?* with the class on the board. (Possible responses: **Ways to say "yes" / refuse permission:** Yes, I do; Yes, actually, I do mind; Actually, smoking kind of bothers me; **Ways to say "no" / give permission:** No, I don't; I don't mind; Not at all; Go right ahead.) Be sure students understand that *Yes* refuses permission and *No* gives permission.

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Do you mind my smoking here?*
  - pause slightly after *Actually . . .*
  - use emphatic stress for hope in *I hope that's not a problem.*

B Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have volunteers read the first explanation and examples out loud.
- On the board, write:

  She complained about _____ smoking in the office.

  Have students identify the gerund in the example (smoking). Call on students to complete the sentence on the board with their own examples. Write students' responses on the board. (Possible responses: his, Bill's)
- Have students read the second explanation and study the examples.
- Have students restate the different variations of the sentence on the board, using object pronouns. (Possible responses: She complained about him / Bill smoking in the office.) Point out that the possessive adjective *her* has the same form as the object pronoun *her*.
- Point out that when the possessive gerund is in the object position, a noun or object pronoun can be used, but when the possessive gerund is in the subject position, this is not done. On the board, write:

  1. *You constant arguing is getting on my nerves.*
  2. *I don't like they smoking in here.*

  To check comprehension, correct the sentences on the board as a class.

ActiveTeach • **Inductive Grammar Charts**

C Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write the example answer on the board. Underline the gerundial phrase (their allowing smoking). Ask students to name its grammatical function within the sentence. (object of the preposition *of*) To quickly review noun clauses, refer students to the Grammar box on page 18.
- Point out that gerundial phrases will have different grammatical functions within the sentence—as subjects, objects, and objects of a preposition.
- Have students compare answers with a partner and review as a class.

LESSON PLAN

D Word Skills

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to and study the words. Clarify the meaning of unknown words.
- Have students listen and repeat the words chorally.
- Point to the negative prefixes in the box. Ask *What is a negative prefix?* (a group of letters added to the beginning of a word to form the word's opposite)
- To check comprehension, write on the board:
  unfriendly impatient incomplete disloyal
  Have students identify the prefixes (un-, im-, in-, dis-) and say the word each negative adjective is derived from. (friendly, patient, complete, loyal)
- Then have pairs think of other words starting with any of the prefixes they identified. (Possible responses: untidy, impossible, incorrect, disagree)

Language note: Many words starting with *m-* and *p-* form their negative with the prefix *im-*. Many words starting with *r-* form their negative with the prefix *ir-*. For example, *immobile, impossible, irregular, immortal, impatient, irreplaceable.* There are exceptions; for example, *displeased, disrespectful.*

Option: [+5 minutes] Have students study the adjectives for one minute. Then have pairs take turns saying adjectives from the list and naming their opposites. The student who names the opposites should have his/her book closed. Then have students change roles.

E Word Skills Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have pairs look up the adjectives in a dictionary. Point out that in some dictionaries, antonyms are given at the end of each entry preceded by the word *opposite*. In dictionaries that do not provide antonyms in this way, students should look up the prefix they think is correct and then scan to see if the adjective pairs with it.
- As pairs work with their dictionaries, encourage them to read the definitions of the words they might not know.
- Review as a class.

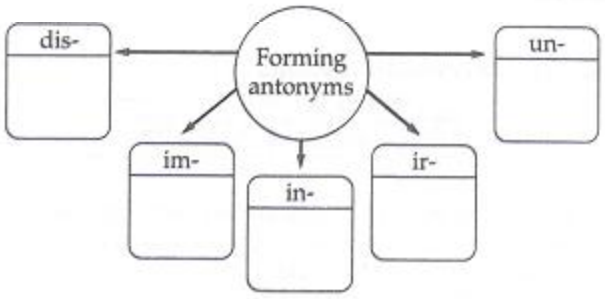
ActiveTeach • **Vocabulary-Building Strategies**

F Activate Word Skills

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the directions and example out loud.
- After students write their own examples, have them share their sentences with a partner.
- Review as a class. Have students share an example each.

Challenge: [+5 minutes] Draw the following diagram on the board or print it out from *ActiveTeach:*



With books closed, say the adjectives from Exercises D and E (without their negative prefixes) in random order and have students write them in the corresponding box according to the prefix they need to form their opposite. Review as a class.

ActiveTeach • **Graphic Organizers**

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Notepadding

- Have volunteers read the examples out loud.
- Encourage students to add 3–4 items to their lists.
- Have students share ideas from their lists with the class. You may want to write a list of ideas on the board. (Possible ideas: playing [loud] music; changing the TV channel; leaving work early)

B Use the Conversation Strategies

- Refer students to the Conversation Snapshot on page 52 to review politely asking someone not to do something. You may also want to have students listen to the conversation again.
- Choose a more confident student and role-play a conversation.
- As students interact, circulate to encourage students to use the correct rhythm and intonation. Remind students to use rising intonation for the question starting with *Do you mind . . . ?* and to pause after *Actually . . .* and then refuse permission. Make sure each student plays both roles.
- Reinforce the use of the conversation strategies; for example, make sure students say *do you mind* politely.

ActiveTeach • **Conversation Prompts**

EXTRAS (optional)

- **Pronunciation Booster**
- **Workbook: Exercises 3–5**
- **MySummitLab: Lesson 1**

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Negative prefixes
dis- ir-
im- un-
in-

D 2:19 **Word Skills. Using Negative Prefixes to Form Antonyms.**

1. acceptable → unacceptable
2. considerate → inconsiderate
3. polite → impolite
4. proper → improper
5. respectful → disrespectful
6. responsible → irresponsible

PRONUNCIATION BOOSTER ▸ p. P4
• Unstressed syllables

E **Word Skills Practice.** Use a dictionary to find antonyms for the following words. What other adjectives can you find with negative prefixes?

1. appropriate → inappropriate
2. courteous → discourteous
3. excusable → inexcusable
4. imaginable → unimaginable
5. honest → dishonest
6. pleasant → unpleasant
7. rational → irrational
8. mature → immature

F **Activate Word Skills.** Write your own examples of inappropriate behavior. Use the adjectives from Exercises D and E.

Answers will vary, but may include:

Example: It's inconsiderate to play loud music on a bus.

1. It's disrespectful to talk back to your parents.
2. It's impolite to be late to class.
3. It's dishonest to cheat on a test.
4. It's inconsiderate to use a cell phone in a restaurant.
5. It's unacceptable to litter on the street.

NOW YOU CAN *Politely ask someone not to do something*

A **Notepadding.** Discuss situations in which you would probably ask for permission to do something. Make a list on your notepad.

smoking in a restaurant
turning on the TV in a doctor's waiting room
making a call on my cell phone in public

Your list:

B **Use the Conversation Strategies.** Role-play a conversation asking for permission to do something. Your partner politely asks you not to do it. Use the Conversation Snapshot as a guide. Start like this: "Do you mind my . . ."

"Do you mind my smoking?"

"Do you mind my making a quick call on my cell phone?"

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2 GOAL Complain about public conduct

A 2:20 **Grammar Snapshot.** Read the interview responses and notice the paired conjunctions.

What ticks you off?

Wendy Kwon, 23
Chicago, USA

What ticks me off? Well, I can't understand why people litter. Who do they think is going to clean up after them? **Either** they should throw their garbage in a trash can **or** hold on to it till they find one. I think it's great that people have to pay a fine for littering. Maybe they'll think twice before doing it again.

Dana Fraser, 36
Toronto, Canada

You know what gets to me? Smoking. It's such an inconsiderate habit. Secondhand cigarette smoke is **neither** good for you **nor** pleasant to be around. I'd like to see smoking banned from more public places. Don't non-smokers have rights too?

Yuan Yong Jing, 28
Beijing, China

It really bugs me when people spit on the street. **Not only** do I find it disgusting, **but** it's **also** unhygienic. It's important to think about other people's feelings and public health.

Jorge Santos, 31
São Paulo, Brazil

Here's something that gets on my nerves: I hate it when people use their cell phones in public places. They annoy other people, **not only** on trains and buses **but also** in theaters. They should have the courtesy to **either** turn their phones off **or** to leave them at home. It really makes me angry. I guess it's kind of my pet peeve.

B **Express Your Ideas.** Do any of the behaviors described in the interview responses "tick you off"? With a partner, discuss and rate each of them as follows:

extremely annoying | somewhat annoying | not annoying at all

GRAMMAR BOOSTER ▸ p. G9
- Conjunctions with so, too, neither, or not either
- So, too, neither, or not either: short responses

C **Grammar. Paired conjunctions**

You can connect related ideas with paired conjunctions.

either . . . or
Either smoke outside **or** don't smoke at all.
Cell phones should **either** be turned off **or** left at home.

neither . . . nor CN
I would allow **neither** spitting **nor** littering on the street.
Neither eating **nor** chewing gum is acceptable in class.

not only . . . but (also)
Not only CD players **but also** cell phones should be banned from trains.

CN **Corpus Notes:** It is common for learners to make the error of using *or* with *neither*. For example, *Television is neither good or bad.*

BE CAREFUL! When not only . . . but (also) joins two clauses, notice the subject–verb position in the first clause of the sentence.
Not only **did they forget** to turn off their cell phones, but they also talked loudly during the concert.
Not only **are they** noisy, but they're rude.

Verb agreement with paired conjunctions

When joining two subjects, make sure the verb agrees with the subject closer to the verb.
Either the mayor or **local businesspeople need** to decide.
Either local businesspeople or **the mayor needs** to decide.

2

A Grammar Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Point out the title of the lesson. Elicit the meaning of *public conduct* from the class. (how a person behaves around other people)
- Read the interview question out loud. Elicit an alternate way to phrase this question from the class. (Possible response: What annoys you?)
- Draw the following chart (without the answers) on the board or print it out from *ActiveTeach:*

	Wendy	Dana	Yong Jing	Jorge
What people do that bothers them	*litter*	*smoke*	*spit on the street*	*use cell phones in public*
What they think people should do	*use trashcans or hold on to litter until they find one*	*not smoke in public places*	*think about other people and public health*	*turn cell phones off or leave them at home*

With books closed, have students listen and complete the chart in note form and then compare answers with a partner. Then review as a class. Have students share the information from the chart with the class, using complete sentences.

- Have students read the Grammar Snapshot and notice the use of paired conjunctions.

Language note: Students may need help with the following words: *fine* (money that you have to pay for breaking the law); *ban* (officially say that people must not do something); *secondhand smoke* (smoke that you breathe in from other people who are smoking); *pet peeve* (something that you don't like and that always annoys you).

ActiveTeach • **Graphic Organizers**

B Express Your Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- As students discuss, encourage them to support their views by explaining why they find / don't find each behavior annoying.
- Review as a class. Ask various students to share their opinions on each behavior with the class.

C Grammar

Suggested teaching time:	15 minutes	Your actual teaching time:	

- Point out that a paired conjunction joins two ideas.
- Have students read the first explanation and study the examples with *either . . . or*. Explain that *either . . . or* is used to give two choices. Ask *What are the two choices in the first example?* (smoke outside; don't smoke at all)
- Point out the parallel structure after each part of the paired construction. (*smoke* and *don't smoke*). On the board, write:
  1. *Either send her an email or* _____.
  2. *She's not here. She's either having lunch or* _____

  To check comprehension, have a few volunteers complete the sentences with their own ideas. Remind students to use parallel structure. (Possible responses: 1. give her a call; 2. visiting clients)
- Have students read the examples with *neither . . . nor*. Point out that *neither . . . nor* has negative meaning. To help clarify, ask *In the second example, is eating acceptable in class?* (no) *Is chewing gum?* (no)
- Have students read the example with *not only . . . but (also)*. Point out that *also* is optional. To check comprehension, ask *Should CD players be banned from trains?* (yes) *Should cell phones be banned from trains?* (yes)
- Have students read the explanation and examples with Be Careful! out loud.
- Point out that the same word order used in questions is the same used in the first clause of sentences joined by *not only . . . but (also)*.
- Have students read the explanation and examples for *Verb agreement with paired conjunctions*. On the board, write:
  1. *Either Paul or his friends* _____ *coming.*
  2. *Either Paul's friends or Paul himself* _____ *coming.*

  To check comprehension, have students complete the blanks with the correct form of *be*. Review as a class. (1. are, 2. is)

Language note: Nowadays, it is generally acceptable to split an infinitive. For example, *They should have the courtesy to either turn their phones off or leave them at home.* Notice the different positions of *not only* and *but (also):*

Sue bought not only a coat but also a jacket.
(*but also* + object)
Sue not only works here, but she also lives here.
(*but* + subject + *also* + verb)
Sue not only works here, but also lives here.
(*but also* + verb; same subject is omitted)

ActiveTeach • **Inductive Grammar Charts**

LESSON PLAN

D Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Have students underline the information that makes the two sentences different. (My uncle; My grandparents) Then elicit the new sentence with the paired conjunction from the class.
- After students complete the exercise individually, have them compare answers with a partner.
- Review as a class. Elicit alternate placement of *not only* and *but (also)* for items 3 and 4.

Challenge: [+10 minutes] On the board, write:

1. *Someone I like:* _____
2. *Someone I don't like:* _____
3. *Something I like:* _____
4. *Something I don't like:* _____

Have students write the information on the board on a slip of paper and complete it with their own information. On a second slip of paper have students write two reasons for liking / not liking each person / thing. Pair work. Student A gives the first slip of paper to Student B. Student B asks Student A why he/she likes / doesn't like each of the items on the list. Student A answers using paired conjunctions. For example, Student A: *Why do you like your sister?* Student B: *Because she's not only kind but also fun to be with.* Then have students switch roles.

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

A Notepadding

- Have a volunteer read the ideas in the box and the example out loud. Point out the paired conjunction. (*not only . . . but also*)
- You may want to share your own idea and example with the class. As a class, brainstorm other things that can get on your nerves. (Possible ideas: loud parties; when people use your parking space)
- Have students write their sentences individually. As students write, circulate to offer help as needed with paired conjunctions.

B Use the Grammar

- You may want to write examples of how to finish the ideas on the board:

What really ticks me off is | *strong perfumes.* / *when people talk in theatres.*

I'll tell you what gets on my nerves: | *loud parties.* / *littering.*

- Elicit from the class different ways the interviewer can ask people about what gets on their nerves. For example, *What ticks you off? What really bugs you? What gets on your nerves?*
- Role-play an interview with a more confident student. Have the student play the role of the interviewer. Reinforce use of paired conjunctions in your response: *I can't understand why people talk in theaters! It's not only annoying, but it's also very rude.*
- Form small groups of three or four. Make sure that each student plays the role of the interviewer.
- Circulate as students interact. Make sure students use paired conjunctions and adjectives to describe inappropriate behavior correctly.
- To finish, have students report to the class on what ticks their partners off. Keep a tally on the board to find out what bothers the class most.

C Discussion

- Have a volunteer read the questions out loud. Elicit or explain the meaning of *speak up* (to express your opinion or defend your rights).
- As students discuss the questions in small groups, encourage them to take notes of reasons why it is / isn't important to speak up.
- To review answers to the first question as a class, have volunteers share their ideas for how people should behave in public places. (Possible responses: They should be polite; They should respect others.)
- Write a two-column chart on the board with the heads *Reasons in favor of speaking up* and *Reasons against speaking up.* Have students share reasons for / against speaking up. (Possible reasons: **In favor of speaking up:** People's rights should be respected; If we don't speak up, things will keep getting worse; **Against speaking up:** You might sound rude; It's not nice to complain.)
- To discuss item 2 as a class, have volunteers talk about their own experiences. Ask other students to say whether they would / wouldn't get angry in the situations described by their classmates. Encourage volunteers to say whether or not they intend to change their habits and explain why.

Language note: *Graffiti:* illegal drawings or writings on some public surface (the walls of buildings, trains, etc.) that can state a political opinion, or something funny or rude.

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 6–10**
- **MySummitLab: Lesson 2**

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D Grammar Practice. On a separate sheet of paper, combine the sentences with the paired conjunction indicated. Use or, nor, or but (also).

1. My uncle isn't willing to give up smoking. My grandparents aren't willing to give up smoking. (neither) Neither my uncle nor my grandparents are willing to give up smoking.
2. People should speak up about what bothers them. They should just learn to live with other people's habits. (either) People should either speak up about what bothers them or learn to live with other people's habits.
3. I don't like it when people use cell phones in theaters. I don't like it when they use them on buses. (not only) Not only do I not like it when people use cell phones in theaters but also when they use them on buses.
4. The smell of the smoke bothers me. The danger to my health bothers me. (not only) Not only the smell of smoke but also the danger to my health bothers me.

NOW YOU CAN *Complain about public conduct*

A Notepadding. Make a list of some of the things that really get on your nerves in public places. Then write sentences with paired conjunctions to express your opinion. Use some of the adjectives with negative prefixes.

In restaurants: *talking on cell phones*
It's not only annoying, but it's also very impolite.

In restaurants:

In stores:

On buses and trains:

On the street:

In offices:

In movie theaters:

Other:

IDEAS

- cutting in line
- graffiti on walls
- talking in theaters
- strong perfumes
- gossiping

Adjectives with negative prefixes

disrespectful
immature
impolite
inconsiderate
inexcusable
irresponsible
unacceptable
unpleasant

B Use the Grammar. One student is an "on-the-street interviewer" and asks the other students about what gets on their nerves. Use the sentences with paired conjunctions from your notepad in your responses.

What really ticks me off is . . .

I can't understand why . . .

I'll tell you what really gets on my nerves. . . .

You want to know what really bugs me?

C Discussion.

1. In your opinion, how should people behave in public places? Do you think it's important to speak up when people behave inconsiderately in public?
2. Do *you* ever do things that annoy other people? Explain.

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3 GOAL Discuss social responsibility

A 2:21 **Vocabulary. Ways to Perform Community Service.** Listen and practice.

B **Vocabulary Practice.** Would you ever consider doing any of the community service activities in the Vocabulary? With a partner, explain why you would or would not.

*"I would never consider **donating my organs** because it's against my beliefs."*

CN **Corpus Notes:** The verb *volunteer* is most frequently followed by an infinitive (*volunteer to [do something]*) or by a prepositional phrase with *for* (*volunteer for [something]*).

C 2:22 **Listening. Listen to Summarize.** Read the questions and listen to Part 1 of the story about Nicholas Green and his family. Take notes on your notepad. Then summarize the first part of the story with your partner.

Where were the Greens from? They were from California in the United States.

What were they doing in Italy? They were on vacation.

What happened to Nicholas? He was shot and died.

What decision did his parents make? They decided to donate his organs to people who were sick.

How did the Italian people react? They were very moved.

Nicholas Green, age seven, in Switzerland, a few days before he and his family went to Italy

D 2:23 **Listening. Listen for Details.** Read the questions and listen to Part 2. Discuss your answers with a partner.

Answers will vary, but may include:

1. What changes occurred in Italy after the Greens made their decision? People started to think differently about organ donation. What is "The Nicholas Effect"? The number of people who were willing to become organ donors increased by three to four hundred percent.
2. How many people received one of Nicholas's organs? What effect did his gift have on their lives? Seven. One woman was able to see and the rest had their lives saved.
3. As a result of this incident, what are the Greens doing today? They work to support organ donation.

3

A Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Read the title of the lesson out loud. Ask *What is social responsibility?* (the idea that you should do something for the good of your community)
- Point to the art. Ask *What kind of board is this?* (message / bulletin board) *Where would you find a board like this?* (Possible responses: government buildings, libraries, schools)
- Have a volunteer read the directions out loud. Elicit the meaning of *community service* from the class. (work that you do without payment to help the people who live in your town or to make your town a better place to live in)
- Have students listen to the words and study the explanations. Then have students listen and repeat the words chorally.
- To check comprehension of the vocabulary, ask *What can you do to beautify your community?* (plant flowers or trees) *How can you help make your community look cleaner?* (by picking up litter) *How can you help a community service organization?* (by donating your time to mail letters, make phone calls, raise money, or collect signatures) *If you are interested in helping people, where can you volunteer to work?* (in a fire department, hospital, or school) *What can you do to save other people's lives?* (donate your organs)
- As a class, brainstorm other ways to perform community service. (Possible responses: help poor families; visit patients in hospitals)

B Vocabulary Practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have volunteers read the directions and example out loud.
- Allow some time for students to think about what they would / wouldn't consider doing individually. Encourage students to think of supporting reasons.
- Have pairs discuss all five ways to perform community service.
- To finish the activity, bring up ways to perform community service one at a time, and have students express their views.

C Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the photo and read the caption.
- Have students read the questions individually.
- First listening: Have students listen and write the answers to the questions in note form. Then have students compare answers with a partner.
- Second listening: Have students listen again to complete their notes and/or confirm their answers.
- As pairs summarize the story, circulate to offer help as needed.
- To review, have a student summarize the story to the class. Encourage the students who are listening to add any relevant information their classmate did not mention.

Challenge: [+10 minutes] Tell students that they are going to retell the story in the listening as a class. Each student should finish a sentence and provide the beginning of the next. To start retelling the story, say *The Green family was on vacation in Italy. They were driving back to their hotel one night when . . .* Call on a student to continue. Call on a different student to continue after each student has provided his/her input.

AUDIOSCRIPT

For audioscript, see page AS6.

ActiveTeach • **Listening Strategies**

D Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have volunteers read the questions out loud.
- Tell students to take notes as they listen to Part 2.
- Have students discuss answers with a partner.
- To review as a class, call on three students to answer the questions.
- Have students listen to Part 2 again to confirm their answers.

Challenge: [+10–15 minutes] Writing. Have students write a summary of the story about Nicholas Green and his family, recalling as much information from the listening as possible.

AUDIOSCRIPT

For audioscript, see page AS6.

E Critical Thinking

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Form groups of three. As students discuss the questions, encourage them to support their views.
- To review answers to question 1, have students who would have made the same decision as the Greens raise their hands. Ask these students to explain the reasons for their decision. Then have the rest of the class explain why they wouldn't have done what the Greens did.
- Review answers to question 2. Elicit as many reasons as possible from the class. (Possible reasons: because they were deeply moved; because they valued the fact that the Greens weren't interested in revenge as most people might be in the same situation)

Option: [+5 minutes] Have students share with the class other stories they might know about people who donated their organs or received an organ from someone else.

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have volunteers read the three situations and questions out loud.
- If necessary, explain *complete stranger* (someone you don't know), *liver* (an organ in the body that produces bile and cleans the blood), and *monument* (a building or structure built to remind people of an important event or famous person).
- In pairs, have students discuss the questions and take notes.
- On the board, write *How strong is your sense of community?* Elicit the explanation of *sense of community* from the class. (the feeling that you belong to a particular community because people work together to help each other and improve the community)
- In pairs, have students discuss how strong they think their social responsibility is. Circulate to encourage students to support their results with specific examples. (Possible response: I don't seem to have a very strong sense of community because I would neither let neighbors live in my home nor donate a piece of my liver to a neighbor. I would, however, help a relative or a close friend.)

B Discussion

- To get students ready for discussion, share any personal history of volunteerism with the class. If you or someone you know has volunteered for community service, tell the class about it.
- As students discuss the questions, encourage them to think of organizations they may have contributed to or programs in which they might have been involved and to list reasons why it is important to get active in the community.
- To finish the activity, have a volunteer from each group share their group's community service experiences with the class. Ask students who think it is important to get active to support their view. (Possible reasons: to give back to society; to bring about change)

Project: [+20–30 minutes] Have students research community service opportunities in this area. Have them choose a program they would be interested in participating in if they had the time. Ask students to take notes of the program and then share the information with the class.

EXTRAS (optional)

- **Workbook: Exercises 11–14**
- **MySummitLab: Lesson 3**

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E **Critical Thinking.** Discuss the questions, using information from the listening passage and your own ideas.

1. Do you think you would have made the same decision the Greens did if you had been in their situation? Why or why not?
2. Why do you think people responded so strongly to this story?

NOW YOU CAN *Discuss social responsibility*

A **Frame Your Ideas.** Consider each situation and discuss what you might do. Based on your answers, how strong do you think your "sense of community" is? Compare ideas with a partner.

"My first responsibility is to my family. I can't imagine doing this for a total stranger."

"I'd be happy to donate money to help a stranger. People should help each other."

1 There has been a terrible storm, and many homes have been destroyed. You're asked to let a family live with you until their home is fixed.

What would you do if they were . . .

a. your relatives?
b. your neighbors?
c. your colleague's family?
d. complete strangers?

2 Someone needs a new liver to survive. Doctors say that they can use a piece of your liver to save that person's life.

What would you do if the person were . . .

a. a family member?
b. your neighbor?
c. your classmate?
d. a complete stranger?

3 Developers plan to destroy a well-known historical monument so they can build a new office building. You're asked to donate your time to help save that monument.

What would you do if the monument were . . .

a. in your neighborhood?
b. in another part of the city?
c. in another city in your country?
d. in another country?

B **Discussion.** Have you or someone you know ever volunteered for some kind of community service? How important is it for a person to be active in his or her community? Explain.

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4 GOAL Identify urban problems

A **Reading Warm-up.** What problems do you think cities of 10 million or more people might share?

B 2:24 **Reading.** Read the interview. Do you agree with Dr. Perlman's views?

The Advent of the Megacity

Following is an interview with Dr. Janice Perlman, founder and president of Mega-Cities Project, Inc. Her organization attempts to make cities worldwide more livable places by taking good ideas from one place and trying to make them work in another.

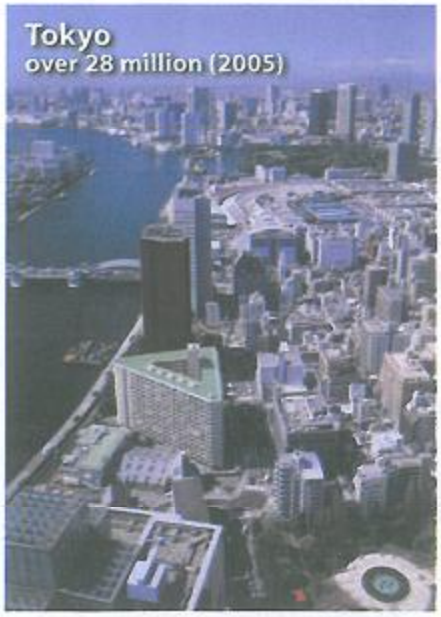
Mexico City
over 18 million (2005)

Q. How do you define "megacity"?

A. We define megacities in our work as cities that have reached populations of 10 million or more. The majority of these are in developing countries. Migration to the city is the route for many people to greater choice, opportunity, and well-being. By coming to settle in the city, they have in effect "voted with their feet."

Q. Why are these places going to be very important in the next hundred years?

A. The 21st century won't be a century of rural areas and small towns but of giant cities that will set the standard of how we live, how our environment is preserved (or not preserved), how our economies work, and what kind of civil society we develop.


Tokyo
over 28 million (2005)

Q. Do megacities in the developed and developing world differ, or are they linked by certain similarities?

A. These large cities have a lot more in common with each other than they do with the small towns and villages in their own countries. For example, every megacity struggles with a widening gap between rich and poor. Every "first-world" city, such as Los Angeles, New York, London, or Tokyo, has within it a "third-world" city of poverty and deprivation. And every third-world city, such as Calcutta, Cairo, or Mexico City, has within it a first-world city of high culture, technology, fashion, and finance.

In addition, all megacities share the problems of providing jobs and economic opportunities, and making housing, education, and health care available. They deal with crime and violence, as well as basic infrastructure such as water, sanitation, and public transportation. This is no easy task. The leaders of these cities recognize that they have similar problems, and they would like to learn more from other cities, particularly about successful solutions.

If we are going to create livable cities for the next century, we will need to be clever enough to do it through collaboration and cooperation. That is why the Mega-Cities Project works to share experiences that work across boundaries of culture and geography.

Q. Is the solution to urban problems strict central planning?

A. Absolutely not. We need decentralized planning that includes local citizens. In my view, attempts to create planned cities or communities—like Brasília or Chandigarh—are too sterile and miss the spontaneity of cities that grew organically, like Rio de Janeiro, Bombay, or even New York City. The best example of urban planning I've seen recently is in Curitiba, Brazil, which set up a brilliant public transportation system in anticipation of population growth. The historic areas of cities like Siena, Paris, or Barcelona all have elements of planning that led to buildings of similar heights and architecture, but they were not centrally planned. There is a lot of diversity within the design, and people love to go to those cities.

Megacities are really very exciting places. The truth is, I've never met a megacity that I didn't like!

The World's Ten Largest Urban Areas	Population (millions) in 1996	Population (millions) in 2015	Rank in 2015
1 Tokyo, Japan	27.2	28.9	1
2 Mexico City, Mexico	16.9	19.2	7
3 São Paulo, Brazil	16.8	20.3	4
4 New York, United States	16.4	17.6	9
5 Mumbai (Bombay), India	15.7	26.2	2
6 Shanghai, China	13.7	18	8
7 Los Angeles, United States	12.6	14.2	15
8 Kolkata (Calcutta), India	12.1	17.3	10
9 Buenos Aires, Argentina	11.9	13.9	17
10 Seoul, Korea	11.8	13	19

Source: U.N. Department of Economic and Social Affairs Population Division

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

Information source: www.megacitiesproject.org

4

A Reading Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	

- With books closed, have students guess the top ten largest cities in the world.
- Ask *What problems do you think these cities might share?* On the board, brainstorm ideas as a class. You may want to refer to this list as students work on Now You Can on page 59. (Possible problems: traffic jams; water scarcity; pollution; expensive housing; crime; poverty; unemployment)

B Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Point to the photos. Ask *What do you know about Mexico City and Tokyo?* (Possible responses: Mexico City is the capital of Mexico. It is the largest city in Mexico. There is a lot of pollution. Tokyo is the capital of Japan. It is an important financial and commercial center.)
- Have a volunteer read the title of the interview out loud. Explain that the *advent* of something is the time when it first begins. Ask *What do you think a megacity is?* (a very large city)
- Have students read the introduction. To check comprehension, ask *What organization has Dr. Perlman founded?* (Mega-Cities Project, Inc.) *What is the aim of the organization?* (to get big cities around the world to share their experiences about the ideas that worked in their cities)
- Have students read and listen to the interview.
- To check comprehension, ask:
  Why do people migrate to the city? (to enjoy greater choice, opportunities, and well-being)
  What are some similarities that megacities have? (They struggle with: a gap between the rich and poor; providing jobs; making housing, education, and health care available; crime and violence; basic infrastructure such as water, sanitation, and public transportation.)
  What is Dr. Perlman's opinion on planned cities and communities? (They are sterile and miss the spontaneity of cities that grew naturally.)
- Have students listen again and underline the opinions that Dr. Perlman expresses. Ask volunteers to briefly say if they agree with Dr. Perlman's views. Have different students comment on different views. (Possible responses: I don't think megacities will continue to grow. People will start looking for a better quality of life in small towns or rural areas.)

Language note: Students should be able to complete the exercise without understanding every word. You may want to share the following definitions if students ask about specific expressions: *livable* (nice and pleasant to live in); *well-being* (the state of being healthy and happy, and having enough money to live); *deprivation* (a lack of something that you need to live comfortably); *central planning* (the government plans and designs the buildings, roads, and services of a city); *decentralized planning* (the gradual control of the development of a city by local authorities, as opposed to a central authority); *sterile* (cold, clinical, uninteresting); *spontaneity* (the quality of being done without planning or organization).

Option: [+10–15 minutes] Use this option if you want to do a listening activity. Have students close their books.

First listening: Write the following main ideas on the board or photocopy and distribute:

_____ Identify the common characteristics that large cities share.
_____ Explain why people move to large cities.
_____ Suggest ways that large cities can solve problems.
_____ Explain the term megacity.
_____ Predict the future importance of large cities.

Have volunteers read each line out loud. Have students listen to the interview and put the main ideas in the order that they are discussed. Explain that students should write the numbers 1–5 on the lines. Review as a class.

Second listening: Write the following statements on the board or photocopy and distribute:

_____ 1. Many people in developing countries find a better life by moving from an urban area to a rural area.
_____ 2. Tokyo, Japan has much more in common with São Paulo, Brazil than with smaller cities in Japan.
_____ 3. Every megacity is actually two cities—one for the very rich and one for the very poor.
_____ 4. To create megacities that are good places to live, these cities must share ideas that have been successful.
_____ 5. Cities that are planned are often more interesting and exciting than those that grow without planning.

Have students listen to the interview again and check the statements that express views similar to those expressed by Dr. Perlman. (statements 2–4) Have students check answers with a partner, giving reasons for their choices. Review as a class. Have students rewrite the unchecked statements so that they express a view expressed by Dr. Perlman. (1. Many people in developing countries find a better life by moving from a rural area to an urban area. 5. Cities that grow without planning are often more interesting than cities that are planned.)

ActiveTeach
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**

LESSON PLAN

C Confirm Content

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students scan the interview for the problems Dr. Perlman talks about.
- Have pairs compare answers and then find and underline what she says about each of the topics mentioned.
- Review as a class. Have students say what information they found about each of the urban problems. For example, *Dr. Perlman talks about poverty. She says that in megacities there are both very rich and very poor people.*

D Understand from Context

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students complete the activity individually and then compare answers with a partner.
- Review as a class. Have students explain their choices.

E Infer Information

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students read the questions out loud. If necessary, explain *pros* and *cons* (advantages and disadvantages).
- Have students discuss the questions in small groups. Encourage students to take notes of reasons they think life in megacities will get better or worse.
- Have volunteers share their groups' responses to the first two questions with the class.
- On the board, write:

  We think that there are more advantages / disadvantages to living in a megacity.

  We believe that in the future megacities will get better / worse.

Have a student from each group summarize his/her group's discussion. Students should start their summaries using the statements on the board and then provide supporting reasons from the article. Encourage students from the same group to add any other relevant information to what their classmates said.

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

ActiveTeach • **Discourse Strategies**

A Frame Your Ideas

- Refer students to the list created for problems thought to be shared by the largest cities in the world (Exercise A, page 58). Point out that they may use any of those problems if they are not already included on the list of urban problems.
- On a separate sheet of paper, have students write a list of the problems they selected and note specific examples—or the area where the problem exists—on their lists. (Possible problems: poverty—in the slums surrounding the city; crime—robberies and murders)
- As pairs discuss, circulate to offer help with any vocabulary students might need.

B Discussion

- Form small groups. Point out that students should discuss at least five ways to make improvements.
- Draw the following chart (with the example) on the board or print it out from *ActiveTeach:*

Urban problem	Ways to make improvements
Crime	• stricter punishments • more police on patrol

Have students choose at least three problems from their lists to write in the chart. Encourage them to agree on the best ways to approach the problems and write notes in the chart.

- As students discuss, circulate to offer help with any vocabulary they might need.
- Review as a class. Name each problem at a time, and have students who discussed that problem share their ideas for improvements. Ask students who discussed any other urban problems to share their responses.

ActiveTeach • **Graphic Organizers**

C Project

- To help students write a coherent letter, write on the board:

  Topic sentence: problems that need attention in your town or city

  Supporting sentences: possible solutions to the problems

- Remind students to use some of the ideas from their charts from Exercise B Discussion as a guide.
- Have students exchange papers with a partner. Have pairs discuss the social problems, and offer additional solutions.

EXTRAS (optional)

- **Workbook: Exercises 15–18**
- **MySummitLab: Lesson 4**

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C **Confirm Content.** Check the types of urban problems Dr. Perlman mentions or suggests in the interview.

☑ poverty	☑ pollution	☑ unemployment	☑ inadequate public transportation
☑ lack of housing	☐ disease	☐ discrimination	
☐ crowding	☑ crime	☐ corruption	

D **Understand from Context.** Read each statement from the interview. Choose the sentence closest to what Dr. Perlman means. Use information from the article to explain your answers.

1. "By coming to settle in the city, they have in effect 'voted with their feet.'"
   (a.) People are making it clear which kind of life they prefer.
   b. People would rather live in the country than live in the city.
   c. People don't have as much opportunity in the city as they do in the country.
2. "Every 'first-world' city . . . has within it a 'third-world' city of poverty and deprivation. And every third-world city . . . has within it a first-world city of high culture, technology, fashion, and finance."
   a. Some megacities have more poverty than others.
   (b.) All megacities have both poverty and wealth.
   c. Some megacities have more wealth than others.
3. "The Mega-Cities Project works to share experiences that work across boundaries of culture and geography."
   a. The Mega-Cities Project helps megacities communicate their success stories to the people who live in that city.
   b. The Mega-Cities Project helps megacities communicate their success stories to other cities in that country.
   (c.) The Mega-Cities Project helps megacities communicate their success stories to megacities in other countries.

E **Infer Information.** Discuss the questions. Support your opinion with information from the article.

1. Why does Dr. Perlman say she prefers cities that are *not* planned over planned cities?
   They occur spontaneously and are unique.
2. Why do you think Dr. Perlman thinks megacities are exciting? Do you agree?
3. Do you live in a megacity, or have you ever visited one? What are the pros and cons of living in a megacity?
4. Do you think life in megacities will improve in the future or get worse? Why?

NOW YOU CAN *Identify urban problems*

A **Frame Your Ideas.** Check which urban problems you think exist in your area. Discuss with a partner and provide examples.

B **Discussion.** Talk about the problems you've identified. As a group, discuss at least five ways to make improvements in your town or city.

◯ poverty	◯ pollution
◯ crime	◯ corruption
◯ crowding	◯ lack of housing
◯ disease	◯ discrimination
◯ inadequate public transportation	◯ unemployment
	◯ other: .....

C **Project.** Choose several social problems that exist in your town or city. Write letters to a local newspaper suggesting possible solutions.

Writing: Complain about a problem

Formal Letters: Review

When writing to a friend or family member, an informal tone, casual language, and abbreviations are acceptable. However, when writing to the head of a company, a boss, or someone you don't know, standard formal language should be used, and regular spelling and punctuation rules apply. Formal letters are usually typewritten, not handwritten. The following salutations and closings are appropriate for formal letters:

Formal salutations	Formal closings
Dear Mr. / Mrs. / Ms. / Dr. / Professor [Lee]:	Sincerely (yours),
Dear Sir or Madam:	Respectfully (yours),
To whom it may concern:	Best regards,
	Cordially,

Letters of Complaint

When writing a formal letter of complaint, first state the reason why you are writing and the problem. Then inform whomever you are writing what you would like him or her to do about it, or what *you* plan to do.

WRITING MODEL

your address — 4719 McPherson Avenue
Philadelphia, Pennsylvania 19
date — June 30, 2006

Red Maple Café
708 West Pine Street
Philadelphia, Pennsylvania 19102
recipi
addre

salutation — Dear Sir or Madam:

I live a few blocks from your restaurant. For the past several months, I have noticed that in the evenings there is a lot of trash on the side of your building. Cats in the neighborhood turn over the garbage cans, and the trash goes everywhere. This is not only unpleasant to look at, but it is also a health hazard.

Could you please make sure that when the trash is put out, the garbage cans are closed? Your helping keep our neighborhood clean and beautiful would be greatly appreciated.

closing — Respectfully,

Olivia Krum — signature

Olivia Krum

A **Prewriting. Listing Ideas.** Think of a problem in your community that you would like to complain about. List the reasons why it is a problem.

Problem: *trash on side of building*
Reasons: *-unpleasant to look at*
-health hazard

Problem:
Reasons:

B **Writing.** On a separate sheet of paper, use your notes to write a letter of complaint. State what you intend to do or what you would like to see done. Remember to use the appropriate level of formality.

C **Self-Check.**

- ☐ Did you use the proper salutation and closing?
- ☐ Are the tone and language in the letter appropriate for the audience?
- ☐ Did you use regular spelling and punctuation and avoid abbreviations?

D **Peer Response.** Exchange letters with a partner. Write an appropriate response to your partner's letter, as if you were the person to whom it was addressed.

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Writing

Suggested teaching time:	25–30 minutes	Your actual teaching time:	

Formal Letters: Review

- Have a volunteer read the explanation out loud.
- Draw a two-column chart with the heads *Informal letters* and *Formal letters* on the board. To check comprehension, have pairs scan the explanation for information about each type of letter and complete the chart in note form. Review as a class. Complete the chart on the board as you get feedback from students. (**Informal letters:** to friends or family; use an informal tone; use casual language; use abbreviations; **Formal letters:** to someone you don't know [head of a company, boss, etc.]; typewritten; use standard formal language; use regular spelling; respect punctuation rules; use appropriate salutations and closings)
- Have a volunteer read the Formal salutations and Formal closings out loud.
- To clarify the use of salutations, write the following exercise on the board or photocopy and distribute.

Complete as a class. (1. e, 2. b, 3. d, 4. c)

1. ___ When writing to a woman you don't know
2. ___ When writing to a man you don't know
3. ___ When writing to a man named Steven Bale
4. ___ When you don't know if the person you are writing to is male or female

a. Dear Mr. Steven
b. Dear Sir
c. To whom it may concern
d. Dear Mr. Bale
e. Dear Madam

- Have volunteers read the explanation for Letters of Complaint out loud.
- Have students read the writing model individually. To check comprehension, ask *In which paragraph does Olivia explain why she is writing?* (in the first) *Does she tell the person she is writing to what she would like him/her to do?* (yes—in the second paragraph)
- Then ask *Does Olivia sound polite?* (yes) *What polite language does she use?* (Could you please make sure . . . ; . . . would be greatly appreciated)

ActiveTeach • **Extra Writing Skills Practice**

A Prewriting

- Have students look at the model, choose a problem, and list ideas individually.
- You may want to have students who chose the same problem share ideas with each other. After students discuss, encourage them to add new ideas they agree with to their lists.

B Writing

- Remind students to include their own address, the date, and the address of the person they are writing to. Refer students to the writing model.
- Remind students to use polite language. You may want to elicit some useful language from the class and write it on the board. (I'm writing to complain about . . . ; I would appreciate it if you could . . . ; I would be most grateful if you could . . . ; . . . would be greatly appreciated; Thank you in advance for . . . ; Could you please . . . ?)
- Encourage students to use paired conjunctions as appropriate. Point out how the reasons *unpleasant to look at* and *a health hazard* are joined with a paired conjunction in the writing model.
- As students write, circulate to offer help as needed.

C Self-Check

- Have three students read the Self-Check questions out loud.
- Before students submit their paragraphs for correction, have them self-check their work and make any necessary changes.

D Peer Response

- You may want to elicit some useful language from the class and write it on the board. (I'm writing in response to your letter of [date]; With regard to your letter of [date] . . . ; Please accept my apologies for . . . ; Please don't hesitate to contact me again if . . .)
- Point out that the reply is also a formal letter, so students should follow the same rules they used to write the letter of complaint.
- You can tell students to first apologize and give an explanation and then explain what they plan to do about the problem.

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A Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Give students a moment to look at the adjectives. Explain that students will hear four conversations about cities.
- Point out that students will check more than one adjective for some conversations.
- Have pairs compare answers.
- As students listen again for confirmation, pause after each conversation and have students explain their choices. (Possible response: Conversation 1: The man said he had to live in the countryside in China. There was a lot of poverty, and it was very boring because there was nothing to do but work.)

Challenge: [+5–10 minutes] On the board, write the following ideas from the conversations and paired conjunctions:

The poverty was hard to take. It was really boring.
I couldn't get used to the pollution. I couldn't get used to the crime.
There is no graffiti. They banned chewing gum.
The people were not friendly. The people were not considerate.

not only . . . but (also)	*either . . . or*	*neither . . . nor*

Have students join the sentences using the paired conjunctions in box. Then have students listen to the conversations again to check their answers.

AUDIOSCRIPT

For audioscript, see page AS7.

B Respond to each question . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Remind students to use polite answers for questions 1 and 2.
- Review answers by having various students share their responses.

Option: [+5–10 minutes] Pair work. Have students role-play the conversations in Exercise B. Encourage students to keep the conversation going and make more than 4–6 exchanges for each situation. Make sure each student plays both roles.

C Make each sentence logical . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Before having students do the exercise individually, refer them to Exercises D and E on page 53 to review using negatives prefixes to form antonyms.
- Have students compare answers with a partner and review as a class.

Option: [+5 minutes] Have students write their own sentences about what they consider inappropriate behavior. Encourage students to use the sentences they created for Exercise C as a model and replace fragments of their choice. You may want to model the activity for the class. For example, *Littering in parks where there are trashcans is really inexcusable.*

D Combine the sentences . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Point out that students shouldn't use a double negative. (neither . . . should NOT: ~~neither . . . shouldn't~~)
- Have students compare answers with a partner.
- Review as a class. Have volunteers read the new sentences out loud.

EXTRAS (optional)

- **Workbook: Page 49**
- **Complete Assessment Package**

- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**

- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 5**
  - **Review Test 1**

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A 2:25 **Listening.** Listen carefully to the conversations about cities. Check the adjectives that are closest in meaning to what the people say about each place. Listen again if necessary.

	rich	poor	clean	polluted	safe	dangerous	polite people	rude people	interesting	boring
1. rural China	○	✓	○	○	○	○	○	○	○	✓
2. Los Angeles	○	○	○	✓	○	✓	○	○	○	○
3. Singapore	○	○	✓	○	○	○	○	○	○	○
4. Paris	○	○	○	○	○	○	○	✓	✓	○

B Respond to each question in your *own* way.

1. "Do you mind if I call someone on my cell phone?"
   YOU _____
2. "Would you mind not smoking in here?"
   YOU _____
3. "What bugs you about living in your town?"
   YOU _____
4. "Who do you know that really gets on your nerves?"
   YOU _____

C Make each sentence logical by attaching a negative prefix to one of the adjectives. Use a dictionary if necessary.

1. Painting graffiti on public buses and trains is really excusable. (inexcusable)
2. I believe littering and spitting on the street are responsible behaviors. (irresponsible)
3. Young people who play loud music without consideration for the people around them are exhibiting really proper behavior. (improper)
4. I think it's very appropriate for people to scream into their cell phones in theaters. (inappropriate)
5. When a salesperson is rude, I find it not only respectful but also annoying. (disrespectful)
6. I should warn you that the air pollution downtown is really pleasant. (unpleasant)
7. I think politicians who are honest and corrupt should be punished. (dishonest)
8. It doesn't help when people are courteous to each other. (discourteous)

D Combine the sentences with the paired conjunction indicated. Use or, nor, or but (also).

1. Restaurants shouldn't allow smoking. Theaters shouldn't allow smoking. (neither)
   Neither restaurants nor theaters should allow smoking.
2. Smoking should be banned. It should be restricted. (either)
   Smoking should either be banned or restricted.
3. Littering doesn't offend me. Spitting doesn't offend me. (neither)
   Neither littering nor spitting offends me.
4. I think loud music is rude. I think loud people are rude. (not only)
   Not only do I think loud music is rude but also loud people.

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UNIT 6

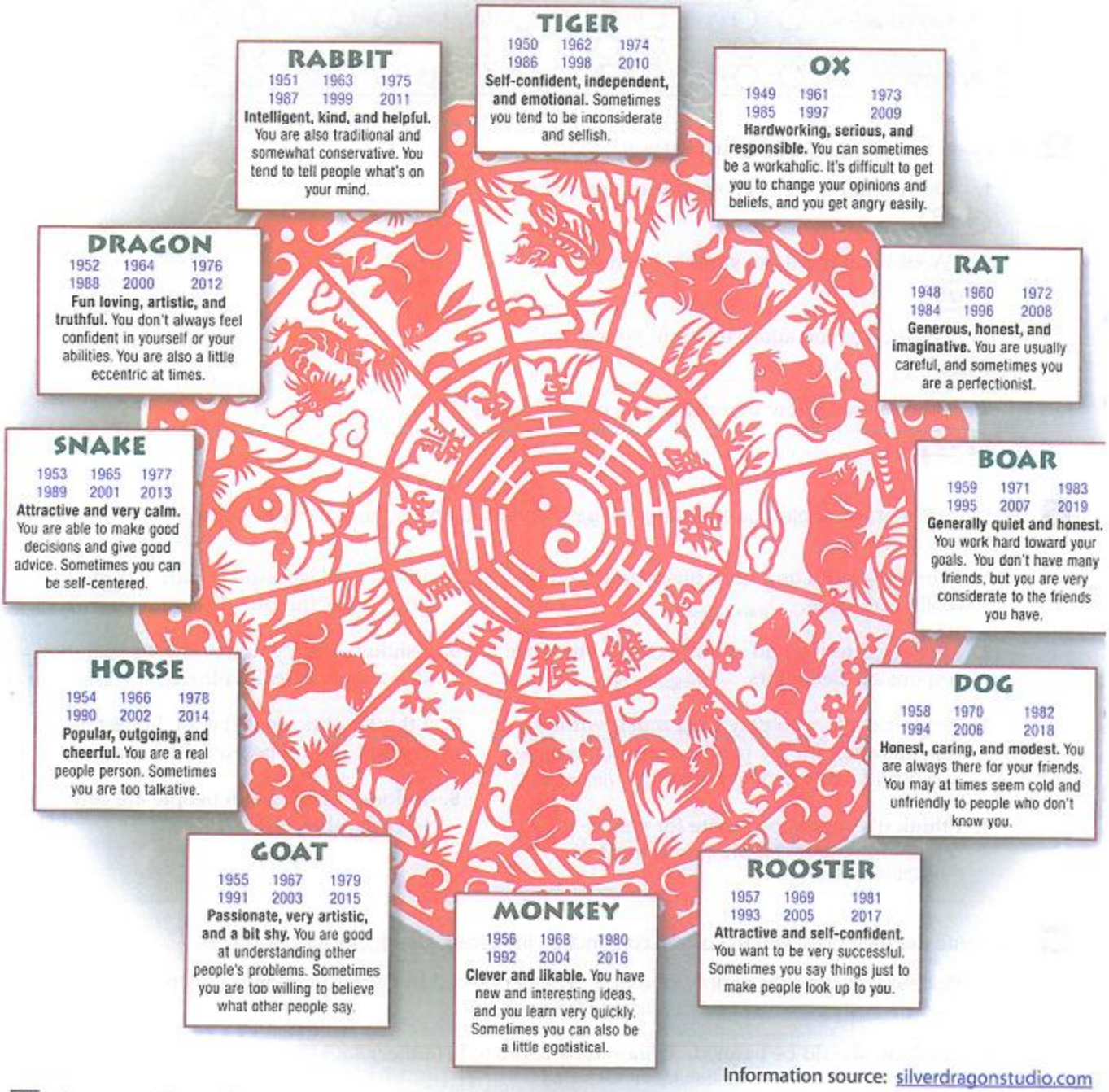
Animals

Preview

GOALS After Unit 5, you will be able to:

1. Exchange opinions about the treatment of animals
2. Discuss the benefits of certain pets
3. Compare animal characters
4. Debate the value of animal conservation

A Topic Preview. Find your birth year on the Chinese Zodiac. What's your animal sign?



RABBIT
1951 1963 1975
1987 1999 2011
Intelligent, kind, and helpful. You are also traditional and somewhat conservative. You tend to tell people what's on your mind.

TIGER
1950 1962 1974
1986 1998 2010
Self-confident, independent, and emotional. Sometimes you tend to be inconsiderate and selfish.

OX
1949 1961 1973
1985 1997 2009
Hardworking, serious, and responsible. You can sometimes be a workaholic. It's difficult to get you to change your opinions and beliefs, and you get angry easily.

DRAGON
1952 1964 1976
1988 2000 2012
Fun loving, artistic, and truthful. You don't always feel confident in yourself or your abilities. You are also a little eccentric at times.

RAT
1948 1960 1972
1984 1996 2008
Generous, honest, and imaginative. You are usually careful, and sometimes you are a perfectionist.

SNAKE
1953 1965 1977
1989 2001 2013
Attractive and very calm. You are able to make good decisions and give good advice. Sometimes you can be self-centered.

BOAR
1959 1971 1983
1995 2007 2019
Generally quiet and honest. You work hard toward your goals. You don't have many friends, but you are very considerate to the friends you have.

HORSE
1954 1966 1978
1990 2002 2014
Popular, outgoing, and cheerful. You are a real people person. Sometimes you are too talkative.

DOG
1958 1970 1982
1994 2006 2018
Honest, caring, and modest. You are always there for your friends. You may at times seem cold and unfriendly to people who don't know you.

GOAT
1955 1967 1979
1991 2003 2015
Passionate, very artistic, and a bit shy. You are good at understanding other people's problems. Sometimes you are too willing to believe what other people say.

ROOSTER
1957 1969 1981
1993 2005 2017
Attractive and self-confident. You want to be very successful. Sometimes you say things just to make people look up to you.

MONKEY
1956 1968 1980
1992 2004 2016
Clever and likable. You have new and interesting ideas, and you learn very quickly. Sometimes you can also be a little egotistical.

Information source: silverdragonstudio.com

B Express Your Ideas.

1. How well do the adjectives for your sign describe your personality? How are you different from the description?
2. Do you think the descriptions match the animals in any way? Why or why not?

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UNIT 6 Animals

A Topic Preview

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the theme of animals, have students spend a few moments looking at and reading the Chinese Zodiac.
- As students study the animal signs, encourage them to use the pictures to identify the animals they don't know.
- Ask *What do you know about the Chinese Zodiac?* (Possible responses: Each year has an animal name; According to the Chinese Zodiac, the year when you were born affects your personality.)
- To check comprehension, ask *Which animal sign:*

  is described as having high self-esteem? (tiger, rooster)

  is described as being good-looking? (rooster, snake)

  enjoys meeting new people? (horse)

  tells the truth? (rat, boar, dog, dragon)

  doesn't talk a lot? (boar, goat)
- Before students find their birth years, point out that students who were born before February 4 should use the sign for the previous year. For example, if a person was born on January 15, 1967, he or she should find the sign for 1966. (horse) (Note: The Chinese have a lunar calendar so their new year starts some time before the middle of February. Chinese New Year does not fall on the same day each year, so February 4 is given as an approximate date.)
- Have students read the animal signs that match their birth years. Have students find the adjectives for their signs. Help the class to work out the meaning of any unknown language.

Language note: Students may need help with the following words or expressions: the *zodiac* is an imaginary area through which the sun, moon, and planets appear to travel; if people *look up to* someone, they admire that person.

Culture note: The *zodiac* is related to a *horoscope*, which is a description of your character and your future based on the position of the stars and planets at the time of your birth. It is also related to *astrology*, which is the study of the relationships of the stars and planets and how they influence events and people. The Chinese Zodiac is based on a twelve-year cycle. It represents a cyclical concept of time: every twelve years the cycle is repeated. Each year in the cycle is given an animal name, so every animal reappears every twelve years. There is a popular belief that people who have the same animal sign have similar personality traits.

Option: [+5 minutes] Discussion. Ask *Have you ever looked up your sign on the Chinese Zodiac? Have you ever read another kind of horoscope? Do you believe in horoscopes?*

B Express Your Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Form small groups. Have a volunteer read item 1 out loud. Have students share their signs and explain why they agree / disagree with the descriptions. Encourage students to give concrete examples to support their views. (Possible response: I'm a rat. It's true that I'm generous—I like to help other people—but I'm not too much of a perfectionist. I'm a little impatient, and I sometimes rush to finish my tasks, so I don't think I always try to be perfect in the things I do.)
- Have a volunteer read item 2 out loud. Then have students scan the descriptions to decide if they match the animals. Encourage students to choose a description that matches the animal and one that doesn't (at least partially).
- Then have students share their opinions of the two descriptions with their groups. (Possible responses: The ox is described as hardworking. I agree. In the past, oxen were used to pull carts and carry heavy things; Snakes are described as attractive, but to me, they're disgusting!)
- Review as a class. Have a volunteer from each group present his/her responses to the class.

Option: [+5–10 minutes] Say *Astrology is the study of the planets and stars and their influence on us. Some people believe their personalities are influenced by their animal signs (the year in which they were born). Other people believe their personality is influenced by their star sign (the day on which they were born).* In small groups, have students discuss their views on astrology and the Chinese Zodiac and explain why they believe / don't believe it.

C Sound Bites

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students look at the photo. Ask *Where are the people?* (at the zoo) *Have you ever been to a zoo? Did you like it?*
- Have students read and listen to the conversation.
- To check comprehension, ask *Do Alicia and Ben have similar or different views on zoos?* (Different—Ben likes zoos and Alicia doesn't.)
- Write the following statements on the board and have students correct them to make them true. (1. true; 2. false: Ben and Alicia have different views about zoos; 3. false: Alicia likes animals.)
  1. *Ben wanted to go to the zoo more than Alicia.*
  2. *Ben and Alicia have similar views about zoos.*
  3. *Alicia doesn't like animals.*

Language note: If you *talk someone into doing something*, you persuade the person to do it. If an animal is *cooped up*, it is forced to stay in a small place without being able to move around much.

Option: [+5 minutes] Form small groups for discussion. Ask *Who's opinion do you agree with more, Ben's or Alicia's?* Have students support their opinions.

D Think and Explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Before students read the conversation again, have volunteers read the questions out loud.
- Review answers as a class.

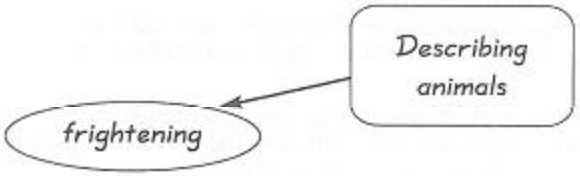
Option: [+5 minutes] Write the following discussion questions on the board: *Are animals happier in zoos or in the wild? What benefits do wild animals gain from being in zoos? What do wild animals lose by being kept in zoos?* Have students discuss the questions in small groups.

STARTING POINT

Suggested teaching time:	15 minutes	Your actual teaching time:	

Associate Ideas

- Individually, have students choose five adjectives and an animal that best matches each adjective. In pairs, have students discuss the adjectives and animals they chose.
- As pairs discuss, encourage them to think of reasons to support their choices.
- Draw the following word web on the board:



To review as a class, ask *Which animals do you think are frightening? Why?* Elicit answers and supporting reasons from various students. Add the names of animals students mention to *frightening*. Follow the same procedure for a few other adjectives of your choice.

EXTRAS (optional)

- **Workbook: Exercises 1–4**
- **MySummitLab: Preview**

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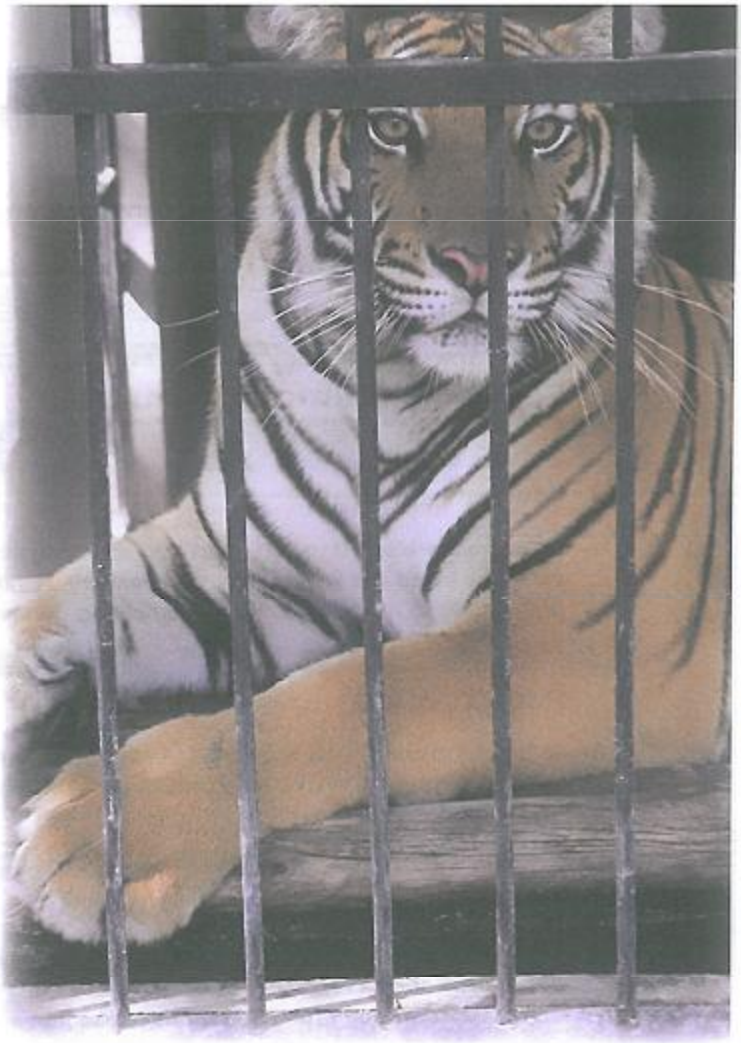
Corpus Notes. The use of *just* for emphasis at the beginning of an imperative statement is very common in spoken English. For example, *Just relax.*

C 2:26 **Sound Bites.** Read and listen to a conversation between two friends at the zoo.

ALICIA: I can't believe I let you talk me into coming here. I really have a problem with zoos.
BEN: C'mon. These guys have got it made. They're well-cared for. They're healthy. They've got plenty of food.
ALICIA: You could say the same thing about people in prisons. What about freedom? I hate seeing animals cooped up in cages.
BEN: You think animals are any happier in the wild? Always hungry? Running from some bigger animal that's trying to eat them?
ALICIA: I don't know. Maybe not.
BEN: Just look at that tiger over there. Where else CN could you see such a beautiful animal up close?
ALICIA: You're right about that. He *is* magnificent.



D **Think and Explain.** With a partner, discuss the questions and support your answers with information from Sound Bites.

Answers will vary, but may include:

1. What is Alicia's objection to zoos? Animals are kept in cages and are not free.
2. How is Ben's attitude different from Alicia's? He believes animals are well-cared for in zoos.
3. What does Ben mean when he says, "These guys have got it made"? Life is easier for animals in zoos than in the wild.
4. What do Alicia and Ben agree on about zoos? Zoos allow people to see beautiful animals up close.

STARTING POINT

Associate Ideas. What adjectives do you associate with different animals? With a partner, choose five adjectives and discuss an animal you think each adjective describes.

frightening unfriendly unusual independent fun friendly calm irritating attractive disgusting hardworking quiet loving

	ADJECTIVE	ANIMAL
1.		
2.		
3.		
4.		
5.		

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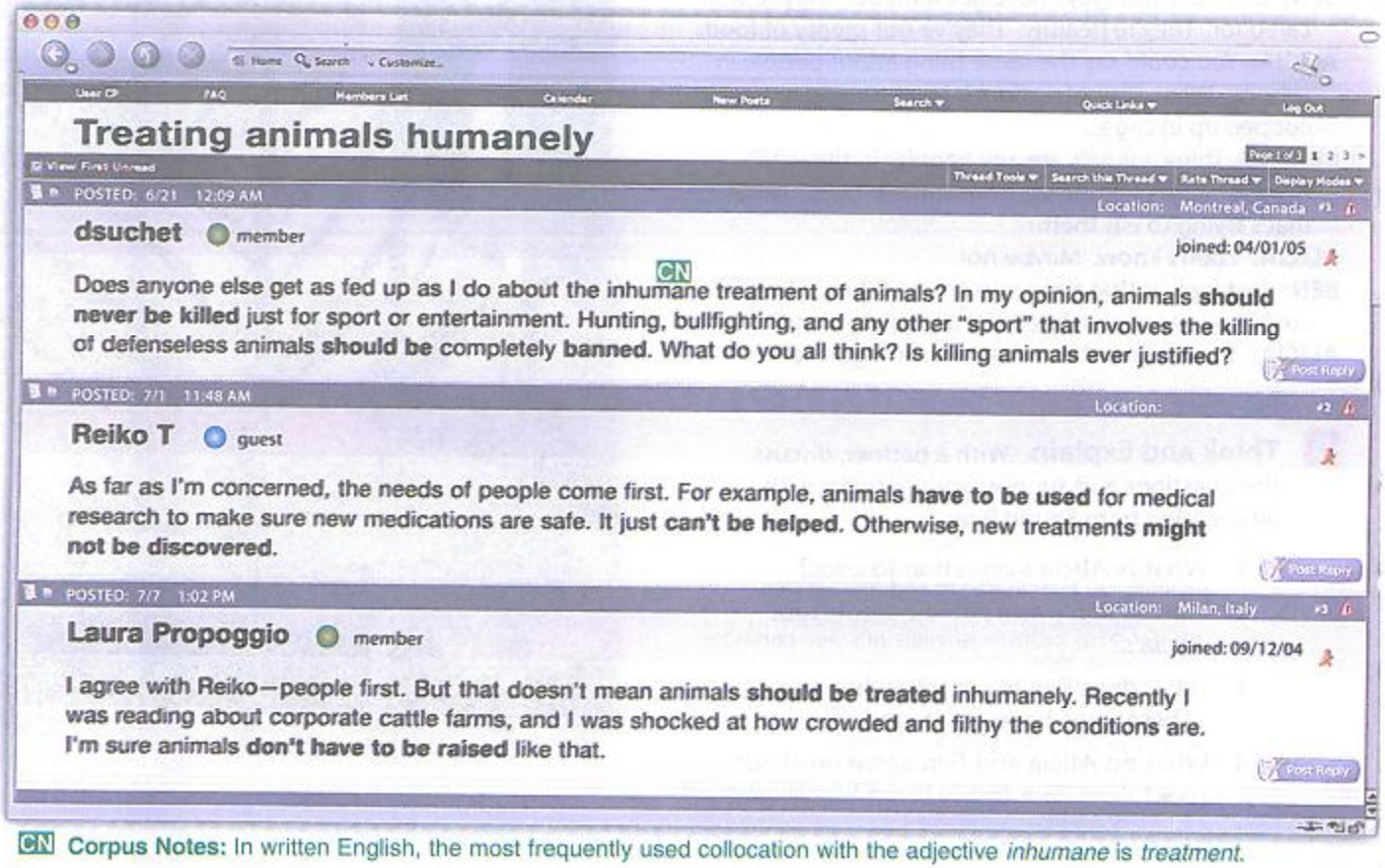
1 GOAL Exchange opinions about the treatment of animals

A 2:27 **Grammar Snapshot.** Read the posts on a discussion board and notice the passive modals.



Treating animals humanely

POSTED: 6/21 12:09 AM — Location: Montreal, Canada

dsuchet member — joined: 04/01/05

Does anyone else get as fed up as I do about the inhumane treatment of animals? In my opinion, animals **should never be killed** just for sport or entertainment. Hunting, bullfighting, and any other "sport" that involves the killing of defenseless animals **should be** completely **banned**. What do you all think? Is killing animals ever justified?

POSTED: 7/1 11:48 AM — Location:

Reiko T guest

As far as I'm concerned, the needs of people come first. For example, animals **have to be used** for medical research to make sure new medications are safe. It just **can't be helped**. Otherwise, new treatments **might not be discovered**.

POSTED: 7/7 1:02 PM — Location: Milan, Italy

Laura Propoggio member — joined: 09/12/04

I agree with Reiko—people first. But that doesn't mean animals **should be treated** inhumanely. Recently I was reading about corporate cattle farms, and I was shocked at how crowded and filthy the conditions are. I'm sure animals **don't have to be raised** like that.

CN **Corpus Notes:** In written English, the most frequently used collocation with the adjective *inhumane* is *treatment*.

B **Evaluate Ideas.** Do you agree with any of the opinions expressed on the discussion board? Why or why not?

GRAMMAR BOOSTER ▸ p. G10
• Modals and modal-like expressions: summary

C **Grammar. The passive voice with modals**

Can for present possibility or ability
Alternatives **can be found** for medical research on animals.

Might (not) and could for present or future possibility
New medicines **might be discovered** through animal testing.
Cattle **might not be mistreated** if people knew about the conditions.
A lot **could be done** to improve conditions.

Couldn't and can't for present impossibility
Research **couldn't be done** today without animals.
Sometimes testing on animals **can't be helped**.

Should and shouldn't for advisability
Corporate chicken farms **should be shut down**.
People **shouldn't be prohibited** from hunting.

Have to and must for necessity
Some animals **have to be killed**.
Traditions like bullfighting **must be preserved**.
NOTE: Must is rarely used in informal English.

Yes / no questions
Can other types of research **be found**?
Should factory farms **be shut down**?
Must animals **be used** for research?
Do animals **have to be used** for research?

Information questions
How **can** animals **be trained** to help humans?
What **could be done** to improve conditions?
Why **must** their lives **be respected**?
Why **do** their lives **have to be respected**?

BE CAREFUL! Don't have to / doesn't have to expresses a lack of necessity, but must not expresses prohibition.
Animals **don't have to be killed** for research.
[= it is not necessary]
Animals **must not be killed** for research.
[= it should be prohibited]

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1

A Grammar Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Point to the Grammar Snapshot and ask *What is this?* (an Internet discussion board) Elicit or explain the meaning of *discussion board.* (a site on the Internet where people can post their opinions and get replies from other people)
- With books closed, have students listen and take notes on the different opinions expressed. Review as a class. Write the opinions on the board as students respond.
- Have students read the Grammar Snapshot individually and notice the use of passive modals. To check comprehension, ask *Who thinks that animals should never be killed for sport or entertainment?* (dsuchet) *Who believes that animals have to be used for research?* (Reiko T) *Who agrees with Reiko T?* (Laura Propoggio) *Who thinks animals don't have to be raised in poor conditions?* (Laura Propoggio)

Language note: *Humane* is treating people or animals in a way that is kind. If animals are *raised on corporate farms,* they are grown to be used as food, for cosmetics, for their fur, etc.

B Evaluate Ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the question out loud. Have a volunteer explain whether or not he/she agrees with one of the opinions on the discussion board. Ask students with a different opinion to express their views.
- Form small groups. Have students discuss their views on the remaining two opinions. As groups discuss, encourage them to give reasons to support their views.
- To review, have a volunteer from each group report the opinions expressed by the group to the class.

C Grammar

Suggested teaching time:	10 minutes	Your actual teaching time:	

- On the board, write:

  The killing of animals should be banned.

  Point to the sentence on the board and ask *Is this the active or the passive voice?* (the passive voice) *How do you form the passive voice with modals?* (modal + *be* + the past participle) Label the example on the board:

  The killing of animals should be banned.
  modal + be + past participle

- Have students read the five headings in the first column and study the examples.
- Have students read the examples for *yes / no* questions. To point out the difference between *have to* and other modals, write these two examples on the board:

  Can this be done? Does this have to be done?

  Have students identify the "modal" in each example. Circle the modals as students respond. (Can, have to) Ask *What is the same in these sentences?* (be done) Underline as students respond. Ask *What's the difference in these two sentences?* (the position of the modals; *does* is used with *have to,* not with *can*) Erase *Can* and *have to* from the board. Ask *Which example on the board do* should *and* must *fit into?* (the first: *Should* this be done? *Must* this be done?)
- Point out that *could* and *might* are not normally used in *yes / no* questions about possibility, but they can be used in answers. Add to the board:

  Is bullfighting going to be banned? It might be.
  Do you think bullfighting will be banned? It could be banned one day.
- Have students read the examples for information questions. To point out the difference between information questions with *have to* and other modals, write these two examples on the board:

  Why must they be treated poorly?
  Why do they have to be treated poorly?

  Have students identify the "modal" in each example. Circle the modals as students respond. (must, have to) Ask *What is the same in these sentences?* (why; be treated poorly) Underline as students respond. Ask *What's the difference in these two sentences?* (the position of the modals; *do* is used with *have to,* not with *must*) Point out that *do / does* comes before the subject in information questions with *have to* in the passive voice.
- Have a volunteer read the Be Careful! note out loud. Write the following sentences on the board. To check comprehension, have students paraphrase each sentence. (1. It is not necessary to raise animals on crowded farms. 2. Raising animals on crowded farms should be prohibited.)

  1. *Animals don't have to be raised on crowded farms.*
  2. *Animals must not be raised on crowded farms.*

Language note: *Have to* is not a true modal. It has the meaning of a modal and is often referred to as a "modal-like expression." *Must* is often used in speech by people in authority; for example, an employer might tell an employee, "You must come in on time."

ActiveTeach • **Inductive Grammar Charts**

LESSON PLAN

D Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. As a reminder, elicit from the class how passive modals are formed. (modal + *be* + the past participle)
- Have students compare their sentences with a partner and review as a class.

Option: [+5 minutes] On the board, rewrite the sentences from items 1–4 in Exercise D, using different modals:

A. People must be allowed to hunt deer.
B. Alternatives to animals research could be discovered.
C. Wild animals can't be kept as pets.
D. Fox hunting might be banned.

Have pairs decide if statements 1–4 from Exercise D have the same meaning as statements A–D on the board. If there is a difference in meaning, ask students to take notes of the differences. Review as a class. (1. It is advisable to allow people to hunt deer vs. A. It is necessary to allow people to hunt deer. 2. and B. have the same meaning. 3. It is advisable not to keep wild animals as pets vs. C. It is impossible to keep wild animals as pets. 4. It is advisable to ban fox hunting vs. D. It is possible that fox hunting is/will be banned.)

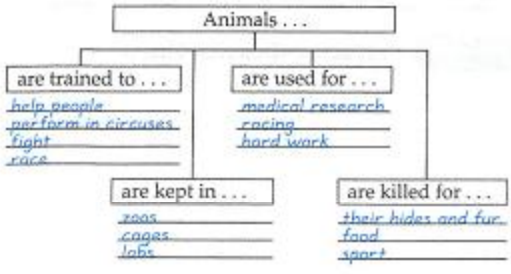
E Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen and study the statements. Then have students listen and repeat chorally.
- Encourage students to use the illustrations to determine the meaning of any unknown words. If necessary, explain that *hide* is the animal's skin that is removed to be used for leather, and *slaughter* means kill.

Language note: *Kill* is a general word, and *slaughter* is a specific word (killing animals for food).

Option: [+10 minutes] Draw the following diagram (without the answers) on the board or print it out from *ActiveTeach*.



ActiveTeach
- **Graphic Organizers**
- **Vocabulary-Building Strategies**

With books closed, have pairs use the Vocabulary in Exercise E and their own ideas to complete the diagram. To review as a class, complete the diagram on the board as you get feedback from students.

F Integrated Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the example out loud.
- Have students complete the exercise individually. Encourage them to use as many different modals as possible.
- Then have students compare answers with a partner.
- Review as a class. Have a few volunteers share their opinions with the class. As volunteers respond, encourage students with opposing views to state their opinions.

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students read the ways for expressing an opinion, disagreeing, and agreeing, out loud.
- Have two volunteers read the example out loud.
- Ask *What is a different way to respond to the statement in the model?* Elicit other responses from the class. Encourage students to use the phrases from the boxes.
- Have students write down their opinions individually. Encourage students to discuss all the ways animals are used or treated using the Vocabulary in Exercise E.

A Use the Grammar

- In pairs, have students exchange opinions and ask and answers questions using passive modals.
- As students exchange opinions, circulate to offer help as needed. Make sure students use passive modals correctly.

B Discussion

- Take a class poll. Ask *Who is in favor of keeping animals in zoos? Who is against it?* Keep a tally on the board. Have a few students give supporting reasons. Follow the same procedure for other ways animals are used or treated from the Vocabulary.
- Have students analyze the chart and say whether or not the majority of the class feels the same way.

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 5–7**
- **MySummitLab: Lesson 1**

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D Grammar Practice. Write sentences using modals and the correct form of the passive voice.

1. People / should / allow to hunt deer. — People should be allowed to hunt deer.
2. Alternatives to animal research / might / discover. — Alternatives to animal research might be discovered.
3. Wild animals / shouldn't / keep as pets. — Wild animals shouldn't be kept as pets.
4. Fox hunting / should / ban. — Fox hunting should be banned.
5. The treatment of animals / could / improve. — The treatment of animals could be improved.

E 2:28 Vocabulary. Ways Animals Are Used or Treated. Listen and practice.

They're **kept in zoos.**

They're **used for medical research.**

They're **killed for their hides and fur.**

They're **trained to perform in circuses.**

They're **raised for fighting.**

They're **trained to help people with disabilities.**

They're **slaughtered for food.**

They're **used for racing.**

F Integrated Practice. On a separate sheet of paper, write your opinion about each of the ways animals are used or treated. Use the passive voice with modals.

Animals should be kept in zoos so people can enjoy them.

NOW YOU CAN *Exchange opinions about the treatment of animals*

A Use the Grammar. Exchange opinions with a partner about the ways animals are used or treated. Ask and answer questions, using passive modals.

*"Animals **have to be used** for medical research. We can't experiment on humans, can we?"*

*"Actually, I don't think animals **should be treated** that way. I think it's morally wrong."*

Expressing an opinion
I think / believe / feel . . .
it's morally wrong.
it's OK under some circumstances.
it's wrong no matter what.
I'm in favor of _____.
I'm opposed to _____.

Disagreeing
I see what you mean, but _____.
That's one way to look at it, but _____.
On the one hand _____, but on the other hand _____.
I completely disagree.

Agreeing
I couldn't agree with you more.
I completely agree.
You're so right.

B Discussion. Compare your classmates' opinions on the treatment of animals. Does the majority of the class feel the same way?

2 GOAL Discuss the benefits of certain pets

CN1 **Corpus Notes:** Both *consider* and *think* are among the 1,000 most frequently used words in English, but *think about* occurs more frequently than *consider*.

A 2:29 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: I've been considering getting an iguana for a pet. CN1

B: Are you out of your mind? I've heard they're filthy.

A: Actually, that's a misconception. Iguanas are very clean and make great pets.

B: In what way?

A: Well, for one thing, they're very intelligent. And **believe it or not**, I find them beautiful.

2:30 **Rhythm and intonation practice**

B 2:31 **Vocabulary. Describing Pets.** Listen and practice.

Positive traits	
adorable	cute and charming
affectionate	exceptionally friendly and loving
gentle / good-natured	easygoing; good with people and other pets
low maintenance	easy to care for and inexpensive to keep
CN2 loyal / devoted	attentive to its owner; reliable

CN2 **Corpus Notes:** Both *loyal* and *devoted* are often followed by the prepositional phrase *to [someone]*.

Negative traits	
aggressive	violent; sometimes dangerous
costly	expensive to buy and to take care of
destructive	harmful to furniture and other things
filthy	unclean; makes a mess
high maintenance	time-consuming to take care of

C 2:32 **Listening. Listen to Activate Vocabulary.** Listen to the conversations about pets. Then listen again and complete the chart. Use adjectives you know that best describe the advantages and disadvantages the people talk about. Discuss if you think the people will get the pet.

Answers will vary, but may include:

	Pet	Advantages	Disadvantages
Conversation 1	cat	low maintenance, affectionate, loyal, devoted	hair gets everywhere
Conversation 2	rabbit	adorable, gentle, good-natured	destructive
Conversation 3	parrot	beautiful, intelligent, clever	filthy, aggressive, noisy, high maintenance
Conversation 4	tropical fish	beautiful, interesting, fascinating	high maintenance, costly

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2

A Conversation Snapshot

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use *I've heard* to introduce a statement of popular opinion.
- Use *for one thing* to provide one reason among several in supporting an argument.
- Use *believe it or not* to introduce surprising information.

- Point to the photo. Ask *What kind of animal is this?* (an iguana) *Would you like to have an iguana as a pet? Why? Why not?* Encourage students to briefly support their opinions.
- After students read and listen, have them summarize what each speaker thinks of iguanas. (One speaker thinks that they are clean, beautiful, and intelligent and that they make great make pets. The other speaker thinks that they are filthy.)
- To check comprehension, ask *Do both speakers agree that iguanas make good pets?* (no) *Why does the man think that iguanas don't make good pets?* (He's heard they're filthy.) *According to the woman, what are some positive qualities of iguanas?* (They're clean, intelligent, and beautiful.)
- Call students' attention to the conversation strategies highlighted in the model.

Language note: *Are you out of your mind?* means *Are you crazy?* A *misconception* is something that many people believe but is not true. *For one thing* is used to give a reason for something.

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use statement intonation for *Are you out of your mind?* (This is not a true question.)
  - use falling intonation for *In what way?* with a slight rise in pitch on way.
  - Pause slightly after . . . *for one thing* . . . and . . . *And believe it or not* . . .

B Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- As a class, brainstorm a list of common and exotic pets and write them on the board. (Possible responses: dog, cat, guinea pig, hamster, tropical fish, turtle, lizard, parrot, ferret, snake)
- Have students listen and study the Vocabulary. Then have students listen and repeat chorally.
- In pairs, have students think of a pet that best matches each trait. Students can refer to the list on the board.
- Ask each pair to join another pair and share the pets they thought of. Encourage students to support their choices

Language note: Compound adjectives are hyphenated when they appear before nouns; for example, *a low-maintenance pet.* But *good-natured* is always hyphenated.

ActiveTeach • **Vocabulary-Building Strategies**

Challenge: [+5 minutes] To draw on students' own experiences, have volunteers briefly talk about any pets they have, pets they've had, or pets they would like to have. Encourage students to use some of the adjectives in Exercise B—and their own ideas—as they talk about the pets.

C Listening

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Point out that advantages are positive traits and disadvantages are negative traits.
- First listening of Conversation 1: Have students listen for the pet the speakers are talking about and write it in the chart.
- Second listening of Conversation 1: Have students use the adjectives in Exercise B or other adjectives to take notes of the advantages and disadvantages of the pet. Point out that the speakers do not use the Vocabulary words. Students are expected to interpret the information.
- Review answers as a class. Encourage students to support their answers.
- Follow the same procedure for Conversations 2–4.
- As a class, discuss whether or not the people will get the pets.

AUDIOSCRIPT

For audioscript, see page AS7.

D Express and Support an Opinion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Read item 1 out loud. On the board, write:
  a family with small children
  a person who works all day
  an elderly person who lives on his/her own
  a person with a disability

  Form small groups. Have students discuss if an animal can be a good companion in each of the situations on the board. Encourage them to think of other situations where an animal would / wouldn't be a good companion.
- Have a student read item 2 out loud. If necessary, explain that if people are very *attached to* their pets, they like them a lot. Encourage groups to write a list of reasons people get so close to their animals.
- To review, call on a student from each group to say in what situations an animal can be a good companion. Then call on other students to say why some people get so close to their animals. Encourage students who disagree to express their opinions. Encourage students to ask questions.

NOW YOU CAN

Suggested teaching time:	15 minutes	Your actual teaching time:	

- Have students look at the pictures and read the captions. Then have them share what they know about the animals in the photos.

A Notepadding

- In pairs, have students discuss their opinions of good and bad pets and complete the lists. They may use the animals in the photos or other animals.
- Encourage students to use the Vocabulary in Exercise B to take notes of reasons why the animals make good / bad pets. Students can also use their own ideas.
- After pairs discuss and complete their lists, call on a few students to tell the class about an animal they discussed. Have students explain why they think the animal makes a good / bad pet and say if their partner agreed or disagreed with them.

B Use the Conversation Strategies

- Refer students to the Conversation Snapshot on page 66 to review discussing the benefits of certain pets and the Vocabulary for describing pets. You may also want to have students listen to the conversation again.
- Role-play a conversation with a more confident student. Have the student start the conversation with the prompt given.
- Reinforce the use of the conversation strategies; for example, have students practice introducing surprising information: *Believe it or not, pythons are quite gentle.*
- Encourage students to use ideas from their notepads.
- Make sure each student plays both roles.
- As pairs role-play, circulate to offer help as needed. Encourage students to use the correct rhythm and intonation. Remind students to stress words that provide new or important information.

Culture note: Parrots are colorful, tropical birds and can be trained to imitate the human voice. They live longer than other birds, with lifespans ranging from 40–80 years. Siamese cats are originally from Thailand (former Siam). They have short, light hair but their faces, ears, tails, lower legs, and paws are dark. They are good companions and demand attention. Pit bulls are medium-sized, solidly built, short-coated dogs. They are noted for their attachment to their masters as well as for their courage. In the United States, pit bulls are the breed of choice for dog fights due to their incredible strength and dog-aggressive tendencies. Although dog fighting is illegal in the U.S., it is still practiced. Pugs are small dogs with flat, wrinkled faces, compact bodies, and curled tails. They are friendly, alert, and attentive to their owners. They are also compatible with most children and other animals. Pythons are tropical snakes that generally range in size from 5–6 meters (16–20 feet) in length. They are among the longest species of snake in the world. The python feeds on animals and uses its strong body to wind itself around its prey to crush it. Despite their intimidating size and muscular power, they are generally not dangerous to humans. Mice are small pets that are entertaining to watch, are easy to care for, and make very few demands on their owners.

ActiveTeach • **Conversation Prompts**

EXTRAS (optional)

- **Pronunciation Booster**
- **Workbook: Exercises 8–9**
- **MySummitLab: Lesson 2**

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D **Express and Support an Opinion.** Discuss the questions.

1. Do you think that an animal can be a good companion? Why or why not?
2. Do you know anyone who is very attached to his or her pet? Why do you think some people get so close to their animals?

PRONUNCIATION BOOSTER • p. PS
• Sound reduction

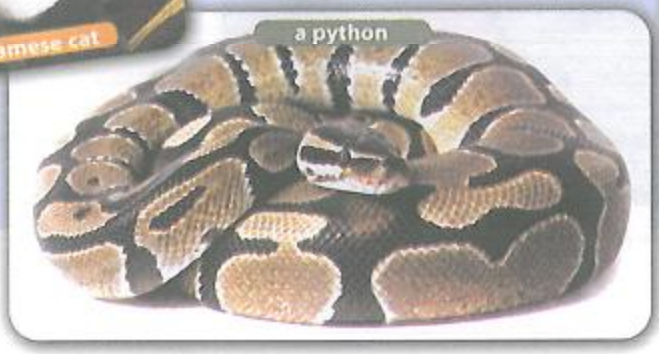
NOW YOU CAN *Discuss the benefits of certain pets*

A **Notepadding.** Which animals do you think make good pets or bad pets? With a partner, discuss and make a list on your notepad. Use the pictures or other animals you know. Write complete sentences, using the Vocabulary from page 66.

Good pets Why?

Bad pets Why?

B **Use the Conversation Strategies.** Role-play a conversation about getting a pet. Use the Conversation Snapshot as a guide. Start like this: "I've been considering getting ..."



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3 GOAL Compare animal characters

A 2-33 **Vocabulary. Describing Character Traits.** Listen and practice.

clever able to use one's intelligence to do something
gullible too ready to believe what other people say, and therefore easy to trick
mean willing to hurt others, especially with words
selfish caring only about oneself and not likely to share with others
sincere saying what one really feels or believes
vain too proud of one's looks, abilities, or position
wise able to make good decisions and give good advice based on life experiences

B **Vocabulary Practice.** Complete each sentence with an adjective from the Vocabulary.

1. Don't be so gullible. When something sounds too good to be true, it usually is!
2. He is so vain that he won't go out if his hair is a bit messy.
3. Carla is really open and sincere. You can always trust her to say what she means.
4. My parrot is so clever that he's learned how to say three new words this week.
5. Our neighbor is really mean. When kids play in front of her house, she always yells at them.
6. My grandfather knew how to help me with my problems. He was really wise.
7. It's normal for young children to be selfish. They usually don't want other children to play with their toys.

"The fox saw a crow in a tree."

C 2-34 **Listening. Draw Conclusions.** Listen to the fable of "The Fox and the Crow." Choose character traits from the Vocabulary to describe each animal. Then listen again and write the moral, or the lesson, of the story in your *own* words.

Answers will vary, but may include:

Adjectives for the fox
clever, selfish, mean

Adjectives for the crow
vain, gullible

The moral of the story
It's not good to be vain.

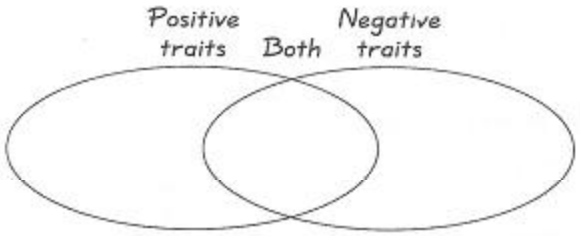
Don't believe everything other people say.

3

A Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the title of the lesson out loud. Elicit the meaning of *character* from the class. (person / animal in a book, play, movie, etc.)
- Point out the Vocabulary heading, *Describing Character Traits*. Ask *Is the meaning of* character *here the same as in* Compare animal characters? (no) Elicit the meaning of *character traits* from the class. (Possible response: qualities of your personality—like honesty and intelligence—that define what kind of person you are)
- Have students listen to the words and study the definitions. Then have students listen and repeat the words chorally.
- On the board write the Vocabulary words and draw a Venn diagram, as shown below:



- With books closed, have students classify the Vocabulary words into positive traits, negative traits, and both positive and negative traits individually. Then have students discuss answers with a partner. Review as a class. (**Positive traits:** sincere, wise; **Negative traits:** gullible, mean, selfish, vain; **Both:** clever)

Language note: *Clever* can be negative if someone uses his or her intelligence in a dishonest way to get something.

Challenge: [+5 minutes] As a class, brainstorm words that are similar to or the opposite of each adjective. (Possible responses: **clever** *[similar]:* smart, tricky, quick-thinking; *[opposite]:* stupid, slow, unintelligent; **gullible** *[similar]:* naïve, trusting, innocent; *[opposite]:* doubtful, wary, skeptical; **mean** *[similar]:* cruel, uncaring, nasty; *[opposite]:* compassionate, warm-hearted, kind; **selfish** *[similar]:* self-centered, egotistical; *[opposite]:* selfless, altruistic, generous; **sincere** *[similar]:* honest, genuine, truthful; *[opposite]:* insincere, deceitful, dishonest; **vain** *[similar]:* egotistical, conceited, narcissistic; *[opposite]:* humble, modest, meek; **wise** *[similar]:* clever, sensible, astute; *[opposite]:* foolish, stupid, thoughtless.)

B Vocabulary Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Encourage students to cover the Vocabulary box in Exercise A as they complete the sentences.
- Have students uncover the box and confirm their answers.
- Review as a class.

ActiveTeach • **Vocabulary-Building Strategies**

Option: [+5 minutes] In pairs, have students look at the Topic Preview on page 62 and use the adjectives to further describe the personalities in the Chinese Zodiac. Then have pairs share their descriptions with the class. (Possible responses: The rabbit is sincere; The snake is wise; The goat is gullible; The rooster is vain.)

C Listening

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Before students listen to the fable, have them look at the picture and read the caption. Ask them to identify the animals. (crow, fox)
- Ask *What adjectives would you use to describe a crow? Why? What adjectives would you use to describe a fox? Why?*
- First listening: Have students look at the Vocabulary in Exercise A and decide which adjectives describe each animal. (Possible responses: **fox:** clever, mean, selfish, wise; **crow:** gullible, sincere, vain) Compare these with students' own associations with these animals (as elicited above, before listening to the conversation).
- Second listening: Encourage students to write one or two sentences to explain the moral of the story.
- Form small groups. Have students discuss the adjectives to describe each character and the moral of the story. Tell students to support their choices with information from the story.
- Review the results as a class.

Option: [+5 minutes] Form small groups and have students summarize the fable. To guide students, ask:
What was the crow doing when the fox turned up?
What did the fox want?
What did the fox say to get what he wanted?
Why did the crow sing?

AUDIOSCRIPT

For audioscript, see page AS8.

D Listening

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Before students listen to the fable, have them look at the picture and read the caption. Ask them to identify the animals. (peacock, sparrow)
- Ask *What adjectives would you use to describe a sparrow? Why? What adjectives would you use to describe a peacock? Why?*
- First listening: Have students look at the Vocabulary in Exercise A and decide which adjectives describe each animal. (Possible responses: **sparrow:** wise, sincere, mean; **peacock:** sincere, vain) Compare these with students' own associations with these animals (as elicited above, before listening to the conversation).
- Second listening: Encourage students to write one or two sentences to explain the moral of the story.
- Form small groups. Have students discuss the adjectives to describe each character and the moral of the story. Tell students to support their choices with information from the story.
- Review as a class. Have a volunteer from each group share the adjectives chosen and the supporting information from the listening. Then have a different volunteer from each group explain the moral of the story.

Language note: "I would pay any price": *pay a (high) price for something* is experience or accept something bad as the result of a decision or mistake.

Option: [+5 minutes] Form small groups and have students summarize the fable. To guide students, ask:
What did the peacock wish?
After he got his wish, what did the peacock try to do?
What price did the peacock pay for being beautiful?
Do you think the peacock was happy at the end of the story? Explain.

AUDIOSCRIPT

For audioscript, see page AS8.

ActiveTeach • **Listening Strategies**

E Make Comparisons

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the first item out loud.
- Item 1: Individually, have students write down the traits the crow and the peacock share and a sentence explaining each trait. (Possible responses: They are both vain. The crow wants to show its talent and the peacock wants to be beautiful; They are not wise. They both make foolish decisions.)
- Have students discuss the crow's and peacock's trait(s) in small groups. Point out that students can use traits other than those in the Vocabulary.
- Item 2: In small groups, have students write a sentence about the kind of person that each animal represents. Write an example on the board: *The peacock: A person who is willing to pay a high price to improve his/her looks.* (Possible responses: **The crow:** a person who likes to boast about or show his/her talents; **The fox:** a selfish person who tricks other people to get what he/she wants; **The sparrow:** a sincere person who makes people aware of the mistakes they make)
- Have students share concrete examples of people they know who behave like the characters in the fables.

NOW YOU CAN

Suggested teaching time:	10 minutes	Your actual teaching time:	

A Notepadding

- Point out that students can choose three animal characters from the same story or from different stories.
- Remind students to use some of the Vocabulary from Exercise A for the character traits.

B Associate Ideas

- Have pairs take turns telling each other about the animal characters they chose. Encourage students to briefly summarize the story if it is unknown to their partners.
- Then have students discuss the morals or lessons the stories teach.
- After students discuss in pairs, call on volunteers to briefly tell the class about a story they discussed. Elicit the character traits and moral of each volunteer's story from the class.

C Discussion

- Have students discuss the questions in small groups. Encourage groups to make a list of reasons for each question.
- To review, ask students from different groups to share some of the reasons they thought of. List the ideas in two columns on the board as you get feedback from students.

Project: Have students use the Internet or a library to find a fable and write a brief report on it. The report should include a summary of the plot, a description of the character traits, a sentence describing the moral of the story, and the student's opinion of why the story is / isn't effective.

EXTRAS (optional)

- **Workbook: Exercises 10–15**
- **MySummitLab: Lesson 3**

D 2:35 **Listening. Draw Conclusions.** Now listen to the fable of "The Peacock's Tail." Choose character traits from the Vocabulary to describe each animal. Then listen again and write the moral of the story in your *own* words.

Answers will vary, but may include:

Adjectives for the peacock
vain

Adjectives for the sparrow
sincere, wise

The moral of the story
Be careful what you wish for—it might come true.
Be happy with who you are.

"A small brown sparrow sat in a tree watching the peacock."

E **Make Comparisons.** Discuss the questions.

1. How are the crow and the peacock alike? What trait or traits do they share? They are both vain.
2. Have you ever known anyone who has the same traits as the peacock, the crow, the fox, or the sparrow? Explain.

NOW YOU CAN *Compare animal characters*

A **Notepadding.** What are your favorite animal stories from books, cartoons, TV programs, or movies? Choose three animal characters and describe the animals' character traits on your notepad.

Animal characters	Character traits
1.	
2.	
3.	

B **Associate Ideas.** With a partner, compare and discuss the animal characters you chose. What moral or lesson about life do you think the characters try to teach?

C **Discussion.** Why do you think writers often use animals instead of people in stories? Why do you think so many children's stories are about animals?

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4 GOAL Debate the value of animal conservation

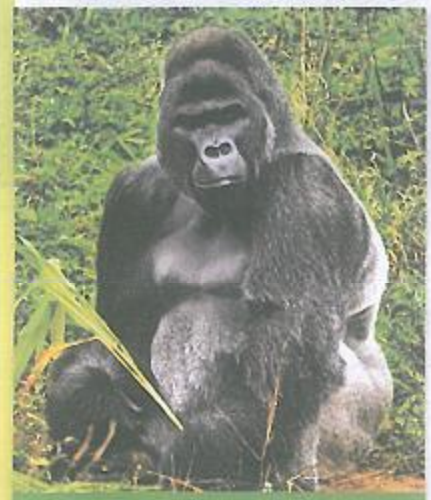
A **Reading Warm-up.** What are some endangered animals you can think of? What are some threats to their survival?

B 2:36 **Reading.** Read the article. Do you agree with the point of view expressed?

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

Protecting Our Natural Inheritance

The earth is rich in biodiversity with millions of different species of plants and animals. However, many species are disappearing at an alarming rate. Biodiversity is reduced when ecosystems are modified and habitats of plants and animals are destroyed. The one species that is causing this phenomenon is the same one that can stop it—humans.



There are only about 700 mountain gorillas left in the wild.

Many scientists view the current wave of species extinctions as unrivaled since the disappearance of the dinosaurs, more than 65 million years ago. Currently, around 11,000 species of plants and animals are at risk of disappearing forever—this includes over 180 mammals.

Many species cling to survival. Found only in China, the giant panda's habitat has been decimated—the old-growth bamboo forests where the pandas make their home are being destroyed rapidly. It is estimated that as few as 1,600 giant pandas remain in the wild today. In the Arctic, the polar bear's icy habitat is disappearing as a result of global warming, and its survival is at risk. And in Central and East Africa, which have endured decades of civil war, the mountain gorilla population now totals just over 700 individuals.

If present trends continue, humanity stands to lose a large portion of its natural inheritance. Extinction is one environmental problem that is truly irreversible—once gone, these species cannot be brought back.

What can be done? World Wildlife Fund (WWF), the global conservation organization, has been working since 1961 to conserve the diversity of life on earth. In recent years, WWF has advanced giant panda conservation by training more than 300 panda reserve staff and local government officials, working with the community to help save habitat and guard against illegal hunting. By spreading awareness of the danger of carbon dioxide emissions, and by promoting the use of renewable energy resources such as wind and solar power, WWF is trying to head off the effects of global warming, giving the polar bear a chance to survive. With the help of other organizations in Africa, WWF has established a system to monitor the status of mountain gorillas in order to be able to address potential threats.

The polar bear's habitat is at risk.

Why care about endangered animals? There are many reasons for protecting endangered species, including our own survival. Many of our foods and medicines come from wild species, and each wild species depends on a particular habitat for its food and shelter, and ultimately its survival. If one species in an ecosystem disappears, other species are affected. And when one ecosystem is altered or destroyed, a ripple effect occurs, and the interdependency of all living things becomes clear. Animals not only need protection to ensure their own species' survival, but they also serve as umbrella species; helping them helps numerous other species that live in the same habitat.

China's giant panda clings to survival.

Beyond economics and human well-being, however, the rapid extinction of so many creatures on our planet raises profound ethical and moral questions. What sort of world will our children inherit? Do we want the future to be a place where pandas and gorillas only exist in captivity in zoos? If we are unable—or unwilling—to protect the animals we share our planet with, what does that say about humankind's future on earth?

For more information on WWF and its work, visit www.worldwildlife.org.

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4

A Reading Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the title of the lesson out loud. Ask *What words do you think of when you hear* animal conservation? (Possible responses: endangered, extinct, zoo, panda) Elicit the meaning of *animal conservation* from the class. (protect animals from being destroyed or lost)
- Have a volunteer read the Warm-up questions out loud and elicit the meaning of *endangered* from the class. (at risk of becoming extinct or destroyed forever)
- Draw a two-column chart with the headings *Endangered animals* and *Threats* on the board. As a class, brainstorm endangered animals. Encourage students to say why the animals are in danger of extinction. As students respond, write their ideas in the chart: (Possible responses: elephants—poachers [Elephants are killed for their tusks.]; wolves—farmers [Farmers shoot wolves because they attack their sheep and chickens.])

B Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Point to the photos. Ask *Have you ever seen one of these animals at a zoo or nature preserve?*
- Have a volunteer read the title of the article out loud. Elicit the meaning of *inheritance* from the class. (something that is handed down from generation to generation)
- Ask *What do you think the article will discuss?* (Possible response: how to protect endangered animals)
- Have students read and listen to the article.
- To practice scanning for information, photocopy the following exercise and distribute it, or write it on the board. Give students a time limit (4 minutes) to encourage them to locate the information as quickly as possible. (1. 11,000; 2. 1,600, 700; 3. Global warming; 4. WWF; 5. foods, medicines)

1. *Approximately ___ species of plants and animals are endangered.*
2. *Only ___ giant pandas and as few as ___ mountain gorillas exist in the wild.*
3. *___ is putting the polar bears' survival at risk.*
4. *The ___ has been working since 1961 to help protect endangered animals.*
5. *One reason humans should value animal conservation is that many important ___ and ___ come from wild plants and animals.*

- Before students discuss whether or not they agree with the point of view expressed, have pairs summarize the point of view in one or two sentences. Then ask them to agree or disagree and briefly state why.
- After pairs discuss whether or not they agree with the point of view expressed in the article, review as a class.

Language note: Students should be able to understand the article without knowing every word. You may want to share the following definitions if students ask about specific expressions: *unrivaled* (more important than any other); *cling to survival* (try hard to survive); *decimate* (destroy a large part of something); *bamboo* (a tall plant with hollow stems); *endure* (suffer through a bad situation for a period of time); *carbon dioxide* (gas that is produced when carbon is burned and when animals and people exhale; it is harmful to the atmosphere and contributes to the greenhouse effect); *head off* (prevent something from happening); *ripple effect* (situation in which one action causes another, which then causes a third, etc.); *umbrella species* (species that protect other species).

Challenge: [+10 minutes] Use this option if you want to do a listening activity. Write the following graphic organizer (without the answers) on the board or print it out from *ActiveTeach*.

Animal	Place where it lives	Current population in the wild	Reasons why it is endangered	Action taken by World Wildlife Fund (WWF)
giant panda	*China*	*1,600*	*destruction of their home (bamboo forest)*	*training staff and the community to save the forest and stop illegal hunting*
polar bear	*the Arctic*	*not stated*	*destruction of their home because of global warming*	*making people aware of the importance of stopping global warming*
mountain gorilla	*Central and East Africa*	*700*	*decades of civil war*	*monitoring gorillas and getting ready to face threats*

With books closed, have students listen and complete the chart in note form. Point out that for one of the animals, the current population is not given. If necessary, have students listen again to confirm their answers. Review as a class.

ActiveTeach
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**
- **Graphic Organizers**

LESSON PLAN

C Understand from Context

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To help students use context to figure out meanings, have them scan the article and underline the sentences these words appear in and look at the sentences that come before and after. Model the first item with the class. After students underline the sentence and choose an answer, ask *Which word or phrase helped you to figure out the meaning of* biodiversity? (different species of plants and animals)
- Have students compare answers with a partner and then review as a class.

Challenge: [+5 minutes] In pairs, have students write a short paragraph about an endangered animal or the extinction of a species, using two to four words from Exercise C. For example, *The panda is in danger of extinction because it has lost its habitat. The WWF is taking action for the conservation of the species. If a species disappears, the biodiversity of the area is reduced and the ecosystem is affected.*

D Critical Thinking

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Form small groups. Have a volunteer read item 1 out loud. Then have students list the reasons given in the article and then add their own reasons to the list. (Possible responses: **Reasons given in the article:** habitat loss—the bamboo forests are being destroyed, wars in Africa affect the gorilla's habitat; climate change—the ice in the Arctic is melting because of global warming; **Other reasons:** hunting for illegal trade, hunting for sport, pollution, invasion of other species, conflict with man)
- Have a volunteer read item 2 out loud. Encourage groups to find at least three main arguments in the article. (Possible responses: Many of our foods and medicines come from wild species; If one species disappears, other species are affected; An ethical reason—we should learn to protect the animals we share our planet with.)
- Have a volunteer read item 3 out loud. After students think of their own answers to each question individually, bring the groups together again and have students discuss their opinions as a class.

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

ActiveTeach • **Discourse Strategies**

A Frame Your Ideas

- Have volunteers read the pros and cons of animal conservation.
- Have students choose the strongest and weakest arguments individually. You may want to have students circle the bullets that contain the strongest arguments, and cross out the bullets that contain the weakest arguments.
- In pairs, have students discuss which arguments are the strongest / weakest. Encourage them to support their arguments.
- Have pairs add to either list with their own ideas.

B Debate

- After dividing the class into two groups, have students take notes to support their sides.
- Before students debate, elicit useful language that will help students state their opinions politely; write the useful language on the board. Refer students to the language from Now You Can on page 65:

Stating your argument "for"	Stating your argument "against"
I'm in favor of ___ because ___. *I think it's right to ___.* *I believe it's a good idea to ___.* *I believe ___ is OK under some circumstances.*	*I'm opposed to ___ because ___.* *I think it's wrong to ___.* *I'm against ___.* *I feel ___ is morally wrong.*

Agreeing	Disagreeing
I completely agree. *I couldn't agree more.* *That's exactly what I think.* *You're so right.* *I agree with you on that one.*	*That's true, but ___.* *That's one way to look at it, but ___.* *I completely disagree.* *On the one hand, ___, but on the other hand, ___.*

- To promote a friendly debate, encourage students to raise their hands and use polite language.

C Discussion

- Have a volunteer read the questions out loud and have students take brief notes of their ideas, individually.
- Form small groups. As students discuss the questions, encourage them to use the Vocabulary from this unit.
- Review as a class. Have a volunteer from each group share the group's ideas.
- Have students name endangered animals. Write a list on the board as students respond. Call on students to explain the reason each animal is endangered, what action is being taken, and why it is / isn't effective. Then have other students express their opinions on why species that are not "popular" are / aren't worth saving.

Challenge: [+5–10 minutes] Have students write a response to the article, expressing agreement / disagreement with the point of view expressed.

EXTRAS (optional)

- **Workbook: Exercises 16–17**
- **MySummitLab: Lesson 4**

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C Understand from Context. Use the context of the article to determine the meaning of the words and phrases.

1. **biodiversity** (line 1)
   a. endangered animals (b.) the variety of living things c. threats to nature
2. **habitat** (lines 4, 24, 28, and 61)
   a. the food animals eat (b.) the place animals live c. the extinction of animals
3. **extinction** (lines 12, 36, and 72)
   a. global warming b. trying to protect animals (c.) the disappearance of a species
4. **conservation** (lines 40 and 45)
   (a.) trying to protect animals b. dangers to animals c. feeding animals
5. **ecosystem** (lines 4, 63, and 64)
   a. trying to protect animals b. threats to animals (c.) how plants and animals work together

D Critical Thinking. Discuss the questions.

Answers will vary, but may include:

1. According to the article, what are some reasons animals become extinct? Can you think of any other reasons? Their habitats are destroyed and they are hunted.
2. What arguments are given in the article to support animal conservation? Animal conservation is important because of the interdependecy of all living things and extinction is irreversible.
3. Look again at the last paragraph in the article. How would *you* answer the questions it raises?

NOW YOU CAN *Debate the value of animal conservation*

A Frame Your Ideas. Read and discuss the arguments for and against animal conservation. Which arguments are the strongest for each side of the animal conservation debate? Which are the weakest?

Pros	Cons
• Human beings have a responsibility to protect all living things.	• Extinctions are simply part of the natural process—it's the principle of "survival of the fittest."
• Species should be preserved for future generations.	• Environmental protection costs a lot of money. It's "a luxury" for countries that have more serious problems.
• Natural parks and wildlife are big tourist attractions—they generate jobs and income for local economies.	• Millions of species have already become extinct with no significant impact on the environment—it's no big deal.
• Species extinction at the current rate could lead to an ecological disaster.	• Conservation limits land available to farmers, who really need it for their livelihood.
• We miss the chance for new discoveries, such as medicines, with every species we lose.	• Do we really need 2,000 species of mice?
• Your own ideas: _____	• Your own ideas: _____

B Debate. Is it important to spend money on animal conservation? Form two groups—one for and one against. Take turns presenting your views.

C Discussion.

1. Why do you think some animals become endangered? What are some threats to the survival of animals in the wild?
2. In your opinion, are species worth saving even if they aren't "popular" or of any known value to people? Why or why not?

Writing: Express an opinion on animal treatment

Persuasion

To persuade readers to agree with your point of view, provide examples, facts, or experts' opinions that support your argument. Another effective technique is to demonstrate the weakness of opposing arguments. Summarize your main point in your concluding sentence.

Support your point of view	Offer experts' opinions
For example, . . . Another example is . . . For instance, . . .	[Smith] states that . . . According to [Rivera], . . .

Ways to discuss opposing arguments		Ways to conclude your argument
It can be argued that . . . Some people think . . . It is true that . . .	However,	In conclusion, . . . In summary, . . . To sum up, . . .

WRITING MODEL

Zoos play an important role in animal conservation. **For instance,** studies suggest that research is more easily conducted in zoos. **It can be argued that** animals should be free and that it is unethical to keep them in zoos. **However,** the survival of these species depends on scientific studies. **In conclusion,** animals should be kept in zoos in order to support conservation efforts.

A Prewriting. Planning Your Argument. Choose one of the questions in the following box or write your own question. State your opinion and list your arguments. Then think of possible opposing arguments.

- Is research on animals necessary in order to develop new medicines and procedures?
- Are some traditional forms of entertainment, such as circuses, bullfights, and cockfights, cruel to animals?
- Your own question: _____

Your opinion: _____

Your arguments:

1. _____
2. _____
3. _____

Possible opposing arguments:

1. _____
2. _____
3. _____

B Writing. On a separate sheet of paper, write a paragraph arguing your opinion from Prewriting. Remember to include a topic sentence at the beginning of the paragraph and a concluding sentence at the end.

C Self-Check.

- ☐ Did you state your point of view clearly?
- ☐ Did you provide examples, facts, or experts' opinions to support your point of view?
- ☐ Did you discuss opposing arguments?
- ☐ Did you include a topic sentence and a concluding sentence?

D Peer Response. Exchange paragraphs with a partner. Do you agree or disagree with your partner's point of view? Write a short response, explaining why. Start like this: I agree / disagree because . . . .

Writing

Suggested teaching time:	20–25 minutes	Your actual teaching time:	

Persuasion

- Call on students to read the explanation and examples out loud.
- To check comprehension, ask *What four things can you do to persuade the reader to agree with you?* As students provide the answers, list them on the board. (provide examples, facts, and experts' opinions; demonstrate the weakness of opposing arguments)
- Have students read the writing model. Point out the expressions for supporting your point of view, discussing opposing arguments, and concluding your argument.
- Have volunteers restate each sentence with a different expression from the chart. (For example . . . ; Some people think . . . ; To sum up . . .)

ActiveTeach • **Extra Writing Skills Practice**

A Prewriting

- Have a volunteer read the questions out loud. Ask students choose one or write their own.
- As students list their arguments, encourage them to use as much vocabulary from this unit as possible. Remind students to support their arguments by providing examples and facts, and by offering experts' opinions.
- As students take notes, circulate to offer help as needed.

B Writing

- Point out that students should state their opinions in the topic sentence and then restate it in the concluding sentence.
- As students write, circulate to offer help as needed.

C Self-Check

- After students complete the Self-Check activity, have them correct any mistakes they made.
- Then have volunteers read their paragraphs to the class.

Option: [+10–15 minutes] Form small groups of students who wrote about the same question. Have students take turns reading their paragraphs out loud to the other students in their group. Have students discuss the following: *Did you have the same or different opinion on the question you chose? Did you use different or similar arguments to support your point of view? Which was the strongest argument of all?*

D Peer Response

- Have students exchange papers with a partner who wrote about a different topic.
- As students write their responses, encourage them to offer reasons for agreeing / disagreeing.
- Have pairs read their responses to each other and discuss.
- If you think students may be uncomfortable with other students checking their work, you may want to collect papers for correction.

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A Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students read the statements before listening to the conversations.
- Review answers as a class. After students provide the answer to item 1, ask *What kind of people can these monkeys be particularly helpful to?* (people who can't use their arms or legs) After students provide the answer to item 2, ask *What simple jobs can they do?* (serve food; open and close doors; turn lights on and off; get objects)

AUDIOSCRIPT

For audioscript, see page AS8.

B Now listen to Part 2 . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students read the statements before listening to the conversations.
- If necessary, explain what an autistic child is. (a child with a mental illness that prevents him or her from communicating well with other people)
- Review answers as a class. Ask volunteers to support their responses with proof from the listening.

AUDIOSCRIPT

For audioscript, see page AS8.

C Change the adjective . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students do the exercise individually.
- In pairs, have students compare answers. If necessary, refer them to page 66.

D Complete each statement . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Refer students to page 68 to review character traits as a class.
- Have students complete the exercise individually.
- Then have students compare answers with a partner.

E Choose four of the topics . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students share their sentences with a partner.
- Review as a class. Have several students share their opinions with the class.

EXTRAS (optional)

- **Workbook: Page 59**
- **Complete Assessment Package**
- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**
- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 6**

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Review

ActiveBook: *More Practice*
grammar · vocabulary · listening
reading · speaking · pronunciation

A 2:37 **Listening.** Listen to Part 1 of a radio program. Choose the phrase that best completes the statements, according to the listening.

1. Capuchin monkeys can be _____.
   a. used for medical research (b.) loyal friends to humans c. trained to perform in circuses
2. These monkeys are useful to humans because they _____.
   (a.) do simple jobs b. push a wheelchair c. wash dishes

B 2:38 Now listen to Part 2 and choose the phrase that best completes the statements.

1. Dolphin-assisted therapy had a positive effect on children's _____.
   a. moral or ethical development (b.) speech development c. physical development
2. Children respond to dolphins because dolphins are _____.
   a. good swimmers b. intelligent (c.) playful
3. Many of these children respond better to people after _____.
   a. a year of treatment (b.) a few treatments c. a few weeks of treatment

C Change the adjective in each statement so it makes sense.

1. A relaxed pet that never bites is ~~*destructive*~~. gentle/good-natured
2. A cat that bites or scratches people is ~~*affectionate*~~. aggressive
3. A pet that likes to be with people is ~~*aggressive*~~. loyal/devoted
4. A dog that chews on shoes is ~~*adorable*~~. destructive
5. A pet that makes a mess is ~~*sociable*~~. filthy

D Complete each statement with an appropriate character trait.

1. A person who says or does unkind things to others is mean.
2. People who can't pass a mirror without looking at themselves are vain.
3. If one expresses oneself honestly to others, we say that person is sincere.
4. Someone who is too trusting of others is gullible.
5. People who think mainly about themselves are selfish.
6. People who are skillful at getting what they want are clever.
7. If people have good judgment on matters of importance, we say they are wise.

E Choose four of the topics from the box. Use modals with the passive voice to state your *own* opinion about each topic.

endangered animals	hunting	pets
horseracing	bullfighting	zoos

Example: *Hunting should be banned because it's inhumane.*

1. _____
2. _____
3. _____
4. _____

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UNIT 7

Advertising and Consumers

Preview

GOALS After Unit 5, you will be able to:

1. Give shopping advice
2. Discuss your reactions to ads
3. Persuade someone to buy a product
4. Describe consumer shopping habits

A **Topic Preview.** Look at the types of advertisements companies use to try to get consumers to buy products. What types of ads do you think you are most exposed to daily?

B **Express Your Ideas.**

1. Which type of advertising do you find the most effective? Why?
2. Read the information to the right. Are you surprised by these statistics? Do you think they are similar for your country?

Daily Exposure to Advertising

In the United States, the average person is exposed to approximately 254 advertising messages each day—108 from TV, 34 from radio, and 112 from print. If you include brand labels on products and corporate logos on the sides of buildings, this number increases to over 1,000 ads per day.

Advertising Media Inter Center

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UNIT 7

Advertising and Consumers

A Topic Preview

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the theme of advertising, have students spend a few moments looking at the ads and reading the captions.
- Point to each ad and ask *What product do you think this ad is for?* (Possible responses: hair dye, shampoo, a motorcycle, a website, a new car, bottled water, a radio)
- To help students decide what the most effective type of advertising is, have them try to remember the last ad that they saw or heard. Ask *What type of ad was it? What product or service was being advertised? How effective was the ad? Did it make you want to buy the product?*
- As the class discusses the most effective types of advertising, encourage students to support their opinions and share examples of effective advertisements they have seen.
- Take a poll to find out which type of advertising the majority of the class thinks is the most effective. Keep a tally on the board. Call on a few volunteers to explain their views and share examples of effective ads they remember. Encourage other students who have seen those ads to share their own views on them.

Language note: *Advertisements* are often referred to as *ads* in informal English. *Advertisement* is a general word. You can find advertisements in newspapers, in magazines, on signs, on billboards, and on blimps. *Commercial* is a specific word for advertisements on TV or on the radio. For example, *a TV commercial, a radio commercial* (*a radio ad* is also possible). Use the preposition *for* after *advertisement* or *commercial*. For example, *an advertisement for orange juice; a TV commercial for orange juice.* It is also possible to say *an orange juice commercial* or *an orange juice ad.*

Option: **[+5 minutes]** As a class, brainstorm other types of advertising. Write them on the board. (Possible ideas: direct mail; fliers / handbills; clothing worn by professional athletes; movie theater coming attractions; product give-aways; product placements in movies and TV shows; ads in sports arenas; sponsorships; catalogs)

B Express Your Ideas

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have volunteers read the questions and the U.S. statistics on daily exposure to advertising out loud. Elicit the meaning of *corporate logo.* (a small design that represents a company)
- If you haven't done the above option with the class, you may want to do it now.
- Form small groups. As students discuss the questions, circulate to encourage them to explain their answers.

C Sound Bites

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point to the ads in the catalog. Ask *What type of ads are these?* (catalog) *Would you buy any of these products? Do you like to browse printed or online catalogs? What kinds of products do catalogs usually offer? Do you sometimes order products from them? Why / Why not?*
- Have students listen to the conversation with books closed. To check comprehension, ask:
  What does Bob want? (an electric massage chair)
  What does Ann think of this idea? (that it's a waste of money and not useful)
  What does Ann want (a self-watering flowerpot)
  What does Bob think of this idea? (He doesn't think she's serious.)
- After students read and listen, have pairs discuss the reasons Bob and Ann give for wanting the electric massage chair and self-watering pot. Ask *Are their reasons good enough? Do you think Bob and Ann should buy them?*

D Focus on Language

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- In pairs, have students underline the expressions in the Sound Bites conversation as they find them.
- Review as a class. Have two volunteers read the conversation out loud, replacing the expressions in the conversation with the statements or questions from items 1–5.

Challenge: [+5 minutes] In pairs, have students talk about a product they would like to buy.

E Relate to Personal Experience

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students individually write lists of products they would like to get, even if they can't afford them.
- As a class, brainstorm questions they might ask a partner about this topic. For example, *Why do you want a ___? How much would it cost? Why don't you get a ___ instead?* etc.
- Have students refer to this list in their discussions.

STARTING POINT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have volunteers read the ads and model statements out loud.
- As a class, brainstorm pros and cons for each product on the board. (Possible responses: **Air Pollution Mask:** With a pollution mask, you can breathe safely. / It looks silly; **Porta-Bells:** They help you stay fit while traveling. / They're a waste of money; **Riviera Pool Chair:** It helps you relax at the pool. / It's only useful if you have a pool.)

Discussion

- Form small groups of three or four and have them discuss their opinions for each product and whether or not the product could be useful.
- Review as a class. Call on students to share their groups' opinions and discuss the usefulness of each product. Encourage students to use language from the models and Exercises C and D in their responses.

Option: [+5 minutes] On the board, draw the following chart (without the answers) or print it out from *ActiveTeach*.

	Noun (person)	Noun (thing)	Verb
I read an advertisement in the newspaper.		✓	
They used a radio ad to advertise their product.			✓
Advertisers persuade people to buy products.	✓		
Companies spend a lot of money on advertising.		✓	

To familiarize students with vocabulary that will recur in this unit, have students study the examples and decide on the grammatical function of each underlined word. In pairs, have students compare their answers and then discuss the difference in meaning between *advertisement* and *advertising*. Review as a class. Make sure students understand that *advertising* is a general word that refers to the activity of using advertisements to persuade people to use services or buy products.

ActiveTeach • **Graphic Organizers**

EXTRAS (optional)

- **Workbook: Exercises 1–3**
- **MySummitLab: Preview**

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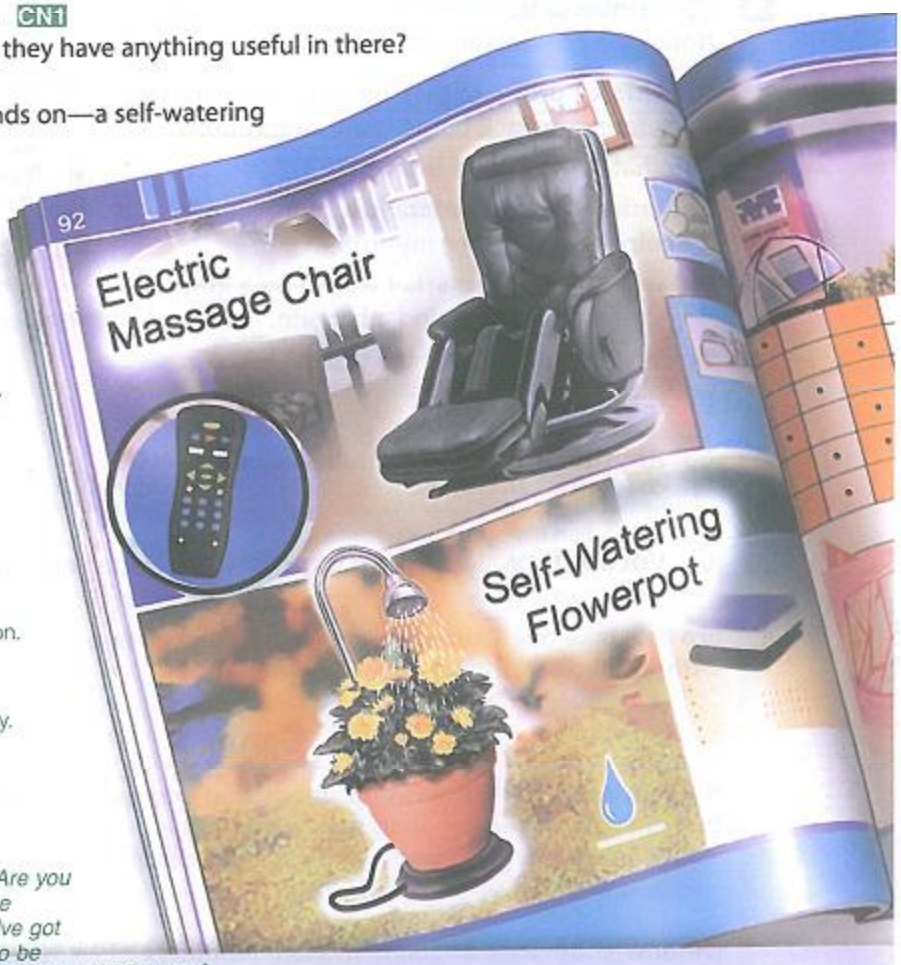
C 3:02 **Sound Bites.** Read and listen to a couple talking about ads in a catalog.

BOB: I think it's about time I got myself one of these electric massage chairs.
ANN: What on earth for?
BOB: It would just be nice to have one. That's all. CN1
ANN: Sounds like a waste of money to me. Don't they have anything useful in there?
BOB: See for yourself.
ANN: Now here's something I'd like to get my hands on—a self-watering flowerpot.
BOB: You've got to be kidding. CN2
ANN: No, I'm not. I think one of these could come in really handy.

CN1 **Corpus Notes:** The expression *that's all*, used for emphasis as a separate sentence or at the end of a sentence, occurs most frequently in spoken English and rarely in written English.



D **Focus on Language.** Read the conversation again. With a partner, find an expression in the conversation that is similar in meaning to each of the following statements or questions.

1. Why would you do that?
   What on earth for?
2. That's a useless thing to buy.
   Sounds like a waste of money to me.
3. I'd really love to have one.
   Now here's something I'd like to get my hands on.
4. You can't be serious.
   You've got to be kidding.
5. It might be very useful.
   I think one of these could come in really handy.

E **Relate to Personal Experience.** Tell your partner about something you'd really like to "get your hands on."

CN2 **Corpus Notes:** The expressions *Are you kidding?*, *Are you kidding me?*, *You've got to be kidding*, and *You've got to be kidding me* are all commonly used in spoken English. *You've got to be kidding me* occurs more frequently than *You've got to be kidding*, but *Are you kidding?* occurs more frequently than *Are you kidding me?*

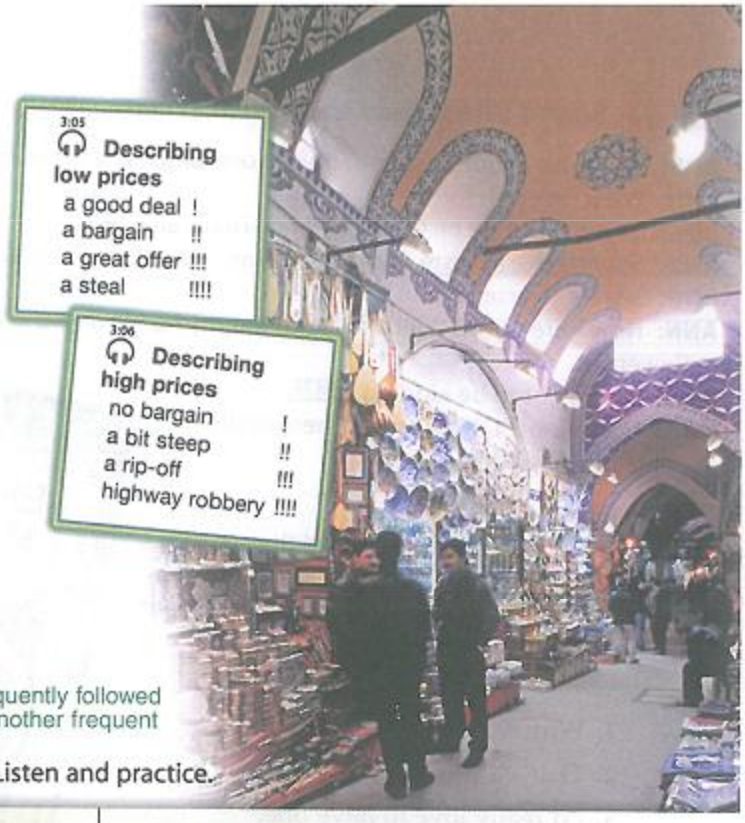
STARTING **POINT**

Discussion. What do you think of these products? Do you think any of them could be useful?

"I'd like to get my hands on one of these. It would really come in handy."

"You've got to be kidding. What a waste of money!"

1 GOAL Give shopping advice



3:05 **Describing low prices**

a good deal	!
a bargain	!!
a great offer	!!!
a steal	!!!!

3:06 **Describing high prices**

no bargain	!
a bit steep	!!
a rip-off	!!!
highway robbery	!!!!

A 3:03 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: I think I'd like to pick up a few souvenirs before I go back home. Any suggestions?

B: What do you have in mind?

A: Nothing in particular. Just something to help me remember my trip.

B: Well, the central market would be a good bet if you want to find a bargain.

A: Can you haggle over the prices? CN

B: Of course!

3:04 **Rhythm and intonation practice**

CN **Corpus Notes:** The verb *haggle* is most frequently followed by the preposition *over* (*haggle over the price*). Another frequent collocation is *haggle with [someone]*.

B 3:07 **Vocabulary. Shopping Expressions.** Listen and practice.

browse take one's time looking at goods in a shop without necessarily wanting to buy anything
I'm not looking for anything in particular. I'm just browsing.

bargain-hunt look around for goods that one can buy cheaply or for less than their usual price
The best time to go bargain-hunting is at the end of the season when the stores have big sales.

window-shop look at goods in store windows without going inside or intending to buy them
The prices in the shops downtown are a bit steep, but I like to window-shop.

haggle / bargain discuss the amount of money one is willing to pay for something
I hate haggling over prices. / It's a great place if you like to bargain.

shop around / comparison shop go to different stores in order to compare the prices and quality of things so one can decide which to buy
I think I'll shop around first before I make up my mind. / I'd suggest you comparison shop before you bu that new computer.

CN **Corpus Notes:** The verb *bargain* and phrasal verb *shop around* appear modified by a phrase beginning with the preposition *for* more frequently than they do alone. For example, *You should try bargaining for a lower price* and *W spent the entire day shopping around for school clothes.*

C 3:08 **Listening. Listen to Activate Vocabulary.** Listen to the conversations about shopping. Infer whether or not the people think the shop's prices are high. Then listen again and choose the best shopping expression to complete each statement.

Do they think the price is high?

	Yes	No	They don't say.	
1.	○	✓	○	They're (bargain-hunting / haggling).
2.	✓	○	○	They're going to (window-shop / comparison shop).
3.	○	○	✓	They're just (browsing / haggling).
4.	○	✓	○	They just want to (bargain-hunt / window-shop).
5.	✓	○	○	They're going to (browse / bargain).

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1

A Conversation Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Soften a wish or a statement of intent with *I think I'd like to.*
- Respond with *nothing in particular* to indicate indecision or avoid commitment.
- Make a suggestion by saying something *would be a good bet.*
- Say *Of course* to make an affirmative answer stronger.

- Point to the photo. Ask *What kind of place is this?* (an indoor marketplace) *Have you ever shopped in a marketplace like this? If so, when? Why?*
- After students read and listen, ask *What does the woman want?* (a few souvenirs) *Where does the man suggest she go?* (the central market) *Why?* (because at the market, you can haggle over the prices / find a bargain)
- Have a few volunteers summarize the conversation.
- Have students read and listen to the ways to describe low and high prices. Point out that the language is listed in order of intensity.
- Call students' attention to the conversation strategies highlighted in the model.

Language note: Students may need help with the following expressions: *pick up* something means buy something; if you say something is *a good bet*, you think it will be successful. Point out that *offer* is different from the other words to describe low prices in that it is used to describe a reduction in the price of one or more items for a short time. For example, *There is a special offer on computers at TechnoWorld.* Some expressions for describing prices are commonly preceded by particular words: *a real bargain, a bit steep, a complete rip-off.* All of the expressions can follow *That's*: *That's a good deal, That's highway robbery,* etc. Some expressions are commonly used to describe the product, while others are used to describe the price. For example, *This printer is a real bargain / no bargain / a steal / a complete rip-off at $200; The price on that printer is a real bargain / no bargain / a bit steep / a good deal.* Use *highway robbery* as follows: *Charging so much for that printer is highway robbery.*

Culture note: Haggling over prices is common in markets and street stalls in some countries. It is useful to find out about the local customs regarding bargaining because, though it is expected in some places, it is considered rude in others.

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Any suggestions?* and *Can you haggle over the prices?*
  - use falling intonation for *What do you have in mind?*
  - use emphatic stress for Just in *Just something to help me . . .*

B Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen to the shopping expressions and study the explanations and examples. Then have students listen and repeat chorally.

ActiveTeach • **Vocabulary-Building Strategies**

Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Explain that students will hear five conversations about shopping.
- First listening: Have students listen and decide if the speakers think the prices are high. Encourage students to take notes of the expressions that the people use to describe the prices.
- Review as a class. Have students support their answers with the words or expressions they wrote down. (1. a steal; 2. a bit steep; 3. some great deals; 4. highway robbery; 5. no bargain)
- Second listening: Have volunteers read the statements and answer choices out loud. Then have students listen and choose the correct shopping expressions.
- Review as a class. If necessary, have students listen again to check answers.

AUDIOSCRIPT

For audioscript, see page AS8.

LESSON PLAN

D Pair Work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the products and captions in the duty-free catalog. As a class, brainstorm brand names of perfumes and write them on the board.
- In pairs, have students choose a brand name for each of the items.
- To make the activity more varied, ask students to include some very cheap prices and some very high prices.

E Express Your Ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the models out loud.
- Then have each pair join another pair and exchange books. Ask each pair to comment on the other pair's price list. Remind students to use the ways to describe low and high prices from the Conversation Snapshot as well as the Vocabulary.
- To finish the activity, call on students to say which items from the Skymarket ad they like. Encourage students to explain whether or not they would buy them, depending on whether they are a good buy or not. Students should explain their decisions using the expressions for describing low and high prices.

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have volunteers read the questions out loud.
- Before students discuss the questions in groups, have them think about each question individually. Encourage students to think of concrete examples to share with their partners. For example, an occasion when they comparison shopped and got a good deal, an occasion when they bought the first thing they saw and paid too much for it, or a good bargain they once spotted. Have students take notes of their experiences.
- As students discuss, encourage them to use the expressions for describing prices from the Conversation Snapshot and Vocabulary from page 76.
- To review the questions, take a poll to find out how many students in the class consider themselves good shoppers. Then call on various students to explain why they are good / bad shoppers and provide concrete examples.

B Notepadding

Go over the items in the Ideas box. If necessary, clarify that a clothing / electronics / furniture district is an area in a city or town where clothing / electronics / furniture is sold.

- To model the task, copy the notepad headings on the board. As a class, list several local shopping places and what can be bought there.
- Have students complete the notepad individually.

C Use the Conversation Strategies

- To get students ready for the activity, have them read the Conversation Snapshot on page 76 again. You may also want to have students listen to the conversation again.
- Choose a more confident student and role-play a conversation.
- Reinforce the use of the conversation strategies; for example, have students practice completing the statement ___ *would be a good bet if you want to* ___ . . . about places around town.
- Have pairs role-play a conversation. Make sure each student plays both roles.
- As students interact, circulate to offer help as needed. Encourage students to use the correct rhythm and intonation in questions and to place the main stress on important words.

ActiveTeach • **Conversation Prompts**

EXTRAS (optional)

- **Pronunciation Booster**
- **Workbook: Exercises 4–6**
- **MySummitLab: Lesson 1**

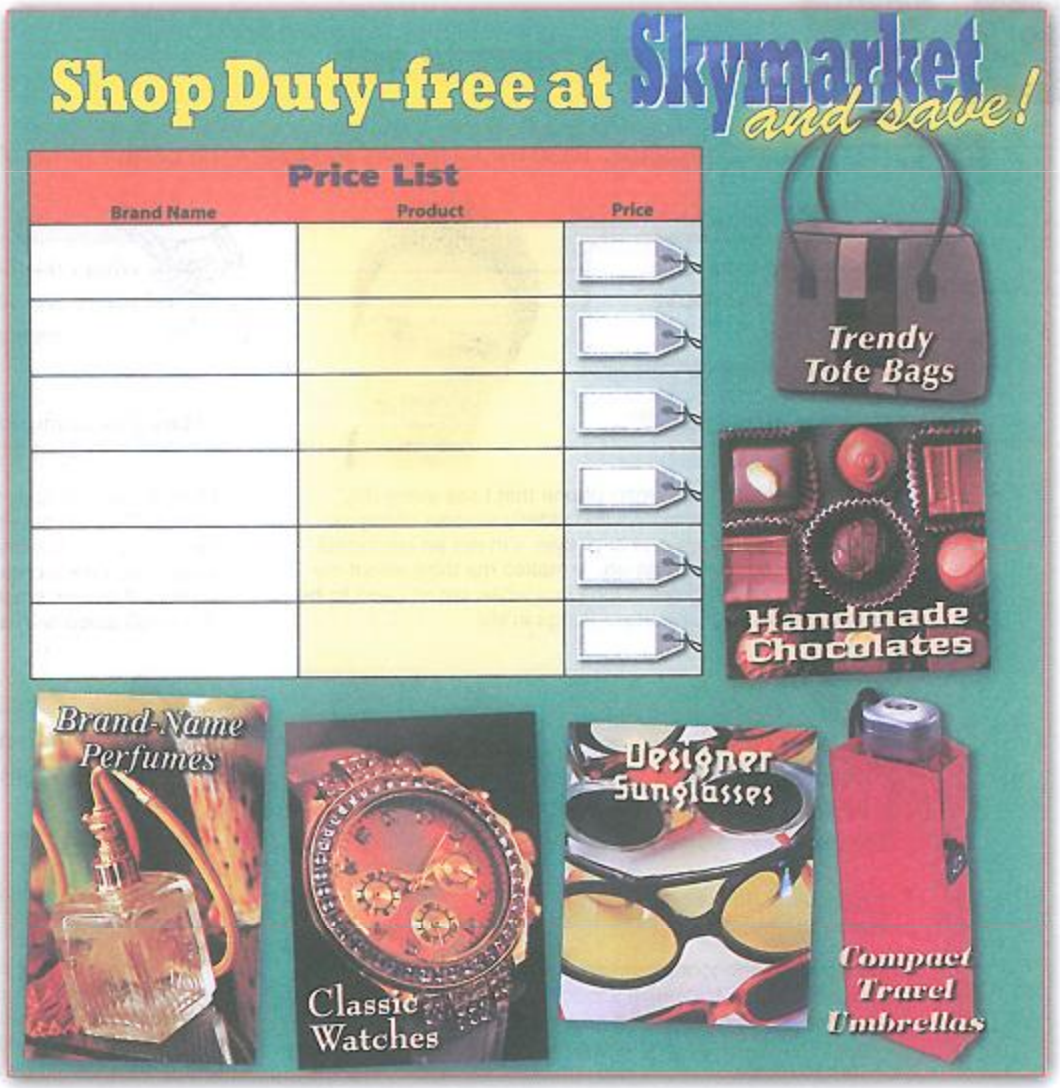
D **Pair Work.** With a partner, fill in the duty-free price list with brand-name products you know. Then agree on a price for each product.

E **Express Your Ideas.** Compare your items and prices with other classmates'. Describe the prices, using the expressions from page 76.

"What **a steal**! I'd buy that in a minute!"

"You've got to be kidding! That's **highway robbery**!"

PRONUNCIATION BOOSTER ▸ p. P6
- Vowel sounds



NOW YOU CAN *Give shopping advice*

A **Frame Your Ideas.** Discuss the questions.

Are you a smart shopper? Do you comparison shop or buy the first thing you see? Are you good at spotting bargains? Where do you find your best bargains? Do you like to haggle over prices? Give examples to explain each answer.

B **Notepadding.** Where are the best places to take a visitor shopping in your city or town? Make a list with a partner.

Name of place or location	What you can buy there

IDEAS
- a shopping mall
- an open-air market
- a clothing district
- an electronics district
- a furniture district
- a boutique
- an art gallery
- a department store

C **Use the Conversation Strategies.** Role-play a conversation in which one of you is a visitor and the other gives shopping advice for his or her town or city. Use your notes, the Vocabulary from page 76, and the Conversation Snapshot as a guide. Start like this: "I think I'd like to pick up a few souvenirs …"

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2 GOAL Discuss your reactions to ads

A 3:09 **Grammar Snapshot.** Read the interviews and notice the passive forms of gerunds and infinitives.

What's the most touching ad you've ever seen?

Eric Michaels, teacher
Izmir, Turkey

There's a billboard for a smart phone that I see every day on my way to work. It shows this elderly woman crying as she sees her grandkids on her phone. I'm not an emotional guy, but that ad chokes me up. It makes me think about my mom back in Los Angeles. Once in a while, we all need **to be reminded** about the important things in life.

What's the funniest ad you've ever seen?

Mark Newcomb, engineer
Edmonton, Canada

There's this one *really* funny TV commercial for a language school. This cat puts his head into a bowl with a goldfish swimming in it, but the fish barks like a dog and scares the cat away. Then the words "Learn another language" appear on the screen. It always cracks me up when I see it. I enjoy **having** my day **brightened** with a little laughter, even if it's just from an ad

What's the most annoying ad you've ever seen?

Helen Clark, lawyer
Perth, Australia

That would be the toothpaste ad they keep playing on my favorite music station. It's loud and obnoxious, and it absolutely drives me crazy. It gets on my nerves **to be forced** to listen to a dumb ad over and over again when I'm just trying to listen to music.

What's the most interesting ad you've ever seen?

Julie Becker, journalist
Tokyo, Japan

Well, I know one that comes pretty close. There's this compan here that produces sports drinks—they had a commercial with these amazing acrobats. The things they did just blew me away. I don't usually like TV commercials, but I don't mind **being entertained** by a good one.

B **Understand from Context.** Explain the meaning of each of these expressions from the interviews.
Answers will vary, but may include:

It blows me away. It amazes me.

It cracks me up. It makes me laugh.

It chokes me up. It makes me very emotional.

It gets on my nerves. It really annoys me.

C **Discussion.** Do you generally find advertisements annoying or enjoyable? Why?

D **Grammar. Passive forms of gerunds and infinitives**

Use a passive form of a gerund or an infinitive to focus on an action instead of who performed the action.

Use <u>being</u> and a past participle to form a passive gerund.
I enjoy **being entertained** by commercials.
I resent **being forced** to watch ads before movies.
I appreciate **not being treated** like I'm a child.

Use <u>to be</u> and a past participle to form a passive infinitive.
I don't expect **to be told** the truth by advertisers.
Advertisers want their products **to be remembered**.
I was disappointed **not to be asked** to participate in the survey.

REMEMBER

- **Some verbs are followed by gerunds, some by infinitives, and some by either.**
- **Certain adjectives are often followed by infinitives.**

See page A3 in the Appendices for a complete lis

GRAMMAR BOOSTER ▸ p. G12
• Past forms of gerunds and infinitives

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2

A Grammar Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- On the board, write:
  He/She talks about a/an _____ _____ for _____.
- Tell students that they are going to listen to four interviews in which people describe ads. Explain the task: Students should write what the ad is like—funny, interesting, etc.—in the first blank; the type of advertising—TV commercial, radio ad, etc.—in the second blank; and the product advertised in the third blank.
- Model the first interview with the class. With books closed, have students listen to the first interview. Review the answers as a class. (1. He talks about a touching billboard ad for a smart phone.)
- Have students listen to the remaining interviews and complete the sentence on the board for each one. Review as a class. (2. He talks about a funny TV commercial for a language school. 3. She talks about an annoying radio ad for toothpaste. 4. She talks about an interesting (TV) commercial for sports drinks.)
- Then have students read and listen to the interviews and notice the passive forms of gerunds and infinitives.

B Understand from Context

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have pairs find and underline the variations of the expressions in the interviews. Remind students to read the sentences before and after each of the phrases in the Grammar Snapshot to get a better understanding of the meaning.
- Review as a class. Have volunteers explain the meanings of the expressions. Encourage alternate sentences for each expression. (Possible response: If something chokes you up, it makes you feel like crying.)

C Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	

- As a class, brainstorm some popular enjoyable and annoying ads. Draw two columns on the board with the headings *Annoying* and *Enjoyable*. Write students' ideas on the board and have students briefly describe the ads.
- After students think of a few ads for each column, have a volunteer read the question out loud.
- Have volunteers share their opinions with the class. Have them give concrete examples of advertisements that they find either annoying or enjoyable. Encourage students with alternate views to share their opinions.

D Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Refer students to the last sentence in Eric Michaels's interview: "Once in a while, we all need **to be reminded** about the important things in life." Ask *Do we know who's performing the action?* (no) *Why?* (It's not important.)
- Have students read the explanation for when to use the passive form of a gerund or infinitive.
- Refer students to the passive form of a gerund in the last interview, ". . . I don't mind **being entertained** by a good one." Ask *Who's the performer of the action?* (commercials) *Why is the performer present in this sentence?* (It is necessary for complete understanding.) *Why is this sentence in the passive?* (The action is still more important than the performer of the action.)
- Have a volunteer read the explanation for forming a passive gerund.
- To check comprehension, ask *How do you form a passive gerund?* (*being* + past participle) *How do you form a negative passive gerund?* (*not* + *being* + past participle) Write answers on the board as students respond.
- Remind students that some verbs, like *enjoy*, are always followed by gerunds and some verbs, like *agree*, are always followed by the infinitive.
- Have students read the explanation for forming a passive infinitive. To check comprehension, ask *How do you form a passive infinitive?* (*to be* + past participle) *How do you form a negative passive infinitive?* (*not* + *to be* + past participle)
- Have a volunteer read the Remember box out loud. Draw four columns on the board with the headings: *verb + ger.*, *verb + inf.*, *verb + ger. or inf.*, and *adjective + inf.*

  In pairs, have students write three words for each heading. Then have them refer to pages A3–A4 in the Appendices to confirm their answers.
- To provide practice, have pairs choose one item from each column in the chart and write sentences with a passive gerund or a passive infinitive. Call on students to read their sentences out loud.

Language note: Focus students' attention on the sentence from the Grammar Snapshot, "It gets on my nerves to be forced to listen to a dumb ad . . ." Point out that this is an example of a non-referential *it*. *To be forced* is the subject of the sentence and can therefore be an infinitive or a gerund (*being forced* is OK).

ActiveTeach • **Inductive Grammar Charts**

LESSON PLAN

LESSON PLAN

E Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Read the incomplete statement out loud. Then ask *Is* enjoy *followed by a gerund or an infinitive?* (a gerund) *What's the passive gerund form of* inform? (being informed) Have a volunteer read the complete statement out loud.
- After students complete the exercise individually, have them compare answers with a partner. Review as a class.

F Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point to the Remember box. Ask *When would we use a by phrase?* (when it is important to mention the performer of the action)
- Have a volunteer read the example out loud. Tell students that *by advertisers* is not necessary because it is understood.
- Have pairs compare sentences and review as a class.

Challenge: [+10 minutes] To provide further guided practice, draw the following chart on the board or print it out from *ActiveTeach*.

A	B	C
1. I can't stand	being	told _____.
2. I expect	to be	forced _____.
3. I don't mind		treated _____.
		informed _____.

For each item in column A, have pairs choose an item from column B and then an item from column C, which they should complete with their own ideas. Then have pairs write their sentences on a separate sheet of paper. Point out that there isn't only one correct answer. To finish the activity, call on students to read their sentences out loud. (Note: *I can't stand* can be followed by either *being* or *to be*.)

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have a volunteer read the directions out loud.
- Point to the list of types of ads. As a class, brainstorm other types of ads. (Possible responses: Internet pop-up ads; on-the-street advertising)
- Have students complete the chart individually.
- Point to the phrases for describing how you feel. Point out that this box contains verbs that can be followed by a gerund, an infinitive, or either a gerund or infinitive. Refer students to pages A3–A4 in the Appendices, if necessary.
- As students write sentences describing how they feel about the ads, circulate to offer help with forming passive gerunds and infinitives.

B Use the Grammar

- Have a volunteer read the model out loud. Point out the preposition *for* after *commercial* (a commercial for shampoo), the expression *gets on my nerves*, and the passive gerund (*being forced*).
- Remind students to use the expressions in the Grammar Snapshot on page 78 (cracks me up, gets on my nerves, etc.) and passive gerunds and infinitives as they discuss the ads in pairs. Remind students to use present tenses to narrate what happens in the ads.
- Students walk around the room and find other students with the ads they've listed in their charts. Have students note how many students had the same / different reactions.
- Review as a class. Call on volunteers to share how they feel about an ad. Encourage students who have seen the same ad to share their views.

Option: [+15–20 minutes] On the board, write:

Find ads that are:

serious	funny	witty	thought-provoking
original	simple	aggressive	short and sweet

Bring in magazines. Have each pair find an ad that can be described with (some of) the words on the board and discuss the ad. Combine pairs to form groups of four. Have pairs exchange ads and discuss. After each pair has looked at both ads, have pairs share and compare their opinions on the ads.

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 7–9**
- **MySummitLab: Lesson 2**

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E Grammar Practice. Complete each sentence with a passive gerund or infinitive.

1. I think people enjoy (inform) being informed about new products.
2. Companies want their products (advertise) to be advertised on TV during prime time—when the most people are watching.
3. When I read an ad, I would like (tell) to be told the whole truth about the product, not half-truths.
4. My sister was disappointed (not / give) not to be given the chance to appear in that new commercial.

F Grammar Practice. On a separate sheet of paper, rewrite each sentence. Use a passive form of a gerund or an infinitive to replace the underlined words. Do not use by phrases.

Example: I don't mind when advertisers inform me about new products.
I don't mind being informed about new products.

1. I can't stand advertisers forcing me (being forced) to watch commercials over and over again.
2. I resent one company's telling me (being told) that I shouldn't buy another company's product.
3. You're lucky the company is giving you (to be given) an opportunity to work overseas.
4. We can't tolerate their calling us (being called) while we're eating dinner.

REMEMBER

A by phrase identifies the performer of the action.

The commercial was seen by millions of people.

NOW YOU CAN *Discuss your reactions to ads*

A Frame Your Ideas. Complete the chart with ads you are familiar with. Then on a separate sheet of paper, write sentences with passive forms of gerunds or infinitives, describing how you feel about each ad in your chart.

Some types of ads
TV commercials
radio ads
magazine ads
billboards

	Name or type of product	Type of ad
an ad you find interesting		
an ad that cracks you up		
an ad that gets on your nerves		
an ad that blows you away		
an ad that chokes you up		

Describing how you feel

I like . . .	I don't like . . .
I appreciate . . .	I don't appreciate . . .
I love . . .	I can't stand . . .
I enjoy . . .	I dislike . . .
I hate . . .	I resent . . .
I prefer . . .	I miss . . .
I need . . .	I want . . .

B Use the Grammar. Compare the ads you listed in your charts. Describe each ad and how you feel about it.

"There's a TV commercial for shampoo that I see almost every night, and it really gets on my nerves. I can't stand ***being forced*** *to watch it every day."*

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3 GOAL Persuade someone to buy a product

A 3:10 **Vocabulary. Ways to Persuade.** Listen and practice.

endorse personally recommend a product in exchange for payment

promote make sure people know about a new product in order to persuade them to buy it

imply suggest that something is true, without saying or showing it directly

prove show that something is definitely true, especially by providing facts, information, etc.

B **Infer Information.** Read about eight advertising techniques. Write the letter of the example that you think illustrates each technique. Explain your answers.

Eight techniques used by successful advertisers

1. **Provide facts and figures** [d]
   Prove the superiority of a product with statistics and objective, factual information
2. **Convince people to "join the bandwagon"** [f]
   Imply that *everyone* is using a product, and that others should too, in order to be part of the group
3. **Play on people's hidden fears** [h]
   Imply that a product will protect the user from some danger or an uncomfortable situation
4. **Play on people's patriotism** [g]
   Imply that buying a product shows love of one's country
5. **Provide "snob appeal"** [e]
   Imply that use of a product makes the customer part of an elite group
6. **Associate positive qualities with a product** [c]
   Promote a product with words and ideas having positive meanings and associations
7. **Provide testimonials** [a]
   Use a famous person or an "average consumer" to endorse a product so the consumer wants it too
8. **Manipulate people's emotions** [b]
   Use images to appeal to customers' feelings, such as love, anger, or sympathy

Information source: www.entrenet.com

Examples

a. A professional soccer player recommends a particular brand of shirts.

b. A hotel chain shows a businesswoman in her room, calling home to talk to her children.

c. A soft drink manufacturer shows young people having a great time drinking its product at the beach.

d. A car manufacturer states how quickly its car can go from 0 to 100 kilometers per hour.

e. A coffee manufacturer shows people dressed in formal attire drinking its brand of coffee at an art exhibition.

f. A credit card company claims that its card is used by more people than any other card.

g. A clothing manufacturer promotes its clothes by saying they are made by and for people in this country.

h. A laundry detergent manufacturer suggests that it will be socially embarrassing if your white clothes are not *really* white.

3

A Vocabulary

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Read the title of the lesson out loud. Ask *What does it mean to persuade someone to buy a product?* (to urge someone to buy something by giving them reasons they should do it)
- Have students listen to the words and study the definitions. Then have students listen and repeat the words chorally.

Language note: Products are usually *endorsed* by famous people or people associated with a certain quality or society. For example, a model might endorse a brand of make-up. The noun form is *endorsement*.

Option: [+5–10 minutes] Read the following examples of ways to persuade, out loud. Have students identify the vocabulary word that matches each example:

A clothing company shows a man wearing one of their suits being hired for a job. (imply)
A professional baseball player is paid to wear a brand of athletic shoe and to recommend it in a TV ad. (endorse)
A toothpaste company mentions a scientific study that shows that its toothpaste makes teeth 50 percent whiter in two months. (prove)
A soft drink company gives away free cans of their new cola at a sports event. (promote)

B Infer Information

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have volunteers read the advertising techniques out loud. If necessary, explain the meaning of *join the bandwagon* (do what most people are doing) and *snob appeal* (supposed to be liked by people who think they are better than others).
- Have students complete the exercise individually and think about why they chose each answer.
- Review as a class. Call on eight students to say what example they chose for each technique. To help students explain their answers, ask:
  1. *How does the ad prove that the product is good?* (by stating how fast the car can reach 100 kilometers per hour)
  2. *According to the ad, what are most people using?* (the company's credit card)
  3. *What does the ad make you worry about?* (an embarrassing situation you might go through if people notice your clothes are not as white as they should be)
  4. *Why should people buy these clothes if they care about their country?* (because they are made by and for the people in the country)
  5. *According to the ad, what do rich people do?* (drink a particular brand of coffee)
  6. *In what way will you be happy if you use the product?* (You'll have a nice time with friends.)
  7. *What famous person does the ad use?* (a soccer player)
  8. *What feeling does the ad bring to your mind?* (love)

Option: [+10 minutes] Collect (or have students collect) ads from magazines and newspapers and bring them to class. Have students decide which techniques are being used in each ad and explain how.

C Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Before students listen, have them say what products and brands the advertisements are for. (**First ad:** product—mouthwash, brand—Nice-Mouth; **Second ad:** product—lemonade, brand—Leon's; **Third ad:** product—cars, brand—Bernard)
- Point out that more than one technique may be used in each ad.
- Model the first item with the class. Have students listen to the first ad and write the advertising technique(s) used. Have students discuss their choices in pairs.
- To review as a class, have a volunteer share and support his/her answer. (Possible response: The ad plays on people's hidden fears by making them worry about losing their jobs or having a bad day because of bad breath. It also provides facts to prove that the product is good.)
- Follow the same procedure for the other two ads.

AUDIOSCRIPT

For audioscript, see page AS9.

ActiveTeach • **Listening Strategies**

D Apply Ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have pairs choose three ads they both know and write the products or services and brands advertised in each. Encourage students to choose different types of advertising.
- Have students take notes for each product / service as they discuss the technique(s) used in its ad.
- Then have each pair join another pair and discuss the ads.

NOW YOU CAN

Suggested teaching time:	20–25 minutes	Your actual teaching time:	

A Notepadding

- Have a volunteer read the directions out loud.
- Point to the Ideas box and read the ideas out loud.
- To model the activity as a class, plan an ad on the board from one of the ideas. Decide on a type of product, name, and type of ad. Brainstorm effective techniques for persuading people to buy the product and ideas for an ad using this technique.
- In small groups, have students decide on a product and take notes on their notepads.
- As students create the ads, circulate to offer help as needed.

B Presentation

- On the board, draw the following chart (with the examples) or print it out from *ActiveTeach:*

Group	Product	Name	Type of ad	Technique(s)	Comments
1	shampoo	Lavish Locks	radio ad	6 and 8	short and funny

- Tell students that they are going to use the chart to keep a record of the ads as they are presented to the class.
- Before groups present their ads, have students open their books to page 80 to refer to the advertising techniques.
- After each ad is presented, allow the class time to complete their charts.
- After all groups have presented their ads, hand out ballots for students to vote privately. You can photocopy the list below or write it on the board. (Note: To save time, you may want to tally the votes with a show of hands. To maintain privacy, have students close their eyes and vote quietly with a show of hands. Say *Who thinks Group 1 had the funniest ad? Who thinks Group 2 had the funniest ad?* etc.)

  The funniest ad:
  The most annoying ad:
  The most persuasive ad:
  The most interesting ad:
  The most touching ad:

- After the votes are tallied and there is a winner for each category, have a volunteer who voted for that ad explain why he/she found it funny.
- Follow the same procedure to assign and discuss the other awards.

ActiveTeach • **Graphic Organizers**

EXTRAS (optional)

- **Workbook: Exercises 10–11**
- **MySummitLab: Lesson 3**

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C 3:11 **Listening. Support Reasoning with Details.** Listen to each ad. Then listen again. Decide which technique or techniques the advertiser is using to persuade the consumer to buy the product. Explain your answers.

Technique(s) used
Play on people's hidden fears

Associate positive qualities with a product

Technique(s) used
Associate positive qualities with a product

Provide testimonials

Technique(s) used
Provide snob appeal

Associate positive qualities with a product

D **Apply Ideas.** With a partner, discuss some ads you know and decide which techniques they use.

NOW YOU CAN *Persuade someone to buy a product*

A **Notepadding.** In a group, choose a product and create a magazine, newspaper, TV, or radio advertisement for it. Choose one or more advertising techniques to persuade your classmates to buy the product. Make notes on your notepad.

Plan your ad

Type of product:
Name of product:
Type of ad:
Technique(s):

IDEAS

- a car
- an airline
- a drink
- a cell phone
- an English-language school
- a brand of toothpaste
- your own idea:

B **Presentation.** Present your ad to your class. Show it, read it, or act it out. Analyze your classmates' ads and discuss which techniques were used. As a class, assign awards for these categories:

4 GOAL Describe consumer shopping habits

A **Reading Warm-up.** Are you a careful shopper, or do you buy things on impulse?

B 3:12 **Reading.** Read the article. How is compulsive shopping a problem?

Compulsive Shopping: *The Real Cost*

Just in the last century, the way in which we consume material goods has shifted radically. For our grandparents, and some of our parents, shopping meant buying provisions to satisfy physical needs. Today, in addition to buying necessities, we shop to indulge ourselves in luxuries—high-priced gym shoes or the latest, most high-tech entertainment system. And we shop for the sheer fun of it. Most of us acquire continuously—everything from groceries to cars, from clothing to toiletries, from home furnishings to sporting equipment—and through our acquisitions, we express a sense of identity, taste, and lifestyle.

But some people go overboard. Their spending becomes excessive and often carries troubling consequences. Some people cannot resist the temptation, and very often they buy merely to acquire. This type of impulse buying can become so obsessive that people find themselves in considerable financial debt and psychological distress. Recent studies suggest that extreme impulse buying is on the increase, affecting an estimated 5 to 10 percent of the adult population in many countries.

We tend to define ourselves by what we buy and have. This often affects how we feel as well. For many, buying things on impulse is a way of avoiding or hiding feelings of anxiety and loneliness.

However, shopping as a way of dealing with internal distress is seldom effective for long. In fact, research suggests that people who consider shopping to be a priority in their lives tend to experience more anxiety and depression as well as a lower level of well-being than those who don't.

The long and short of it is this—you can't buy happiness.

Tips for Controlling Impulse Buying

- When you're just browsing and get the urge to buy something, ask yourself first if you really need it.
- Avoid sales. Spending any money on something you don't need is overspending.
- Follow the "24-hour rule." Don't buy anything new on the spot. Come back the next day if you think you really need it.
- Stick to a budget. Plan to splurge on the occasional wild purchase, but don't buy if it isn't in your budget.

On your ActiveBook disc: ***Reading Glossary*** and ***Extra Reading Comprehension Questions***

Information source: www.theallengroup.com

C **Understand from Context.** Find these expressions in the article. Explain the meaning of each.

Answers will vary, but may include:

1. indulge ourselves
2. go overboard
3. resist the temptation
4. impulse buying
5. get the urge
6. overspending
7. splurge on

1. to let ourselves have or do something we enjoy
2. do too much of something
3. not do something you have a strong wish to do
4. buying something just because you want it on the spur of the moment
5. feel a strong wish to do something
6. spending more than you have
7. buy something indulgent and luxurious

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4

A Reading Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a student read the Warm-up question out loud. Clarify the meaning of *buying on impulse*. (buying things without planning or choosing carefully)
- Call on volunteers to share whether they are careful shoppers or if they buy on impulse. Encourage students to support their responses with examples of what they do when they go shopping.

B Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Point out the title of the article. Ask *What is compulsive shopping?* (an uncontrollable or strong desire to buy) *What do you think the subtitle,* The Real Cost, *means?* (Possible response: the consequences of compulsive shopping, not the monetary amount spent)
- Have students try to predict what costs or problems the article will discuss. (Possible responses: debt, anxiety, depression, psychological distress)
- Have students think about the question *How is compulsive shopping a problem?* as they read and listen to the article.
- To check comprehension, ask:
  According to the article, why did our grandparents' generation shop? (to satisfy physical needs)
  Why do we shop? (to buy necessities; to indulge ourselves in luxuries; for the fun of it)
  What do our purchases reflect about ourselves? (our identities, tastes, and lifestyles)
  What sort of emotional problems do compulsive shoppers generally have? (anxiety; depression; a low level of well-being)
- Have students read the tips for controlling impulse buying. Ask *Do you agree with these tips? Do you do these things when shopping?*
- Review the answer to the reading question as a class. (Compulsive shopping causes people to get into debt, feel worried and upset, and feel sad and anxious.)

Option: [+10–15 minutes] To use the Reading as a listening activity, have students close their books when listening to the article. Follow the procedure above, making necessary changes to accommodate a listening-only task.

ActiveTeach
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**

C Understand from Context

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students underline the expressions in the article.
- In pairs, have students discuss the meaning of each. Circulate to provide help as needed. Be sure students look at the sentences before and after the unknown expression to get context clues. For example, for the expression *go overboard*, the sentence *Their spending becomes excessive . . .* helps explain that the behavior is extreme.
- Then have pairs rewrite the sentences that contain these expressions, using their own words. (Possible response: 2. But some people have extreme behavior.)
- Review as a class. Have volunteers share their sentences with the class.

Language note: Students should be able to complete the exercise without understanding every word. You may want to share the following definitions if students ask about specific expressions: *acquire* (buy or obtain); *acquisition* (something that you buy or obtain); *distress* (a feeling of being very worried or upset); *well-being* (a feeling of being healthy and happy).

LESSON PLAN

D Relate to Personal Experience

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have volunteers read the questions out loud.
- As students discuss the questions in groups, have them take notes. Then bring the class together and have students share their responses.

NOW YOU CAN

Suggested teaching time:	20–25 minutes	Your actual teaching time:	

ActiveTeach • **Discourse Strategies**

A Frame Your Ideas

- Before students take the self-quiz, point out the title and elicit the meaning of *shopaholic* from the class. (someone who goes shopping too often and buys more things than he/she needs; someone who can't control his/her shopping)
- After students take the quiz, have them work out their scores. Take a poll to find out how many students scored in each category. Keep a tally on the board. Ask *Do you agree with the results?*

Language note: If necessary, clarify the meaning of the expressions *take the bull by the horns* (decide to deal with a difficult situation) and *tighten your purse strings* (control the money you spend—in this case, on shopping). The suffix *-aholic* is used to talk about someone who wants or needs to do or use something all the time.

Option: [+5–10 minutes] Have students share the results of their self-quizzes with a partner. Encourage students to say how they feel about the results and support their views with specific examples for some of the statements they checked. Encourage students to give each other advice on how to improve their shopping habits.

B Discussion

- Have volunteers read the questions out loud.
- Form small groups of students who chose the same topic.
- As students discuss the questions, encourage them to take notes and reach a conclusion as a group.
- To review, have a student from a group that discussed item 1 present the group's opinions to the class. Encourage students to agree or disagree and support their views. Encourage students to use the results of the class poll in their arguments.
- Do the same for items 2 and 3.

C Project

- As a class, brainstorm ideas for a newsletter: information from the Internet on consumer shopping habits, personal experiences with shopping, etc. List students' ideas on the board.
- Divide the class into groups and assign a topic (or topics) to each group, or allow each group to choose a topic.
- Have the class give the newsletter a name. Get volunteers to be the editors who combine the articles together and design the pages.

Note: A newsletter can be high-tech (created using software for that purpose) or low-tech (using scissors, tape, and a photocopier).

EXTRAS (optional)

- **Workbook: Exercises 12–18**
- **MySummitLab: Lesson 4**

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D Relate to Personal Experience. Discuss the questions.

Answers will vary, but may include:

1. According to the article, how have shopping habits changed over the last few generations? From your experience, do you agree? In the past, people bought just the necessities. Now people shop continuously to indulge themselves.
2. Do you think compulsive shopping is a common problem? Do you know any compulsive shoppers? Give examples.
3. Do you think the tips in the article might be helpful for someone who wants to resist the temptation to overspend? Based on your experience, what tips would *you* suggest?

NOW YOU CAN *Describe consumer shopping habits*

A Frame Your Ideas. Take the self-quiz. Check the statements that are true for you.

Are you a SHOPaholic?

- ☐ I sometimes feel guilty about how I spend my money shopping.
- ☐ When I'm feeling blue, it cheers me up to go shopping.
- ☐ When I go shopping, I can't resist the temptation to buy something—I just can't come home empty-handed.
- ☐ I feel uncomfortable if I haven't bought anything in a week.
- ☐ When I plan to go shopping for one item I need, I frequently end up coming home with a lot of things I *don't* need.
- ☐ I spend more than I have to in order to get more expensive designer names and labels.
- ☐ I can't pass up a good sale—even if I don't need anything, I just have to indulge myself.
- ☐ I sometimes lie to people about how much my purchases cost.
- ☐ I get more pleasure out of spending money than saving money.
- ☐ My shopping habits have caused problems in my personal relationships in some way.

Total the number of boxes you checked.

If your total is:

0-3 Great!
Keep up the good habits!

4-5 Not too bad!
Congratulations for admitting you're not perfect!

6-8 Uh-oh!
Sounds like trouble may be around the corner! It's time to tighten your purse strings.

9-10 Red alert!
It's time to take the bull by the horns and change some of the ways you shop and spend money.

B Discussion. Choose one of the following topics and meet in small groups with other classmates who have chosen the same one. Share your conclusions with the class.

1. Do you think most people tend to go overboard with their shopping? Explain.
2. Do you think people are too influenced by advertising? Explain.
3. Should people only spend money on things they need and never on things they don't need? Is it OK to buy on impulse sometimes? Is it OK to splurge once in a while?

C Project. Create a class newsletter with articles about consumer shopping habits and responsible shopping.

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Writing: Explain an article you read

Summarize and Paraphrase Another Person's Ideas

A summary is a shortened explanation of the main ideas of an article. When writing a summary, include only the author's main points, not your own reactions or opinions. Be sure to paraphrase what the author says, instead of just copying the author's exact words.

To summarize an article, focus on main ideas and the most important supporting details. Use the following reporting verbs to paraphrase the writer's ideas: state, argue, report, believe, explain, point out, and conclude.

The article **states** that . . .	The journalist **reports** that . . .
The writer **points out** that . . .	The author **concludes** that . . .

Some other common expressions for reporting another person's ideas:

According to [Smith], . . .	**As** [the article] explains, . . .
In [the writer's] **opinion**, . . .	**From** [García's] **point of view**, . . .

PARAPHRASING

When you paraphrase what a person says, you say it in your *own* words.

The author: "But some people go overboard. Their spending becomes excessive and often carries troubling consequences. Some people cannot resist the temptation, and very often they buy merely to acquire."

You: *The author points out that it is difficult for some people not to buy things on impulse. They just buy anything they want.*

A Prewriting. Identifying Main Ideas. Read the article "Compulsive Shopping: The Real Cost" on page 82 and underline the important parts. Then read the article again and identify the main ideas below.

Answers will vary, but may include:

Main idea of paragraph 1: People now shop for fun and to indulge themselves in addition to getting the necessities.

Main idea of paragraph 2: Many people today are in considerable financial debt because of impulse buying.

Main idea of paragraph 3: Many people shop to avoid anxiety and loneliness.

Main idea of paragraph 4: Compulsive shopping often increases anxiety and depression.

B Writing. On a separate sheet of paper, combine the main ideas to write your summary. Be sure to paraphrase what the author says, using your *own* words. Your summary should be no more than four to six sentences long.

C Self-Check.

- ☐ Is your summary a lot shorter than the original article?
- ☐ Does your summary include only the author's main ideas?
- ☐ Did you paraphrase the author's ideas?
- ☐ Did you include your opinion of the article? If so, rewrite the summary without it.

Writing

Suggested teaching time:	20–25 minutes	Your actual teaching time:	

Summarize and Paraphrase . . .

- Have a volunteer read the explanation out loud.
- To check comprehension, ask:
  When summarizing an article, what two things should you focus on? (the main idea; important supporting details)
  Should you state your opinion in a summary? (no)
  What are some verbs you can use to paraphrase the author's ideas? (state, argue, etc.)
- Have students read the paraphrasing model.

ActiveTeach • **Extra Writing Skills Practice**

A Prewriting

- To help students determine what to underline or highlight, point out that examples and exceptions are not usually the most important parts in a text.
- Model the first paragraph with the class. Have students read the first paragraph to themselves and underline / highlight the important parts individually. Then have students read again and write the main idea individually. Compare and discuss the important parts and main idea as a class.
- Have students find the main ideas of the next three paragraphs with a partner. Point out that students must state the main ideas in their own words.
- Review the main ideas as a class.

B Writing

- Point out that students can write a first draft and then make a clean copy.
- As students write, circulate to offer help as needed.

C Self-Check

- Have students read the Self-Check questions out loud.
- Before students submit their summaries for correction, have them self-check their work and make any necessary changes.

Option: [+5–10 minutes] Peer review. Exchange summaries with a partner. Read your partner's summary and check if it includes the main points in the article and complies with the Self-Check questions.

Project: Have students find an interesting article dealing with one of the topics students discussed in this unit, on the Internet. For example, *the power of advertising, advertising techniques,* or *compulsive shopping.* Have students write a brief summary of the article and then read it to the class to share their findings.

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Review

A Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students read the statements for Conversation 1.
- First listening: Have students listen and choose the answers according to what the people think of the prices. Then have them compare answers with a partner.
- Second listening: Have students make notes of key words that helped them choose the answers.
- Review as a class. Have students support their answers with key phrases from the conversation.
- Repeat the procedure for Conversations 2 and 3.

AUDIOSCRIPT

For audioscript, see page AS9.

B Complete each statement . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the example out loud. Point out the initial gerund (*watching*) and the third-person singular verb (*cracks*).
- You may want to have students look at Exercises A and B on page 78 to remind them of the meanings of the expressions.
- Have students share sentences with a partner.
- Review as a class. Have volunteers read their sentences out loud and explain their answers.

C Complete the statements . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Refer students to the Grammar box on page 78 to review passive forms of gerunds and infinitives.
- Model the first item with the class. Ask *Does* recall *need a gerund or an infinitive?* (a gerund) *What's the passive gerund of* send? (being sent) Then call on a student to read the complete sentence out loud. (Note: *having been sent* is also correct in this statement. This is covered in the Grammar Booster for this unit.)
- Have students write their sentences individually and then compare them with a partner.
- To review as a class, have students read the sentences out loud.

D On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After students answer the questions individually, have them share their answers with a partner. Encourage students to ask follow-up questions to find out a bit more about each of their partner's answers.
- To review as a class, have several volunteers share their answers with the class.

EXTRAS (optional)

- **Workbook: Page 69**
- **Complete Assessment Package**
- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**
- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 7**

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Review

ActiveBook: *More Practice*

grammar · vocabulary · listening
reading · speaking · pronunciation

A 3:13 **Listening.** Listen to the conversations about prices. Then read the statements and listen again. Circle the phrase that best completes each statement, according to what the people say.

1. **a.** The woman thinks the price of the first vase is (a bit steep / (a real bargain)).
   The man thinks it's (a steal / (a rip-off)).
   b. The woman thinks the second vase is (a steal / (a good deal)).
   The man thinks it's (a rip-off / (no bargain)).
2. **a.** The woman thinks the exercise bike from Freeman's was (a great offer / (a rip-off)).
   The man thinks it was (no bargain / (a steal)).
   b. The woman thinks the price of the bike from Mason's is (a bit steep / (a great deal)).
   The man thinks it's (a better offer / no deal).
3. **a.** The man thinks the price of the necklace is (a bit steep / no deal).
   The woman thinks it's (pretty steep / (a bargain)).
   b. The man thinks the earrings are (a good deal / a rip-off).
   The woman thinks they're (a great deal / (no bargain)).

B Complete each statement with your *own* ideas.

Example: *watching old Charlie Chaplin movies always* cracks me up.

1. _____ cracks me up.
2. _____ blows me away.
3. _____ chokes me up.
4. _____ gets on my nerves.

C Complete the statements with passive forms of gerunds or infinitives. Use being or to be.

1. I don't recall *being sent* (send) any information.
2. They want *to be given* (give) more time for the project.
3. She arranged *to be taken* (take) to the airport.
4. I was disappointed *to be told* (tell) the news.
5. He risked *being fired* (fire) from his job.
6. We were delighted *to be invited* (invite) to the wedding.

D On a separate sheet of paper, answer the questions in your *own* way.

1. What kinds of things do you like to splurge on?
2. Have you ever gone a little overboard buying something? Explain.
3. What can't you resist the temptation to do? Why?

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UNIT 8

Family Trends

GOALS After Unit 5, you will be able to:

1. Describe family trends
2. Discuss parent / teen issues
3. Compare generations
4. Describe care for the elderly

Preview

A **Topic Preview.** Look at the two cartoons about families. Then answer the questions with a partner.

1. Who do you think was speaking before the father spoke? What do you think was said?
2. Is your family a "democracy"? How do decisions get made?

"Because this family isn't ready to hold democratic elections—that's why!"

3. What didn't the father have when he was young that the son has now? Do you think the father has a good point, or is he being ridiculous?
4. In your family, is there a "generation gap" between older and younger family members? Explain.

"You have it easy. When I was your age, I had to walk all the way across the room to change the channel."

B **Express Your Ideas.** Do you think the cartoons are funny? Do you think they portray typical families? Why or why not?

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UNIT 8 Family Trends

A Topic Preview

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Write the unit title on the board. Elicit from the class that a trend is a general tendency in the way a situation is changing or developing.
- To introduce the topic of family trends, have students spend a few moments looking at the cartoons and reading their captions.
- Point to the first cartoon and ask *Who are the people in this cartoon?* (a family: the father, the mother, and their three children)
- Read items 1 and 2 out loud. Before students discuss the questions in pairs, elicit from the class what is meant by a family that is a *democracy*. (Possible responses: a family where everyone can express their opinions; a family where everyone's likes are respected; a family where people are free to choose what to do; a family where decisions are made as a group)
- To review, have various students share their answers. (Possible responses: 1. one of the kids; He might have said "Why do *you* get to make all decisions?" 2. Answers will vary.)
- Point to the second cartoon and ask *Who are the people in this cartoon?* (a father and son)
- Read items 3 and 4 out loud. Before students discuss the questions in pairs, elicit the meaning of *generation gap*. (the difference in opinions and behavior between people of different generations) If necessary, clarify that a generation is a group of people of about the same age.
- Brainstorm ideas for topics that different generations in a family might have conflicting views on. (Possible responses: fashion, music, movies)
- Review as a class. Have volunteers share their responses. (Possible responses: 3. a remote control; The father has a point because modern appliances make life much more comfortable than it was in the past. / The father is being ridiculous because walking to the TV to change the channel isn't very difficult. 4. Answers will vary.)

Language note: If you tell someone "You have it easy," you mean things are so easy for that person.

B Express Your Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a student read the questions out loud. Then have students discuss the answers in small groups.
- Circulate to encourage students to explain their answers.
- Review as a class. Have volunteers share their opinions. If students think the cartoons show typical families, ask them to support their answers by giving examples of decisions that are not usually made *democratically* in a family and examples of problems that are typically caused by generation gaps.

LESSON PLAN

C Sound Bites

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point to the photo. Ask *What do you think the relationship is between these two people?* (Possible responses: husband and wife; girlfriend and boyfriend; brother and sister) *Why do you think this photo is ripped?* (Possible responses: They broke up; They got divorced; They had a fight.)
- Have students read and listen to the conversation. Note: Bettina has a German accent.
- To check comprehension, ask:
  What happened to Sam and Margaret? (They ended their relationship, but then got back together.)
  What's the problem in Bettina's family? (Her son, Eric, is behaving badly in school.)
  What has Bettina done to try to solve the problem? (She's told Eric he's grounded until his behavior improves.)
  What does Teresa think about this? (It's a good idea.)

Language note: Students may need help with the following words or expressions: *ground a child* (stop a child from doing the things he/she enjoys as a punishment for behaving badly); *a smart move* (a good or wise decision); *be out of touch* (not to have recent information about someone or something).

D Paraphrase

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students underline or highlight the related expressions in the conversation.
- Point out that some expressions have similar meanings.
- In pairs, have students restate the sentences. Review as a class.

Language note: You can *split up* and *get back together* with someone with whom you have a romantic relationship. You can *have a falling out* and *patch things up* with someone with whom you have a romantic relationship or a friend, relative, or colleague.

Option: [+5 minutes] Draw the following diagram (without the answers) on the board or print it out from *ActiveTeach:*

End a relationship	split up; have a falling out; things didn't work out
Start a relationship again	get back together; patch things up; things worked out
Good behavior	be well behaved; shape up
Bad behavior	be a troublemaker; act up; talk back

In pairs, have students use the expressions from Exercise D to complete the diagram with words that are related to the themes on the left. Review as a class.

ActiveTeach • **Graphic Organizers**

E Express and Support an Opinion

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Form small groups. Read the questions out loud. Have students discuss the answers.
- Review answers as a class. Have a student who thinks grounding Eric is a smart move support his/her view. Have students with an opposing view say what they think Eric's mother should do instead. (Possible responses: try to find out what is causing the problem; seek professional help)

STARTING POINT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

Relate to Personal Experience

- Read the topics out loud. Elicit or explain that a difference of opinion is a disagreement about something.
- To model the activity, tell the class about one of your own experiences. Encourage students to ask follow-up questions to get more information.
- In pairs, have students tell their partners about their experiences. Circulate to encourage follow-up questions.
- To review, have a few volunteers share their experiences with the class.

EXTRAS (optional)

- **Workbook: Exercises 1–2**
- **MySummitLab: Preview**

C 3:14 **Sound Bites.** Read and listen to a conversation about relationships.

TERESA: Did you hear that Sam and Margaret got back together?
BETTINA: Wow! I didn't even know they'd split up! It shows you how CN out of touch I am.
TERESA: Well, they had this major falling out about two months ago, and they separated. But it looks like they've patched things up.
BETTINA: Good. They're a nice couple. I hope things work out for them.
TERESA: Me too. So, how's *your* family?
BETTINA: Not bad, but we've been having some trouble with our son.
TERESA: Really? What kind of trouble?
BETTINA: Well, he's been acting up in school. You know, talking back to his teachers, not doing his homework.
TERESA: Eric? I can't believe it! He's always been so well-behaved!
BETTINA: Well, I told him he's grounded until he shapes up. No movies, no games, no trips to the mall.
TERESA: Smart move. Eric's a good kid, but you don't want him to turn into a troublemaker.

CN **Corpus Notes:** *Even* most frequently occurs in negative statements or questions. For example, *I didn't even know...*, and *Did he even know...?*

Sam

Margaret

D **Paraphrase.** With a partner, use the context of the conversation to restate each of the following sentences in your own words. (See below.)

1. They **got back together**.
2. They **split up**.
3. They **had a falling out**.
4. They **patched things up**.
5. Things **didn't work out**.
6. My kids have been **acting up**.
7. Don't **talk back**!
8. Your son is so **well-behaved**.
9. He'd better **shape up**!
10. That kid is such **a troublemaker**.

E **Express and Support an Opinion.** Do you think grounding Eric is a smart move? In your opinion, what's the best way to handle or discipline a teenager who has been acting up?

STARTING **POINT**

Relate to Personal Experience. Choose one of the topics. Tell your partner about a time you ...

had a difference of opinion with someone from another generation.

had a falling out with a friend, a family member, or a colleague.

helped patch things up for someone else.

Answers for Exercise D will vary, but may include:
1. They are in love again.
2. They are no longer together.
3. They had a serious argument.
4. They fixed their problem(s).
5. They weren't able to fix their problems.
6. They are behaving badly; causing problems.
7. Don't say something disrespectful (to an adult)!
8. He's good-natured; willing to do what he is told.
9. He should learn to behave!
10. He causes a lot of problems.

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1 GOAL Describe family trends

A 3:15 **Grammar Snapshot.** Read the information in the brochure and notice the comparatives.

Falling Birthrates

Current trends show the size of families is changing, impacting societies worldwide. Women are marrying later, and couples are waiting longer to have children. And **the longer** couples wait to have children, **the fewer** children they have.

Two key factors that impact family size are the education and the employment of women. Studies show that **the more** education women get, **the smaller** families they have. Moreover, **the longer** women stay in school, **the better** their opportunities for employment. Working women are less likely to marry young and have large families.

In addition to the falling birthrate, there is a rising life expectancy. With people living **longer and longer**, families are going to have to face the challenges posed by an aging population. **The longer** people live, **the more** care they require. Traditionally, children have cared for their elderly parents at home. However, **the more** the birthrate falls, **the harder** the future may be for the elderly. With fewer children, families may find it **more and more** difficult to care for their older members.

Information source: United Nations Statistics Division

B **Identify Cause and Effect.** Discuss the questions.

Answers will vary, but may include:

1. According to the brochure, what factors explain why more couples are having fewer children?
   Women are marrying later and couples are waiting longer to have children. Women are working more.
2. Why do you think populations are living longer? What problems does a larger elderly population pose?

C **Grammar. Repeated comparatives and double comparatives**

Repeated comparatives are used to describe actions and things that are increasing or decreasing.

The birthrate is getting **lower and lower**.
By the end of the twentieth century, couples were waiting **longer and longer** to marry.
More and more people are marrying later.
Fewer and fewer children are leaving school.
It's becoming **more and more** difficult.

CN **Corpus Notes:** Intermediate and advanced learners frequently make the error of using a definite article with repeated comparatives. For example, *They were created so that one individual message could reach the more and more people.*

Double comparatives are used to describe a cause-and-effect process.

The more education women get, **the later** they marry. [Women are getting more education, so they're marrying later.]
The less children studied, **the more slowly** they learned. [Children studied less, so they learned more slowly.]

NOTE: When be is used in double comparatives, it is sometimes omitted.

The better the quality of health care (is), **the higher** the life expectancy (is).

BE CAREFUL! Don't use continuous verb forms in double comparatives.

The longer couples **wait** to have children, the fewer children they **have**.
NOT The longer couples ~~are waiting~~ to have children, the fewer they~~'re having~~.

GRAMMAR BOOSTER • p. G13
- Making comparisons: summary
- Other uses of comparatives, superlatives, and comparisons with as ... as

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1

A Grammar Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the title of the article out loud. Then have students look at the photo. Ask *What does* falling birthrates *mean?* (Fewer babies are being born.) *What reasons do you think the article will give for the decline in birthrates?*
- Have students read and listen to the brochure and notice the use of comparatives.
- To check comprehension, ask:
  What reasons does the brochure give for falling birthrates? (People are marrying later and waiting longer to have kids.)
  How does education and employment affect family size? (The more schooling women get, the better opportunities they have for employment. Working women marry later and have smaller families.)
  What age group is increasing? (the elderly)
  What challenges does this pose? (With fewer children, there are fewer family members to take care of the elderly.)

Language note: The *birthrate* is the number of people who are born for every 1,000 people in a particular year in a particular place. *Life expectancy* is the length of time that a person is expected to live. *Elderly* is the polite way to refer to people who are old. *Old* is used in talking about the age of someone or something. For example, *How old is your son?*

Culture note: The stork is a type of bird that has traditionally been associated with childbirth in western folk tales. In the tales, the stork delivers newborn babies to their mothers.

B Identify Cause and Effect

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Form pairs or small groups. Read the questions out loud and have students discuss the answers. Circulate to offer help as needed.
- Review as a class.

C Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write:
  1. People are living longer.
  2. People are living longer and longer.

  Have pairs discuss the difference in meaning between sentences 1 and 2. Review as a class. (The first sentence indicates that people are living longer than in the past. The second sentence indicates that people are living longer than in the past and that they will continue to live longer.)
- Have volunteers read the explanation for repeated comparatives and the examples out loud.
- To focus on the form of the repeated comparative, write on the board:
  They are offering better and better jobs.
  People are marrying later and later.

  Point out that *better* is an adjective in the first example because it modifies the noun *jobs*, and *later* is an adverb in the second example because it modifies the verb *marry*.
- To focus on the form of the double comparative, write on the board:
  The more women work, the fewer children they have.

  To reinforce the functions of adjectives and adverbs, clarify that, in the example, *more* is a comparative adverb because it modifies the verb *work*, and *fewer* is a comparative adjective because it modifies the noun *children*.
- Point out that the comma before the second comparative is necessary.
- Have a volunteer read the explanation for double comparatives and the examples out loud.
- To check comprehension of the use of the double comparative, write on the board:
  The longer people live, the more care they need.
- Have pairs identify the cause and the effect in the example. (**Cause:** People live longer. **Effect:** They need more care.)
- Read the Note out loud. On the board, write:
  If your income is higher, your standard of living is also higher.

  Have students restate the sentence on the board using a double comparative and omitting *be*. (The higher your income, the higher your standard of living.)
- Read the Be Careful! note out loud. Explain that the present continuous in not used with double comparatives because double comparatives state facts, not ongoing actions. On the board, write:
  Women are getting better jobs because they are staying in school longer.

  Have students restate the sentence on the board using a double comparative. (The longer women stay in school, the better jobs they get.)
- Have students locate the comparatives in the Grammar Snapshot brochure.

ActiveTeach • **Inductive Grammar Charts**

LESSON PLAN

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D Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Have a volunteer read the completed statement out loud.
- Tell students to pay attention to meaning to complete each statement logically.
- Have students complete the exercise individually and then compare answers with a partner. Review as a class.

E Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- First listening: On the board, write the following topics:
  Education
  Life expectancy
  Marriage age
  Health care
  Dating time
- Have students close their books. Say *Each conversation is about the relationship between two of the topics on the board. Listen and identify the two topics for each conversation.* Point out that one of the topics will be used twice. Review as a class. (1. education and health care; 2. dating time and marriage; 3. education and life expectancy)
- Second listening: Have students listen and complete the exercise.
- Review as a class.

AUDIOSCRIPT

For audioscript, see page AS10.

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have volunteers read the directions, the items in the Ideas box, and the model out loud.
- Have pairs write a statement for at least four of the topics in the Ideas box. Remind them to use repeated comparatives.
- Circulate to offer help as needed with forming repeated comparatives.

B Summarize

- Review the model and have students identify the repeated comparative and the double comparative.
- Point out how the model relates family size and standard of living.
- Have students write a brief paragraph relating some of the ideas they previously discussed.

Option: [+5–10 minutes] Peer review. In pairs, have students review each other's work. Circulate to offer help as needed.

C Use the Grammar

- Form small groups. Read the directions out loud.
- Have students read the model to themselves. Ask *What is the trend?* (People are having fewer children.)
- Have students discuss different trends and their impacts. Refer students to the Ideas box to make sure they discuss different topics. Circulate to offer help as needed.
- To review as a class, call on a student to share a trend that was discussed in his/her group and describe its possible impact. Encourage students who discussed the same trend to say if they think it will have the same impact or a different impact, and support their views. Then call on other students to describe other trends and follow the same procedure.

Project: Have students research a current trend of their choice—for example, how people are getting to work, how people are working from home, the kind of vacations people are taking, the type of car that people prefer, etc. Ask them to write a paragraph explaining the trend using repeated comparatives and double comparatives. Have students share their findings with the class by reading their paragraphs out loud.

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 3–5**
- **MySummitLab: Lesson 1**

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D Grammar Practice. Complete each statement logically, using double comparatives.

1. The older (old) people are when they marry, the fewer (few) children they have.
2. The higher (high) the life expectancy, the larger (large) the elderly population is.
3. The harder (hard) people work, the more successful (successful) they are.
4. The better (good) the quality of health care is, the lower (low) the death rate.
5. The less developed (developed) the country is, the lower (low) the life expectancy.
6. The younger (young) women are when they have children, the less likely (likely) they are to get a higher education.

E 3:16 **Listening. Listen to Apply Grammar.** Listen to three people talking about trends in marriage and family life. Then listen again and complete each statement, according to what the speaker implies, using double comparatives.

1. The more education mothers get, the better medical care they receive.
2. The longer couples date, the later they marry.
3. The longer children stay in school, the longer their life expectancy.

NOW YOU CAN *Describe family trends*

A Frame Your Ideas. With a partner, use repeated comparatives to write examples of the ways families are changing in your country.

*"People are getting married **later and later.**"*

IDEAS

- birthrate
- life expectancy
- age at marriage
- health
- education
- income
- employment opportunities
- generational differences

B Summarize. On a separate sheet of paper, summarize the changes you've discussed. Use repeated comparatives and double comparatives.

In the last few decades, family size has declined. Fewer and fewer people are having big families, so their standard of living is higher. The higher the standard of living is, the healthier the population.

C Use the Grammar. In small groups, compare the trends you've identified. How will these changes impact families in the future?

*"It seems like **more and more** people are having fewer children. This could be a problem later because . . . ."*

2 GOAL Discuss parent / teen issues

A 3:17 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: What do you think parents should do if their teenage kids start smoking?

B: Well, I hate to say it, but there's not much they can do.

A: Why's that?

B: Well, teenagers are out of the house most of the day, so parents can't control everything they do.

A: I suppose. But they can ground them if they don't shape up.

3:19 **Examples of bad behavior**
- acting up at school CN1
- staying out late without permission
- being rude and disrespectful
- becoming a troublemaker

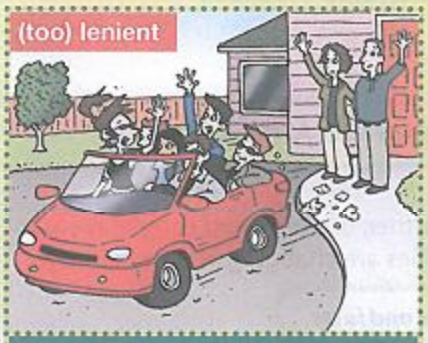
3:18 **Rhythm and intonation practice**

CN1 **Corpus Notes:** This meaning of the phrasal verb *act up* is almost exclusively used when talking about a child's behavior, but rarely when talking about an adult.

B 3:20 **Vocabulary. Describing Parent and Teen Behavior.** Listen and practice.

Parents can sometimes be . . .

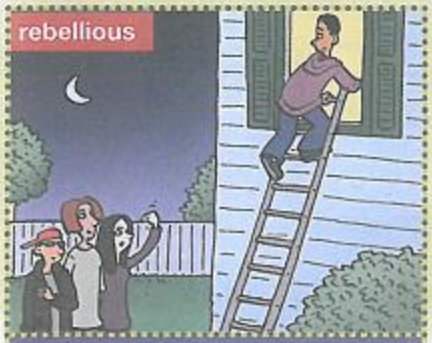
They set a lot of restrictions and expect kids to obey rules.



They let their kids have or do anything they want.

They worry too much about their kids.

Teenagers can sometimes be . . .



They refuse to follow rules and do the opposite of what is expected of them.

They expect to have or do whatever they want.

They are rude to adults and think what adults say is not important.

C **Vocabulary Practice.** Correct the adjective in each of the following statements.

1. Parents who always allow their teenage children to stay out late are ~~overprotective~~. (too) lenient
2. Teenagers who demand that their parents buy everything they ask for are ~~rebellious~~. spoiled
3. When parents never let their children do things because they are afraid that their children will get sick or hurt, they are being ~~strict~~. overprotective
4. When a teen gets a tattoo against a parent's wishes, we say that he or she is ~~disrespectful~~. rebellious

CN2 **Corpus Notes:** While *strict* and *lenient* are also often used to describe things such as laws, rules, or bosses, *overprotective* is almost always used to describe parents.

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2

A Conversation Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use *I hate to say it, but* to introduce unwelcome information.
- Respond with *I suppose* to indicate partial agreement.
- Use *But* to introduce a dissenting opinion.

- Read the lesson title out loud. Ask *What does* parent / teen issues *mean?* (Possible response: conflicts or problems between parents and their teenagers / children)
- As a class, brainstorm some possible conflicts between parents and teens on the board. (Possible responses: curfews, tattoos, grades)
- Point to the photo. Ask *What's happening in the picture? Where are the people? What do you think the women are talking about?*
- After students read and listen, check comprehension. Ask:
  What are the women discussing? (what parents should do if their kids start smoking)
  Do they have similar views? (no)
  What's the first woman's view? (She thinks kids can be grounded if they don't shape up.)
  What's the other woman's view? (There isn't much parents can do.)
- Have students read and listen to the examples of bad behavior. If necessary, clarify the meaning of the expressions. For example, *A boy who acts up at school may not do his homework and may talk back to his teachers.*
- Brainstorm other examples of bad behavior. (Possible responses: dressing inappropriately; getting bad grades; skipping school)
- Call students' attention to the conversation strategies highlighted in the model.

Option: [+10 minutes] Write the following expressions on the board: *I hate to say it, but . . .*; *Why's that?*; *I suppose*; *ground (a child)*; *shape up*; *act up*. Then have students find and underline them in the Conversation Snapshot. In pairs, have students suggest different ways of saying each expression. Encourage students to use context clues
to work out the meanings. Have pairs read the conversation out loud, substituting the alternate wording for the underlined expressions.

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation for *What do you think parents should do if their teenaged kids start smoking?* and *Why's that?*
  - use emphatic stress for can in . . . *there's not much they can do* and *But they can ground them.*
  - pause slightly after *I hate to say it* and *I suppose.*
  - stress up in *shape up.*

B Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students listen and practice, have them look at the pictures and read the captions.
- Have students listen to the words and study the explanations. Then have students listen and repeat the words chorally.

Language note: To describe a temporary quality, *spoiled* is often used with the verb *act*. For example, *He's acting spoiled.*

Option: [+5 minutes] In small groups, have students share specific examples of occasions when they were disrespectful or rebellious or acted spoiled as a child. Have them also use specific examples to explain why their parents were / weren't strict, lenient, or overprotective. To finish the activity, have volunteers share some of their stories with the class.

C Vocabulary Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students complete the exercise individually.
- Then have students compare answers with a partner and review as a class.

ActiveTeach • **Vocabulary-Building Strategies**

D Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Explain that students will hear six conversations about parent and teen behavior.
- First listening: Have students listen to the conversations.
- Have volunteers read items 1–6 out loud.
- Second listening: With books open, have students listen again and determine which adjective from the vocabulary best completes each statement. Pause after each conversation to allow students time to write.

Option: [+5 minutes] To check comprehension, ask questions about each conversation. For example:

1. *Why does the woman think the man is strict?* (because he says that when kids break the rules, they should be punished immediately)
2. *Why does the woman think Jason is acting spoiled?* (because he already has a good computer, and he wants his parents to buy him a new one)
3. *Why does the man think the woman is lenient?* (because she says kids should be allowed to make their own decisions, and that it's not necessary to watch over them all the time)
4. *Why does the father think his daughter is being disrespectful?* (because she's talking back to him)
5. *Why does the man think the woman is overprotective?* (because a nineteen-year-old teenager is old enough to learn to drive)
6. *Why does the girl think the boy is being rebellious?* (because he is allowed to stay out until 11:00 but he intends to stay out later)

AUDIOSCRIPT

For audioscript, see page AS10.

E Make Personal Comparisons

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the questions out loud. Before students discuss, have them identify the people in the conversations.
- In small groups, have students say who they identify with and why, and/or give concrete examples of people they know. Circulate to offer help as needed.
- Review as a class. Have a few volunteers share their responses.

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have students compare and discuss their ratings and additional ideas with a partner and circle their partner's rating for each item. Circulate to remind students to give specific examples to support their opinions.
- Ask pairs if they had similar or different views. Call on students to choose an idea from the survey and express their views on it. Encourage other students in the class to agree or disagree.

B Use the Conversation Strategies

- Refer students to the Conversation Snapshot on page 90 to review discussing parent / teen issues.
- Choose a more confident student and role-play the conversation.
- Reinforce the use of the conversation strategies; for example, have students practice responding with *I suppose. But . . .* One student says a line from the Vocabulary on page 90: *Parents can sometimes be too strict.* The other student responds.
- Have pairs role-play their own conversations. Encourage students to use the vocabulary they've learned so far.
- Make sure each student plays both roles.
- As students interact, circulate to offer help as needed. Encourage students to use the correct intonation in questions.

C Discussion

- Read the questions out loud. Have students discuss the answers in small groups. Encourage students to use the vocabulary they've learned so far. Circulate to offer help as needed.
- On the board, draw a two-column chart with the heads *Advice for parents* and *Advice for teenagers.* Call on volunteers to share their most important pieces of advice for parents and teenagers. (Possible responses: Listen to your kids—step into their shoes and try to understand them; Listen to your parents—they are older and wiser.)

ActiveTeach • **Conversation Prompts**

EXTRAS (optional)

- **Workbook: Exercises 6–8**
- **MySummitLab: Lesson 2**

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5. Parents who make their teenage children clean their rooms every day are ~~*lenient*~~ (too) strict.
6. Teens who don't listen to adults and often talk back are ~~*spoiled*~~ disrespectful.

D 3:21 **Listening. Listen to Activate Vocabulary.** Listen to the conversations about parent and teen behavior. Then listen again and determine which adjective from the Vocabulary best completes each statement.

1. She thinks he's (too) strict.
2. She thinks he's acting spoiled.
3. He thinks she's (too) lenient.
4. He's angry because she's being disrespectful.
5. He thinks she's overprotective.
6. She criticizes him for being rebellious.

E **Make Personal Comparisons.** Can you identify with any of the people in the listening? Are any of the speakers like anyone you know? Explain.

NOW YOU CAN *Discuss parent / teen issues*

A **Frame Your Ideas.** Discuss and complete the survey with a partner. Compare your ideas. Give specific examples to support your answers.

Circle the rating that most closely expresses your opinion.
1 = completely agree 2 = somewhat agree, depending on the circumstances 3 = completely disagree

		Me	My partner
PARENTS	Parents should let kids make their own mistakes. Being overprotective with children makes kids less responsible.	1 2 3	1 2 3
	It's OK to give in to kids' demands sometimes in order to "keep the peace."	1 2 3	1 2 3
	Parents should include their children in family decision-making. After all, kids' opinions are important, too.	1 2 3	1 2 3
	It's a good idea for parents to use physical punishment to discipline their children. If parents aren't strict, their kids will become troublemakers.	1 2 3	1 2 3
	Your own idea:		1 2 3
		Me	**My partner**
TEENS	Teenagers don't always have to obey their parents. Sometimes it's OK to say "no."	1 2 3	1 2 3
	Teenagers shouldn't have to help around the house. They already have enough to do with their schoolwork.	1 2 3	1 2 3
	Teenagers are mature enough to make their own decisions. They shouldn't have to ask permission for everything.	1 2 3	1 2 3
	Teenagers have a right to privacy. They shouldn't have to tell their parents about everything they do.	1 2 3	1 2 3
	Your own idea:		1 2 3

B **Use the Conversation Strategies.** Role-play a conversation in which you discuss parent or teen behavior. Use the Conversation Snapshot as a guide. Start like this:

"What do you think parents should do if their teenage kids . . . ?" OR "What do you think kids should do if their parents . . . ?"

C **Discussion.** If you could give parents one piece of advice, what would it be? If you could give teenagers one piece of advice, what would it be?

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3 GOAL Compare generations

A 3-22 Word Skills. Transforming Verbs and Adjectives into Nouns

common noun endings	nouns
-ation -tion -ssion	expect → expectation explain → explanation frustrate → frustration permit → permission
-ment	develop → development involve → involvement
-y	courteous → courtesy difficult → difficulty
-ility	responsible → responsibility reliable → reliability capable → capability dependable → dependability
-ness	fair → fairness rebellious → rebelliousness selfish → selfishness strict → strictness
-ity	generous → generosity mature → maturity mobile → mobility secure → security
-ance -ence	important → importance independent → independence lenient → lenience obedient → obedience

NOTE: Sometimes internal spelling changes occur when a noun ending is added to a verb or an adjective.

PRONUNCIATION BOOSTER p. P7
• Stress placement

B Word Skills Practice. Circle all the words that are nouns. Check in a dictionary if you are not sure about the meaning of a word.

1.	dependency	depend	dependence	dependent
2.	impatient	impatience	impatiently	
3.	confidence	confident	confide	confidently
4.	unfair	unfairness	unfairly	
5.	consider	consideration	considerate	considerately
6.	closeness	close	closely	
7.	different	difference	differentiate	differentiation
8.	happily	happy	happiness	
9.	attraction	attract	attractive	attractiveness

Vilnius, the capital of Lithuani

C 3-23 Listening. Listen to Summarize. Listen to Part 1 of a man's description of the generation gap in his family. Then answer the questions.

1. How did Rimas grow up differently from his parents?
   Rimas lived with his immediate, not extended, family.
2. Why does Rimas's father think teenagers nowadays have more problems than when he was growing up? There's not as much parental involvement in teenagers' lives.

Rimas Vilkas

D 3-24 Listening. Listen for Details. Listen to Part 1 again. Then complete each statement.

1. Rimas grew up in Vilnius, but his parents grew up in a small village in the east of Lithuania.
2. Rimas's extended family includes seven aunts and uncles on his mother's side.
3. When Rimas's mother was growing up, every evening she ate dinner (See below.). However, when Rimas and his sister were kids, they sometimes had to eat by themselves with her brothers and sisters, parents, and grandparents.

3

A Word Skills

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students close their books. To show that spelling changes are sometimes necessary, write *responsible* on the board. Elicit the part of speech from the class. (adjective) Ask *What is the noun form of* responsible? Erase *-le*, and add the ending *-ility*. You may want to do this with other words such as *generous, mature,* and *important.*
- Have students listen to the words and study the transformations. Then have students listen and repeat the words chorally.
- Point out that the charts contain examples of both verbs and adjectives that can be transformed into nouns. Have students identify the verbs and the adjectives. (There are verbs in the first two rows of the first chart. The remaining rows contain adjectives.)
- In pairs, have students find and underline all the words that underwent spelling changes when they were transformed into nouns. Review as a class. (explanation, frustration, permission, courtesy, responsibility, reliability, capability, dependability, generosity, maturity, mobility, security, importance, independence, lenience, obedience)
- Have students look up words they do not know in the dictionary. Then have students share the words and definitions with the class.

Language note: Point out that most words do not follow rules for the formation of nouns; they just have to be learned.

B Word Skills Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out that there can be more than one noun for each item.
- Model the first item with the class. Have a volunteer explain the answer. (The nouns *dependency* and *dependence* end in common endings for nouns: *-y* and *-ence. Dependent* is both a noun and an adjective.)
- Have students compare answers with a partner and use a dictionary to confirm their answers and check meanings. Circulate to provide help as needed.

ActiveTeach • **Vocabulary-Building Strategies**

C Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Direct students' attention to the photo of Vilnius, the capital of Lithuania. Elicit from the class what they know about Lithuania. (Lithuania is in Eastern Europe, near Poland. It was occupied by the Soviet Union for many years.) If there is a world map in the classroom, have a volunteer point out the country and its capital.
- Have a volunteer read the questions out loud.
- Then have students listen and take notes of the answers to the questions. Review as a class.

Language note: Your immediate family consists of your parents, children, brothers, and sisters. Your extended family includes your grandparents, aunts, uncles, and cousins.

AUDIOSCRIPT

For audioscript, see page AS10.

D Listening

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the statements to themselves.
- Then have students listen and complete the statements individually.
- Review as a class. Call on students to read the completed statements out loud.

ActiveTeach • **Listening Strategies**

Option: [+5–10 minutes] Photocopy and distribute this exercise, or write on the board:

rebellious involve expect close disobedient

When Rimas's parents were young . . .

1. *it was the common _____ that three generations would live together.*
2. *there was more parental _____ in teenagers' lives.*
3. *there was more _____ between parents and teenagers.*
4. *_____ and _____ were highly unusual behaviors in teenagers.*

Have students transform the words in the box into nouns to complete the statements. To confirm their answers, have students listen to Part 1 again. Have students use Exercises A and B to check spelling. (1. expectation, 2. involvement, 3. closeness, 4. rebelliousness / disobedience)

LESSON PLAN

E Listening

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- First listening: Have students listen and complete the chart in note form.
- Then have students compare and discuss answers with a partner.
- Second listening: Have students listen to confirm their answers.
- Review as a class. Have students use their notes to describe the differences in each field. (Possible response: Rimas's parents' generation didn't have many career choices. Rimas's generation had more opportunities because the country was not part of the Soviet Union anymore.)

AUDIOSCRIPT

For audioscript, see page AS11.

F Critical Thinking

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare for discussion, have students spend a few moments reading the questions and thinking about their answers.
- Form small groups and have students discuss the questions.
- Review as a class. Have volunteers share their responses. Encourage students to ask questions or add to the discussion.

NOW YOU CAN

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Notepadding

- Have students write their ideas on their notepads individually.
- In pairs, have students discuss the differences between their generation and their parents' generation.

B Discussion

- Have students read the discussion questions out loud.
- Form small groups to discuss the questions. Have groups write a list of ideas describing the next generation.
- Review as a class. Have volunteers share their responses with the class. Encourage the class to comment on the responses and share their own ideas about it.

EXTRAS (optional)

- **Pronunciation Booster**
- **Workbook: Exercises 9–11**
- **MySummitLab: Lesson 3**

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E 3:25 **Listening. Compare and Contrast.** Now listen to Part 2. Then listen again and complete the chart by describing the differences between the two generations. Compare your chart with a partner's.

	How are they different?	
	Rimas's parents' generation	Rimas's generation
career choices	weren't many choices	several choices
mobility	no mobility	a lot of mobility
influences from other cultures	there wasn't much	there's a lot
age at marriage and childbearing	young	older
work experience	one job for entire life	several jobs
closeness of family	families were very close	families not as close

F **Critical Thinking.** Discuss the questions.

Answers will vary, but may include:

1. Why do Rimas's parents worry about him and the future? Why do you think parents always worry about their children? They worry about his security and his ability to take care of them when they get older.
2. In what ways is the Vilkas's family story similar to or different from yours?

NOW YOU CAN *Compare generations*

A **Notepadding.** Compare your parents' generation with your generation. Write your ideas on your notepad. Discuss them with a partner.

	My parents' generation	My generation
music		
style of clothes		
hairstyles / facial hair		
attitude toward elders		
family responsibility		
language (idioms, slang)		
marriage and childbearing		
values and beliefs		
other:		

B **Discussion.**

1. In what ways is your generation most different from your parents' generation? What do you like best or respect most about your parents' generation?
2. What contributions do you think your generation will make to the next generation? How do you think the next generation will differ from yours?

4 GOAL
Describe care for the elderly

A **Reading Warm-up.** In previous generations, how have older family members traditionally been cared for in your country?

B 3:26 **Reading.** Read the article. What impact has China's one-child policy had on care for the elderly?
Answers will vary, but may include: There are fewer young people to care for the elderly.

Uncertain Future for China's Elderly

Due to a sharp increase in its aging population, China faces new social problems in the future, according to a recent report from the Chinese Academy of Sciences. In China today, the elderly—people aged 60 or older—make up about 11 percent of the population. However, according to United Nations statistics, by 2050 the number of elderly will increase to more than 31 percent. If this trend continues, the elderly could eventually outnumber young people—a dramatic change for China.

While lower birthrates and higher life expectancies are causing similar population shifts in many countries, this transformation is happening faster in China due to the strict one-child policy introduced in 1979. Under this policy, couples can have only one child. The policy's purpose was to stop China's burgeoning population from growing too fast. It created a generation of "only children" growing up without brothers or sisters who can share the burden of caring for elderly family members.

According to Chinese tradition, the elderly have always been honored and respected by the young; for generations, parents and grandparents have relied on their children to care for them in old age. But today an increasing number of single young adults face the difficult situation of caring for both their parents and their grandparents. This phenomenon is known as a 4-2-1 family: For every *one* child, there are *two* parents and *four* grandparents to look after. Breaking with tradition, many young adults who can afford it are beginning to transfer the responsibility of looking after their elderly relatives to private nursing homes. This change in attitude is causing some conflict and anger between generations.

The aging of China's population will have a big impact on the country's future. The less the old can depend on the young, the more they may have to depend on the government. In one attempt to deal with this problem, the government has started a national lottery to raise money for elder care. However, it may still need to create more resources to care for its graying population.

China's one-child families have had an unexpected effect on care for the elderly.

Information source: *Beijing Times*

On your ActiveBook disc: ***Reading Glossary*** and ***Extra Reading Comprehension Questions***

C **Summarize.** Describe how China's population is changing. What is causing those changes?

D **Confirm Content.** Discuss the questions.
Answers will vary, but may include:

1. According to the article, what challenges are China's young people facing today?
   Each young person is responsible for caring for two parents and four grandparents.
2. How may elder care in China differ in the future from the traditions of the past?
   Nursing homes may become much more common.

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4

A Reading Warm-up

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- On the board, write:
  where the elderly have lived
  who they have lived with
  who pays for their care / living expenses
  the advantages / disadvantages of how they have been cared for
- Form small groups and have students discuss the Warm-up question using the prompts on the board to help them generate ideas. Then have students share their responses with the class.

B Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students look at the two photos and read the caption. Encourage students to say as much as they can about the photos.
- Have students read the title of the newspaper article and make predictions. Ask *Why could the future of the elderly be uncertain in China?* (Possible response: because there are too many elderly people in the country)
- To check comprehension, ask:
  What was the intent of China's one-child policy? (to keep China's population from growing too fast)
  What is the result of the trend of putting the elderly in nursing homes? (There is anger and conflict between generations.)
  What impact has the one-child policy had on the elderly? (Because of the one-child policy, in each extended family there is only one adult to look after the elderly.)
- Draw the following chart (without the answers) on the board or print it out from *ActiveTeach*. To check comprehension, have students complete the chart in pairs.

How China's population is changing	*Its aging population is increasing fast.*
Why this changes faster than in other countries	*Because of the country's one-child policy*
How the elderly have been traditionally cared for	*Their children have looked after them.*
Why this tradition is now almost impossible to keep	*Because there are six elderly relatives for every young adult*
How the elderly are being cared for today	*The responsibility is being transferred to nursing homes and the government.*

Language note: To refer to a person aged 60 or older, say *an elderly person*. (This is more polite than *an old person*.) To refer to old people in general, say *the elderly*. Students may need help with the following words: *outnumber* (If a group outnumbers another, it is bigger in number.); *burgeoning* (A burgeoning population is increasing quickly.); *burden* (something difficult that you are responsible for).

Culture note: China was a country often hit by floods and famine. In 1979, the Chinese government introduced the one-child policy to ensure that the country would have enough food to feed its people. According to this policy, couples living in the city are allowed by law to have only one child and those living in the country are allowed up to two children.

Option: [+10–15 minutes] To use the reading as a listening-only activity, have students listen to the article with books closed and take notes. Follow the procedure above, making necessary changes to accommodate a listening-only task. Review as a class.

ActiveTeach
- **Graphic Organizers**
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**

C Summarize

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Form small groups, and have students read the instructions and discuss. Encourage students to scan the article for the changes it describes, if necessary.
- Review as a class. Call on students from different groups to summarize the article.

Option: [+5–10 minutes] On the board, write:
What do you think about China's one-child policy?
What are the advantages / disadvantages of a generation of "only children"?
Do you think China should reverse the one-child policy? Why / Why not?

Form small groups, and have students use the questions on the board as a guide to express their views on the situation in China.

D Confirm Content

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students discuss the questions. Encourage them to scan the article for the answers.
- Review as a class. Call on students to share their answers.

LESSON PLAN

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

ActiveTeach • **Discourse Strategies**

A Frame Your Ideas

- Have volunteers read the statements out loud.
- In pairs, have students discuss the statements and check those they think are true. Encourage students to provide a reason for their answers, for example, why the elderly are/aren't adequately cared for, how elder care has been changing, etc.
- Review as a class. Have volunteers share other statements they added to the list. Then take a poll to find out if the elderly are adequately cared for in this country.

B Draw Conclusions

- Have students read the case studies individually and underline the main challenges each person is facing.
- Have students think of a solution for each case study. Encourage students to think of solutions their family or friends may have found to similar problems.
- Have students discuss the challenges and possible solutions in pairs. Encourage each pair to come to a conclusion as to what the best solution for each case would be.
- Then have pairs report their solutions to the class. Encourage students to say whether or not they agree with the solutions and support their views.

C Discussion

- Draw a two-column chart with the heads *Likely future elder care* and *Ideal future elder care* on the board. To prepare for discussion, have students add notes to the chart individually. Explain that under *Likely* . . . they should note how they think the elderly will be cared for in the future, and under *Ideal* . . . they should note how they think the elderly *should* be cared for in the future. Encourage students to use their own ideas and language from the checklist in Exercise A Frame Your Ideas.
- Then have students discuss their ideas in small groups.
- Have volunteers from different groups express their predictions and describe the ideal situation for elder care. Ask *Do you think you will be cared for the way you would like to be cared for?*

D Project

- Have groups of students discuss elder care and prepare a presentation for the class.
- Encourage students to use the language from the checklist in Exercise A Frame Your Ideas and their own ideas and experiences. Circulate to offer help as needed.
- As groups present, have other students prepare questions to ask at the end.

EXTRAS (optional)

- **Workbook: Exercises 12–15**
- **MySummitLab: Lesson 4**

NOW YOU CAN *Describe care for the elderly*

A Frame Your Ideas. With a partner, discuss the statements and check those you think are true about care for the elderly in your country.

- ☐ Most elderly people are adequately cared for.
- ☐ The way the elderly are cared for has been changing.
- ☐ The elderly usually live with younger family members.
- ☐ The elderly usually live in their own homes or apartments.
- ☐ The elderly usually live in special nursing homes.
- ☐ The government makes sure the elderly have affordable care.
- ☐ Younger people accept care for elderly relatives as their responsibility.
- ☐ Older people generally prefer not to socialize with younger people.
- ☐ Other: _____

B Draw Conclusions. Read each case study. Discuss the challenges each person is facing and recommend solutions.

Ingrid is divorced and has three young daughters. Her mother died years ago, and her seventy-five-year-old father can no longer take care of himself. He often forgets things. She worries that he might get hurt.

Robert's parents, who live in another city, are in their eighties. They continue to have a full social life, and they still enjoy traveling with organized tours. But they are not as strong as they used to be and need help with cooking and cleaning.

Nick is married and has two teenage children. His mother just turned seventy-nine and lives alone. Nick and his family live in a very small apartment with two bedrooms. He and his wife both work overtime, putting in long hours in order to make ends meet. Nick is concerned about his mother's health and well-being.

C Discussion. How do you think the elderly will be cared for by the time you are old? How would *you* like to be cared for? Describe the ideal situation for elder care. Use language from the checklist in A. Frame Your Ideas.

D Project. Prepare a presentation about how the elderly are cared for in your country.

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Writing: Describe your relationship with a family member

Avoiding Run-on Sentences and Comma Splices

Note two common errors that writers often make when joining two sentences.

Run-on sentence (connecting sentences without using punctuation)
INCORRECT: My grandmother taught me how to bake however I never do.

Comma splice (connecting two sentences with a comma and no conjunction)
INCORRECT: My grandmother taught me how to bake, now I know how to make great cookies.

To correct a run-on sentence or a comma splice, choose one of the following:

- Use a period and capitalize the following word.
  My grandmother taught me how to bake. Now I know how to make great cookies.
  My grandmother taught me how to bake. However, I never do.
- Use a semicolon.
  My grandmother taught me how to bake; now I know how to make great cookies.
  My grandmother taught me how to bake; however, I never do.
- Use a comma and a coordinating conjunction.
  My grandmother taught me how to bake, and now I know how to make great cookies.
  My grandmother taught me how to bake, but I never do.

Coordinating conjunctions
and for or yet
but nor so

ERROR CORRECTION Correct the errors.

Answers will vary, but may include:

Everyone tells me I am a great cook however, everything I know about baking I learned from my grandmother. I always helped my grandmother when she baked. We made cookies, cakes, pies, and breads together. I even had more fun baking than eating the food! At first I wondered how she was able to put various ingredients together without measuring cups and written recipes, but with time, I also learned the tricks. When my grandmother died, she left me all her baking and cooking equipment and many years of wonderful memories.

A Prewriting. "Freewriting" to Generate Ideas.
Writing quickly without stopping is one way to generate ideas. First, choose a family relationship you would like to write about. Then, write anything that comes to mind for five minutes. Write quickly and do not worry about spelling, punctuation, etc. Finally, read what you wrote. Select some of the ideas from your freewriting and organize them logically.

My grandparents
-in their seventies
-always help me
-grandfather likes to fish
-grandmother loves when I visit

B Writing. On a separate sheet of paper, write a paragraph about the relationship you chose. Include a topic sentence that expresses your main idea. Avoid run-on sentences and comma splices.

C Self-Check.

- ☐ Did you write any run-on sentences? Comma splices? If so, correct them.
- ☐ Do all the sentences support the topic sentence?
- ☐ Is the paragraph interesting? What could you add to make it more interesting?

Writing

Suggested teaching time:	20–25 minutes	Your actual teaching time:	

Avoiding Run-on Sentences and Comma Splices

- Call on students to read the explanations and examples of run-on sentences and comma splices out loud.
- Give students a few moments to study the ways to correct run-on sentences and comma splices. For the third bullet, point out the coordinating conjunctions in the box.
- On the board, write:

  His grandparents live in the country. he doesn't see them very often.

  In pairs, have students identify the type of mistake in the sentence (comma splice) and think of ways to correct it.
- Have three volunteers explain how to correct the sentence, each in a different way. Erase the incorrect portion of the sentence (, he) and correct it on the board as students provide the answers:

  . . . live in the country. He doesn't . . .
  . . . live in the country; he doesn't . . .
  . . . live in the country, so he doesn't . . .

Error Correction

- Have students correct the paragraph individually. Remind students that there is more than one way to correct run-on sentences and comma splices.
- Then have students compare answers with a partner.
- Review as a class. Call on different students to provide different ways to correct each error. Ask students to explain their corrections.

Language note: The comma is sometimes omitted when a coordinating conjunction joins two short independent clauses. For example, *I live in Bristol and my brother lives in Oxford.* The comma is often omitted when the subject is the same in both clauses. For example, *I like coffee and I like tea.*

ActiveTeach › **Extra Writing Skills Practice**

A Prewriting

- Read the explanation for freewriting and the model out loud.
- Have students choose a family relationship to write about.
- Give students five minutes to write what comes to their minds.
- When time is up, tell students to highlight or underline the ideas they like best and to number the ideas they selected to organize them logically.
- As students select and number their ideas, circulate to offer help as needed.

B Writing

- Before students write their paragraphs, remind them that the supporting sentences should support the idea expressed in the topic sentence.
- As students write, circulate to offer help with avoiding run-on sentences and comma splices.

C Self-Check

- Read the Self-Check questions as a class.
- Brainstorm ideas for making the paragraphs more interesting. (Possible ideas: anecdotes; happy moments together; description of what is special about the person)
- Have students circle their topic sentences and underline their supporting sentences.
- Before students submit their paragraphs for correction, have them self-check their work and make any necessary changes.

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Review

A Listening

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- First listening: With books closed, have students listen and decide the relationship between the speakers and who / what they are talking about. Review as a class. (1. husband and wife; their son, who's been acting up in school; 2. friends; the first woman's daughter, who never comes home early; 3. friends; the girl's father, who won't let her wear makeup to school; 4. two sisters; their parents' behavior when they were young)
- Second listening: Have students listen and complete the statements.
- Then have students compare answers with a partner.
- Review as a class. After students provide the answer for each question, ask: After 1: *What is Philip spending a lot of time on?* (the Internet) After 2: *Why is Sandi staying out so late?* (because she has a driver's license) After 3: *Why is Jill becoming more rebellious?* (because she said she might get a tattoo) After 4: *Why do they appreciate their parents more?* (because they realized how smart their parents were)

AUDIOSCRIPT

For audioscript, see page AS11.

B Write the adjective . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students review the adjectives on page 90. Call out an adjective and have students give the definition. Keep the activity fast-paced.
- Have students compare answers with a partner and review as a class.

C Correct the part of speech . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To clarify the task, point out that some underlined words are correct.
- Have students compare answers with a partner and use the chart on page 92 to confirm their answers.

Option: [+10 minutes] Have pairs replace the underlined word in each sentence above with a different one of their choice. They may use the words from Exercises A and B on page 92. Review as a class.

EXTRAS (optional)

- **Workbook: Page 81**
- **Complete Assessment Package**
- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**
- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 8**

Review

ActiveBook: *More Practice*
grammar · vocabulary · listening
reading · speaking · pronunciation

A 3:27 **Listening.** Listen to the conversations about generational issues. Then listen to each conversation again and complete each statement with the correct comparative.

1. Philip is spending _____ time on his homework.
   a. more and more (b.) less and less
2. _____, the more her mother worries.
   (a.) The later Sandi stays out b. The older Sandi gets
3. The stricter Jill's father gets, _____ she becomes.
   (a.) the more rebellious b. the more spoiled
4. The older the sisters get, _____.
   a. the smarter they become (b.) the more they appreciate their parents

B Write the adjective that best describes the behavior in each statement.

1. Mark's parents don't allow him to watch more than two hours of TV a day, but most of his friends can watch as much as they want. He feels that his parents are (too) strict.
2. Karen has a closet full of expensive clothes, yet she always complains about not having anything to wear. Her parents usually buy her whatever she wants. A lot of people think Karen is spoiled.
3. Even though she has had her driver's license for a year and a half, Marissa's parents worry about her driving at night. They say that it's too dangerous, but Marissa thinks they're just being overprotective.
4. When Clyde's grandfather asked him to turn down the volume on his CD player, he ignored him and continued to listen to his music. Clyde's grandfather thought this was very disrespectful.
5. Rodney and Carolyn believe parents don't need to be so concerned about their children. They rarely set rules for their kids. Carolyn's sister thinks this is a bad idea. She feels they're (too) lenient.
6. Deanna wears clothing that her parents find shocking. She also has friends that her parents don't approve of. Her mother wishes she weren't so rebellious.

C Correct the part of speech of any of the incorrect underlined words.

1. Teenagers were given a lot more responsibility when I was young.
2. I think teenagers today lack the ~~mature~~ maturity to make decisions for themselves.
3. The main reason young people are rebellious today is selfishness.
4. If kids today were taught about ~~courteous~~ courtesy, they would be better behaved.
5. There's no question that teenagers today demand more ~~independent~~ independence than they did fifty years ago.
6. It's important to be involved in your child's development.
7. Young people have a lot more ~~mobile~~ mobility than they did several generations ago.
8. It seems like there's a lot more ~~rebellious~~ rebelliousness among teenagers today.

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UNIT 9

History's Mysteries

Preview

GOALS After Unit 5, you will be able to:

1. Speculate about the out-of-the-ordinar
2. Present a theory about a past event
3. Discuss how believable a story is
4. Evaluate the trustworthiness of news sources

A **Topic Preview.** Take the quiz with a partner and discuss your answers.

The World's Easiest Quiz . . . or is it?

How long did the Hundred Years' War last? The answer *has* to be a hundred years, right? Well, the answer may not be what you think. Take a stab at this quiz and see how many answers you can guess correctly. Then check your answers below.

1. How long did the Hundred Years' War in Western Europe last?
a. 100 years c. 50 years
b. 116 years d. 200 years

2. Which country makes Panama hats?
a. Panama
b. the Philippines
c. Ecuador
d. Italy

3. From which animals do we get catgut for violin strings?
a. cats c. sharks
b. sheep d. dogs

4. The former U.S.S.R. used to celebrate the October Revolution in which month?
a. October c. December
b. November d. June

5. What is a camel hair paintbrush made of?
a. camel hair c. cat hair
b. squirrel hair d. human hair

6. The Canary Islands in the Atlantic Ocean are named after what animal?
a. the canary c. the dog
b. the cat d. the camel

7. What was King George VI of England's first name?
a. George c. Jose
b. Charles d. Albert

8. What color is a male purple finch?
a. dark purple c. sky blue
b. crimson red d. white

9. What country do Chinese gooseberries come from?
a. China c. Sweden
b. Japan d. New Zealand

10. How long did the Thirty Years' War in Central Europe last?
a. 30 years c. 20 years
b. 40 years d. 100 years

SCORING

1–2 correct	Hmm . . . Maybe you need to work on your guessing skills!
3–5 correct	Not a bad job at guessing! Or did you already know a few of the answers?
6–10 correct	Either you're a great guesser, or you're a real scholar!

ANSWERS: 1. b. 116 years (The war ran from 1337 to 1453, but with interruptions.) **2. c.** Ecuador (In the 16th century, the hats were shipped through the Panama Canal.) **3. b.** sheep (Catgut comes from the German *kirgut*, a type of violin.) **4. b.** November (Russians used to use the Julian calendar, which was different from the Gregorian calendar by 13 days.) **5. b.** squirrel hair (The brush was named after its inventor, whose surname was Camel.) **6. c.** the dog (The word canary comes from the Latin *insularia Canaria*—island of the Dogs.) **7. d.** Albert (British kings usually take new names.) **8. b.** crimson red (This is the only "red finch" with purple on its chest.) **9. d.** New Zealand (New Zealanders renamed them kiwi fruit to avoid confusion.) **10. a.** 30 years, of course! (The war lasted from 1618 to 1648.)

B **Express Your Ideas.** Did you have a reason for the answers you chose? Did you just take "wild guesses," or did you use "the process of elimination"? Which method do you think works better? Why?

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UNIT 9

History's Mysteries

A Topic Preview

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have pairs take turns reading the questions, helping each other with any unknown language and using the pictures to help them work out meaning.
- Have students choose answers individually and then discuss them in pairs.
- After students take the quiz, have them use the key to check their answers, count the number of correct answers, and read the information. If necessary, explain that a *scholar* is a person who knows a lot about a subject.
- Call on students to share their results with the class. Encourage students to explain whether or not they agree with their scoring descriptions.

Language note: *Or is it?* is used to express that what you said before may not be true. If you *take a stab at something*, you try to do something, especially something you have never done before. Students may need help with the following: *catgut* (a strong string for musical instruments that is made from the intestines of animals); *finch* (a small wild bird that has a short, thick beak); *Chinese gooseberry* or *kiwi fruit* (a small round green fruit with a thin brown skin covered in short hairs).

B Express Your Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Read the questions out loud. Elicit or explain that if you take *a wild guess* to choose an answer, you choose it without much thought or background knowledge; and that if you choose an answer by a *process of elimination*, you decide which answers are not possible and then choose from the answers that are left.
- To prepare for discussion, have students list the questions they guessed correctly. Ask them to note how they chose each of the answers.
- Then have students count how many of their correct answers they knew, how many they guessed, and how many they chose by eliminating the others.
- Point out that students should use their lists to discuss which method worked better for them.
- To finish, take a poll to find out which method worked better for the majority of the class.

C Sound Bites

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the image and read the caption. Ask:
  Who's Bigfoot? (a hairy human-like creature)
  Where was he seen? (in the United States)
  Is this image proof that Bigfoot existed? (no)
  Why? (because the creature in the image is a man dressed in a costume)
  Do you think it was ever believed to be proof of Bigfoot's existence? (Probably. It was taken in 1967, and Bob Heironimus didn't tell the truth until 2004.)
- Have students read and listen to the conversation.
- To check comprehension, ask:
  What led Victor to believe that Bigfoot exists? (a TV program)
  What would Patty need to believe Bigfoot exists? (to see it herself)

Language note: *Could've been* is the short form used in spoken English of *It could have been. There's no such thing as . . .* is an expression that means that something does not exist.

Culture note: The image is a still from a sixty-second film by Roger Patterson. It was one of the most important pieces of evidence that Bigfoot existed until Bob Heironimus confessed in 2004 that he dressed in a costume for the picture. People have claimed to have seen Bigfoot in the U.S. and Canada for hundreds of years. The creature was originally named Sasquatch, which means *hairy giant*, by Native Americans and then nicknamed Bigfoot because of large footprints that have been found and are thought to be from this creature.

D Think and Explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students find and underline the statements in the conversation and note who said them. Encourage students to consider Victor's and Patty's views on the Bigfoot mystery to help them work out the meaning of the expressions.
- In pairs, have students write a sentence explaining the meaning of each statement or question.
- Review as a class. Call on different students to explain the meanings of the statements.

Option: [+5–10 minutes] If they haven't already done so, have students underline the statements from Exercise D in the Sound Bites conversation. Using their explanations of the meanings of the statements, have pairs think of different ways to say each of the statements. Call on pairs to read the Sound Bites conversation again, substituting the new statements for the underlined ones.

Option: [+5 minutes] In pairs, have students describe Victor's and Patty's personalities. If necessary, prompt students by asking *Who would you describe as gullible? Who would you describe as skeptical?* Have students support their answers with information from the conversation. Encourage students to discuss who they identify with and why.

E Activate Prior Knowledge

Suggested teaching time:	5 minutes	Your actual teaching time:	

- First, as a class, brainstorm mysteries students are familiar with.
- Then have students discuss in pairs and list the details.
- Invite volunteers to share what they discussed.

STARTING POINT

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

Draw Conclusions

- Have students spend a few moments looking at the pictures and reading the captions.
- Have students share additional information they might know about the mysteries with the class.
- Individually, have students rate the possibility that each mystery is true and decide whether they think the Bigfoot claim could be true. (You can ask students to draw a scale for this mystery and rate it in the same way.)
- Encourage students who believe the mysteries are true to think of reasons why they believe in them. (Possible reasons: Many people have seen the Loch Ness Monster over the years; So many ships and planes have disappeared in the Bermuda Triangle.) Encourage students who believe the mysteries are not true to think of logical explanations to account for the stories. (Possible explanations: The Loch Ness Monster was created to attract tourists; The ships disappeared because there are many violent storms in the area.)
- Have pairs compare and discuss their ratings and opinions, using the expression from Exercise D.
- Review results as a class. Take a poll to find out what most students think of the mysteries. Then have a few students with opposing views about each mystery share their opinions with the class.

EXTRAS (optional)

- **Workbook: Exercises 1–3**
- **MySummitLab: Preview**

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C 4:02 **Sound Bites.** Read and listen to a conversation about a well-known mystery.

VICTOR: I saw the most fascinating TV program about Bigfoot last night.
PATTY: Bigfoot? Don't tell me you buy that story! CN
VICTOR: You're such a skeptic! Who's to say those things don't exist? How else would you explain all those sightings over the years?
PATTY: Could've been gorillas.
VICTOR: In the U.S.? I don't think so. There's no question—Bigfoot is real.
PATTY: Get out of here! There's no such thing as Bigfoot. You have such a wild imagination!
VICTOR: You'd change your mind if you'd seen that program.
PATTY: The only way I'd change my mind is if I saw one of them with my own two eyes. Seeing is believing, as far as I'm concerned.

CN **Corpus Notes:** The expression *buy [that] story* is used almost exclusively in informal spoken English.

Bigfoot

Many people claim to have seen a hairy, human-like creature—called "Bigfoot"—in the western mountains of the United States. In 2004, Bob Heironimus admitted that he dressed in a costume for this famous 1967 image.

D **Think and Explain.** Read the conversation again. With a partner, explain the meaning of each of the following statements.

Answers will vary, but may include:

1. "Don't tell me you buy that story!" I can't believe you think that story is true!
2. "You're such a skeptic!" You always doubt everything!
3. "There's no question—Bigfoot is real." Bigfoot is definitely real.
4. "Get out of here!" You've got to be kidding!
5. "You have such a wild imagination!" You think up some crazy things!
6. "Seeing is believing." I have to see something with my own eyes to believe it's true.

E **Activate Prior Knowledge.** With a partner, discuss other mysteries you've heard about.

STARTING **POINT**

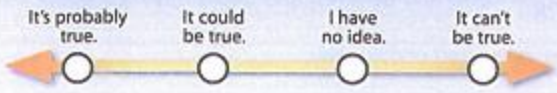
Draw Conclusions. Read about these two mysteries. How possible is it that each is true? Discuss your opinions with a partner. Use the expressions from Exercise D.

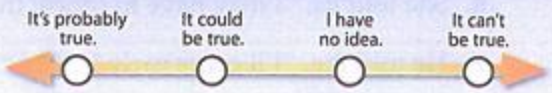
The Loch Ness Monster

For centuries, people have reported sightings of a very large, unfamiliar animal living in the deepest lake in the United Kingdom — Scotland's Loch Ness.

The Bermuda Triangle

Over several centuries, in a triangular area of the Caribbean Sea, numerous ships have mysteriously disappeared—never to be seen again. Many believe that there is something about that area that causes ships simply to disappear into thin air.





1 GOAL Speculate about the out-of-the-ordinary

A 4:03 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: I wonder where Stacey is. She said she'd be here by ten.
B: Do you think something happened?
A: Beats me.
B: Well, I'm sure it's nothing. I'll bet she's stuck in traffic.
A: You're probably right.
B: Why else would she be late?
A: I can't imagine.

4:04 **Rhythm and intonation practice**

4:05 **Ways to say "I don't know."**
Beats me.
I can't imagine.
I don't have a clue.
I have no idea.
Your guess is as good as mine.
You got me.
Who knows?

B **Grammar. Indirect speech with modals**

REMEMBER: When a reporting verb is in a past form, the verb in the indirect speech statement usually changes or "backshifts."

"I went to the store." → She said [that] she had gone to the store. CN

Some modals also backshift in indirect speech.

"I'll be there by six." → I said [that] I would be there by six.
"You must come on time." → She said [that] they had to come on time.
"You have to* pay in cash." → They told me [that] I had to pay in cash.

Some modals don't backshift in indirect speech.

"You should hurry." → She told him [that] he should hurry.
"He might call tonight." → He said [that] he might call tonight.

Perfect modals never backshift in indirect speech.

"We must have forgotten." → He said [that] they must have forgotten.

GRAMMAR BOOSTER ▸ p. G14
- Say, ask, and tell: summary
- Other reporting verbs

Modals that backshift	Modals that don't backsh
will → would	would → would
can → could	could → could
may → might	might → might
must → had to	should → should
have to → had to	ought to → ought to

REMEMBER
In indirect speech, pronouns and possessives change in order to preserve the speaker's meaning.
"My brother got me a gift." → She said [that] her brother had gotten her a gift.

* Have to is not a true modal, but it is often referred to as a "modal-like expression."

CN **Corpus Notes:** Indirect speech occurs much more frequently without *that* than with.

C **Grammar Practice.** Change each sentence from direct to indirect speech.

1. He told me, "You shouldn't worry if I arrive a little late." He told me [that] I shouldn't worry if I arrive a little late.
2. He said, "Students must arrive fifteen minutes early." He said [that] students had to arrive fifteen minutes early.
3. "Jack may have gotten lost," he said. He said [that] Jack might have gotten lost.
4. "They might have forgotten their luggage," she said. She said [that] they might have forgotten their luggage.
5. She told me, "I'll call you as soon as I get there." She told me [that] she'd call me as soon as she got there.
6. She told us, "I may have to cancel the meeting." She told us [that] she might have to cancel the meeting.
7. He told me, "I'll come early." He told me [that] he would come early.
8. "You ought to phone first," she told me. She told me [that] I ought to phone first.

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A Conversation Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Respond with *Beats me* to admit lack of knowledge.
- Say *You're probably right* to acknowledge another's encouragement.
- Ask a question with *Why else would* to confirm one's own opinion.

- Before students read and listen, have them look at the photo and predict what the women are talking about. To prompt students, ask *What is the woman on the left looking at?* (her watch) *How many plates are there on the table?* (three) *What do you think they are talking about?* (Possible response: the person they are waiting for)
- After students read and listen, check comprehension by asking *Who are the women waiting for?* (Stacey) *Do they know why she's late?* (no) *What might have caused her delay?* (the traffic)
- Have students read and listen to the ways to say "I don't know." Point out that they are all informal ways to say that you don't know something. *Beats me* is very informal, but it is not offensive.
- Call students' attention to the conversation strategies highlighted in the model.

Language note: The *out-of-the-ordinary* is something that is different from what is usual or expected. *I'll bet* means that you're almost sure something is true.

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - pronounce the contraction 'd in *She said she'd . . .*
  - use rising intonation for *Do you think something happened?*
  - use falling intonation for *Why else would she be late?*
  - use emphatic stress for sure in *I'm sure it's nothing,* for I'll in *I'll bet she's . . .*, for else in *Why else . . .*, and for can't in *I can't imagine.*

B Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have a volunteer read the first explanation and the example out loud. Write the example on the board:
  "I went to the store." → She said [that] she had gone to the store.
  Point to the reporting verb in the indirect speech statement (*said*) and ask *Is this verb in a present or past form?* (past) *Did the verb in the reported speech change?* (yes) *How did it change?* (*went* changed to *had gone*)
- Remind students that when the verb in the reported speech changes or "backshifts," present becomes past and past becomes past perfect.
- Have students read the second and third explanations and study the backshifts in the examples.
- Point out that both *must* and *have to* change to *had to* in indirect speech.
- Point to the box of modals that backshift and modals that don't backshift.
- Read the Remember box and the example out loud. Remind students to change pronouns and possessives when they change direct speech to indirect speech.
- To check comprehension, write on the board:
  John told Irene, "I may work late because I have to finish a report."
  Ask *What words in these sentences will change when we put them into indirect speech?* Circle the words as students respond. (I, may, I, have) Then elicit the correct indirect speech from the class. (John told Irene [that] he might work late because he had to finish a report.)
- Have a student read the last explanation out loud. To check comprehension, write the following on the board. Elicit the indirect speech from the class:
  "They should have known." → He said _____.

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C Grammar Practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To review the difference in use between *say* and *tell*, ask *When do we use* say *and* tell? (We use *say* when we don't mention the listener. We use *tell* when we mention the listener.) Elicit contrasting examples from students. (Possible responses: He said that he would be late; He told me that he would be late.) If necessary, write an example with each verb on the board.
- Model the first item with the class. Ask *What is going to change in indirect speech?* (You → I; I → he; arrive → arrived)
- Have students compare answers with a partner and review as a class.

D Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read and listen to the ways to express certainty. Then have students listen and repeat chorally.
- Point out that the ways to express certainty in each box express the same degree of certainty.

Language note: Point out that *It's obvious, There's no question, I'll bet, I guess, I imagine, I suppose, It's possible,* and *It could be* can be followed by *that,* but it's optional. For example, *There's no question the train is delayed* or *There's no question that the train is delayed.*

Option: [+5–10 minutes] On the board, write:

I wonder why / who / what / where / when . . .

Individually, have students write three imaginary sentences starting with *I wonder* and a question word. In pairs, have students take turns saying their sentences and replying with a way to express certainty from Exercise D. For example, Student A: *I wonder why Ben didn't take that job.* Student B: *Maybe he wasn't pleased with the pay.*

Option: [+5–10 minutes] Draw the following on the board or print it out from *ActiveTeach:*

It could be	I suppose	Most likely	It's obvious
I guess	Maybe	I'll bet	It's possible
There's no question	Probably	Clearly	I imagine

(+ +) ← very certain | almost certain | somewhat certain | not certain → (+)

Give students a few moments to study the ways to express certainty and the degree of certainty they express. With books closed, have pairs classify the ways to express certainty by writing them under the correct boxes. Have students use their books to confirm their answers.

ActiveTeach • **Graphic Organizers**

NOW YOU CAN

Suggested teaching time:	15 minutes	Your actual teaching time:	

A Use the Vocabulary

- Read the four situations and review the model as a class.
- In pairs, have students discuss and speculate about what might have happened in one of the out-of-the-ordinary situations of their choice. Point out that students should use the ways to express certainty from Exercise D.
- Individually, have students write four sentences about the situation they discussed. Each sentence should express a different degree of certainty. Then have students compare their sentences with their partners.
- Review as a class. Have a volunteer share his/her speculation about one of the situations with the class. Encourage students with different speculations about the same picture to share their ideas. Repeat this procedure with the remaining situations. You may want to write some on the board.

Option: [+5 minutes] Have each pair join another pair who chose the same situation and compare and discuss their speculations.

B Use the Conversation Strategies

- Refer students to the Conversation Snapshot on page 100 to review how to speculate about the out-of-the-ordinary.
- Choose a more confident student and role-play the conversation.
- Reinforce the use of the conversation strategies; for example, have students practice responding with the ways to say *I don't know* from the Conversation Snapshot. One student makes a statement with *do you think.* The other responds. **A:** *Do you think we'll have a test tomorrow?* **B:** *Beats me!*
- Have pairs role-play their own conversations. Encourage students to use the ways to say "I don't know" and the vocabulary they've learned so far.
- Make sure each student plays both roles.
- As students interact, circulate to offer help as needed. Encourage students to stress main words and to use the correct intonation in questions.

ActiveTeach • **Conversation Prompts**

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 4–6**
- **MySummitLab: Lesson 1**

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D 4:06 **Vocabulary. Ways to Express Certainty.** Listen and practice.

very certain		almost certain	
Clearly It's obvious There's no question	he's not coming.	Most likely Probably I'll bet	someone found it.

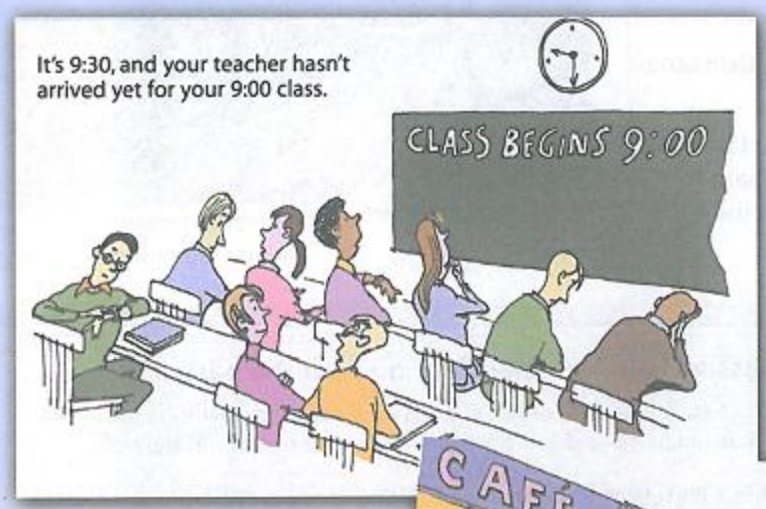
somewhat certain		not certain	
I guess I imagine I suppose	she's lost.	Maybe It's possible It could be	he forgot.

NOW YOU CAN *Speculate about the out-of-the-ordinary*

A Use the Vocabulary. With a partner, discuss and speculate about one of the situations below, or create your own. Then on a separate sheet of paper, use the Vocabulary to write four sentences about the situation in which you are very certain, almost certain, somewhat certain, and not certain.

I'll bet the elevator isn't working.

You're trying to take the elevator downstairs to get some lunch. You've been waiting for the elevator for over ten minutes.



It's 9:30, and your teacher hasn't arrived yet for your 9:00 class.

You expected a package to arrive on Monday. It's Friday, and it still hasn't come.

You go to your favorite restaurant. The lights are on, but the doors are locked, and there's no one inside.

B Use the Conversation Strategies. Role-play the situation you chose, or choose another one, speculating about what you think happened. Use the Vocabulary and the Conversation Snapshot as a guide. Start like this: "I wonder..."

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2 GOAL Present a theory about a past event

A 4:07 **Grammar Snapshot.** Read the articles and notice the perfect modals in the passive voice.

THE STONE BALLS OF COSTA RICA

One of the strangest mysteries in archaeology was discovered in the Diquis Delta of Costa Rica. Since the 1930s, hundreds of stone balls have been found, ranging in size from a few centimeters to over two meters in diameter. Some weigh as much as 16 tons. Almost all of them are made of hard stone and are clearly made by human hands. Nobody knows for sure, but it's believed that the balls **could have been made** by the ancestors of native peoples who lived in the region at the time of the Spanish conquest. But what they **might have been used** for is a total mystery.

Information source: www.world-mysteries.com

An Explosion in Tunguska

At 7:17 A.M. on June 30, 1908, an explosion of catastrophic proportions occurred in the forests of Tunguska in northern Siberia, 3,540 kilometers east of Moscow. All over Europe there were reports of strange colors in the sky. It was impossible to investigate the incident because it was so far from where people lived at the time. Most scientists assume that the area **must have been struck** by a huge meteorite. But there are some researchers who claim that the area **couldn't have been hit** by a meteorite because there was no evidence of a crater—the type of hole a meteorite would have caused.

Information source: en.wikipedia.org

B **Activate Prior Knowledge.** Are you familiar with either of these stories? Have you heard about any other similar mysteries? Describe them.

C **Grammar. Perfect modals in the passive voice for speculating about the past**

You can use may, might, could, must, or had to to speculate with different degrees of certainty about the past. Use the passive voice if the performer of the action is unknown or if you want to focus on the receiver of the action.

not certain	The dinosaurs **might** (or **may**) **have been killed** by a meteor. The trees **could have been destroyed** by a fire. The gold figures **might not** (or **may not**) **have been lost**.
almost certain	The stone balls **must have been moved** using animals. The drawings **must not have been discovered** until later.
very certain	The crater **had to have been caused** by a meteorite. The trees **couldn't** (or **can't**) **have been burned** in a fire.

CN **Corpus Notes:** *Might have been* occurs more frequently in spoken English; *may have been* occurs more frequently in written English.

Short responses with perfect modals in the passive voice

Is it possible they were killed by a meteorite?	They **may have been**.
Do you think they were made by hand?	They **had to have been**.
I wonder if they could have just been lost.	They **couldn't have been**.
Could they have been stolen?	They **might have been**.

2

A Grammar Snapshot

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students close their books. On the board, write:
  1. *What's the article about?*
  2. *Where? / When?*
  3. *What's the mystery?*
- Tell students that they are going to listen to two articles for information that will answer the questions on the board. Encourage students to take notes as they listen.
- Have students answer the questions on the board as they listen and then discuss the answers with a partner.
- Have students listen again to correct or confirm their answers. (**First article:** 1. stone balls; 2. in Costa Rica; 3. No one knows what they were used for; **Second article:** 1. an explosion; 2. in the forests of Tunguska, in Siberia, near Moscow / June 30, 1908; 3. No one knows what caused the explosion.)
- Have students read the Grammar Snapshot and notice the perfect modals in the passive voice.
- Review as a class. Call on students to use their notes to summarize each article.

Language note: Students may need help with the following words: *archaeology* (the study of ancient societies by examining their buildings, graves, tools, etc.); *catastrophic* (causing a lot of damage); *meteorite* (a piece of rock or metal from space that lands on Earth); *crater* (a large round hole in the ground caused by a meteorite or an explosion).

B Activate Prior Knowledge

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the questions out loud.
- Form pairs or small groups and have students discuss.
- To describe other mysteries, encourage students to provide information that will answer the questions *What? Where? When? What makes it a mystery?* Encourage other students in the group to ask questions to find out more. Circulate to offer help as needed.
- Review as a class. Call on students from different groups to share additional information about the stone balls of Costa Rica or the explosion in Tunguska and other mysteries they talked about.

C Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Read the first explanation out loud.
- Write two examples on the board:
  1. *The explosion could have destroyed millions of trees.*
  2. *The trees could have been blown down by an explosion.*

  Have the class identify the modal and past participle in each sentence. Label the sentences as students respond. (1. could, destroyed; 2. could, blown) To focus on form, point to the first example and ask *How do you form a perfect modal?* (modal + *have* + past participle) Point to the second example and ask *How do you form a perfect modal in the passive voice?* (modal + *have been* + past participle)
- To focus on the meaning of perfect modals, ask *Do perfect modals have present or past meaning?* (past meaning)
- To focus on the meaning of active and passive sentences, ask *Does the first example focus on the performer or the receiver of the action?* (on the performer—the explosion) *And the second example?* (on the receiver—the trees)
- Have a volunteer read the examples for *not certain* out loud. (Note that *may have, might have,* and *could have* have the same meaning. They express possibility that something happened. To express possibility that something did not happen, use *may not have* or *might not have*.) Point out that *could not have* has a different meaning—it expresses certainty (see examples for *very certain*).
- Have a volunteer read the examples for *almost certain* out loud.
- Have a volunteer read the examples for *very certain* out loud. (Note that to express that you are very certain something is impossible, use *can't have* or *couldn't have*.) Point out that *had to have* is not normally used in negative statements.
- Refer students to the phrase from the article *Most scientists assume that the area* ***must have been struck*** *by a huge meteorite.* Ask *How certain are scientists that the area was struck by a meteorite?* (almost certain) Repeat this procedure with the other perfect modals in the passive voice in the articles.
- Have a volunteer read the explanation for short responses and the examples out loud.
- Have students identify the modal in the questions. (could) Point out *may have, had to have, couldn't have, might have* in the short responses. Tell students that not all modals of speculation can be used in questions, but all of them can be used in short responses. (Note that *been* in the short answers indicates an answer in the passive voice.)

Option: [+5–10 minutes] In pairs, have students write two questions about the extinction of dinosaurs, the beginning of the Earth, or any other mystery. Then have each pair join another pair and take turns asking and answering the questions they wrote.

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D Grammar Practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Call on a student to read the headlines. Then say *These are all sensational headlines. What do you think a sensational headline is?* (Possible response: a headline that makes stories seem as exciting or shocking as possible)
- Model the first item with the class. Point out that there isn't only one correct answer. Write the conversation on the board and complete it with students' ideas. Include all logical perfect modals in the passive voice.
- Have students complete the other three conversations individually.
- Have students compare answers with a partner. Then review as a class. Call on pairs to read each conversation out loud.

Option: [+15 minutes] Have students bring in sensational headlines from printed or online newspapers and make speculations about them in small groups. On the board, have volunteers from different groups write a headline they discussed and share their speculations with the class.

NOW YOU CAN

Suggested teaching time:	15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have students read about each mystery individually and circle the letter that expresses the theory that they think is most possible.
- To prepare students for pair work, have them decide if they are not certain, almost certain, or very certain about each theory.
- In pairs, have students speculate about each theory using phrases with perfect modals in the passive voice.
- Circulate as students discuss to make sure they use perfect modals in the passive voice, correctly.

Option: [+5 minutes] Have students discuss other aspects of each mystery and speculate using perfect modals in the passive voice; for example, how the stones could have been carried, what the Nazca lines could have been carved for, or where Atlantis could have been located.

B Use the Grammar

- Read the model out loud and tell students to notice the perfect modal in the passive voice. Point out that students should use perfect modals in the passive voice in their presentations.
- Give students a few moments to choose a mystery and draft their presentations.
- Bring up each mystery one at a time and have students who chose that mystery express their views. Keep a tally on the board to find out which theory for each mystery is supported by the majority of students.

EXTRAS (optional)

- **Pronunciation Booster**
- **Workbook: Exercises 7–9**
- **MySummitLab: Lesson 2**

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D **Grammar Practice.** Complete each conversation about these sensational headlines, using perfect modals in the passive voice. Make sure each conversation makes sense.

Harvard Professor Claims Egyptian Pyramids Built by Aliens from Outer Space

1. **A:** Do you think the pyramids [may / might / could have been built] by aliens from outer space?
   B: No way! They [couldn't / can't have been]. I just don't believe that!

New Zealand Scientist Argues Dinosaurs Killed by Giant Tsunami

2. **A:** Do you believe the dinosaurs [may / might / could have been killed] by a giant tsunami?
   B: They [may / might / could have been]. It might explain how they all disappeared so quickly.

SHOCKING NEW REVELATION:
Artist van Gogh was actually murdered by brother

3. **A:** Do you think van Gogh [may / might / could have been killed] by his brother?
   B: Oh, come on! He [couldn't / can't have been]. Everyone knows he killed himself.

Woman Attacked by Tiger While Shopping in London

4. **A:** Do you think someone [may / might / could have been attacked] by a tiger in London?
   B: Get out of here! That story [must / had to have been] made up!
   A: I guess you're right. It [must / had to have been].

PRONUNCIATION BOOSTER p. P9
- Reduction and linking

NOW YOU CAN *Present a theory about a past event*

A **Frame Your Ideas.** Read about each mystery and the theories explaining it. Which theory do you think is the most possible? Speculate with perfect modals in the passive voice when possible.

Stonehenge

iis formation in southern England was built over 000 years ago. The stones were brought from ountains far away, but no one knows for sure w the stones were carried or put into place. e purpose for the stone formation is unknown.

ieories:
It was used as a type of calendar.
It was used for religious ceremonies.
It wasn't made or used by people at all—it was formed naturally.

The Nazca Lines

These shapes were carved into the earth in Peru more than 1,500 years ago. However, the people who made them could not have seen what they were carving—the figures can only be seen from an airplane. No one knows how they were made.

Theories:
a. They were carved by ancient people, who used small drawings to design them.
b. With the help of airplanes, they were carved in 1927, right before they were supposedly "discovered."
c. They were created by aliens, who were able to see them from their spaceships.

Atlantis

Around 350 B.C.E., the Greek philosopher Plato wrote about a lost continent called "Atlantis." He describes this advanced civilization in great detail. Researchers argue whether the story is true or comes from Plato's imagination.

Theories:
a. It was a real community established by the Greeks that was destroyed by an earthquake and sank into the ocean.
b. It was a real place discovered by ancient explorers. We know it today as Iceland.
c. Plato was tricked into believing the story by one of his students.

B **Use the Grammar.** Choose one of the mysteries. Present the theory that you think best explains the mystery and tell the class why you believe it.

*"I believe the stones **may have been used** for religious purposes. That's what makes the most sense to me."*

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3 GOAL Discuss how believable a story is

A 4:08 **Word Skills. Using Adjectives with the Suffix -able.**

believable can be accepted as true because it seems possible
The story he told seems believable. He backed it up with a lot of details.

debatable not easy to prove because more than one explanation is possible
The cause of the explosion is debatable; experts still disagree.

provable can be shown to be definitely true
I don't think your theory will be provable, unless clear evidence can be found.

questionable uncertain, but more likely to be untrue CN
Her convincing account of the events makes his version highly questionable.

unsolvable impossible to prove
This mystery may be unsolvable. Everyone who saw what happened is no longer alive.

B **Word Skills Practice.** Complete each statement, using an adjective with the suffix -able. Use each adjective only once.

1. His story is really questionable. I doubt that those things could have really happened.
2. I think she's telling the truth. Her description of the events sounds very believable to me.
3. It is highly debatable whether "lie-detector" testing should be used as evidence. Experts continue to argue about what the test results really mean.
4. What happened to the dinosaurs is not really provable. There is nothing that can show with certainty what really happened.
5. The mystery of what happened to the famous U.S. pilot Amelia Earhart is most likely unsolvable since her body and the plane have never been found.

CN **Corpus Notes:** The collocation *highly questionable* occurs much more frequently than *very questionable*.

C 4:09 **Listening. Listen for Main Ideas.** Listen to Part 1 of a historical mystery. **What happened to the Russian royal family? What's mysterious about this event?** The entire family was murdered. It's mysterious because up 1991, the bodies had not been found. Also, there was a woman who claimed to be one of the daughters.

Russia's Royal Family: An Enduring Mystery

Anna Anderson, who claimed to have been Anastasia

Russia's last royal family: Czar Nicholas II and Empress Alexandra with their children, Olga, Maria, Anastasia, Alexei, and Tatiana.

D 4:10 **Listening. Listen to Summarize.** Now listen to Part 2. **What happened in 1991, and what facts did it seem to prove? Why is it still a mystery?** Researchers found nine bodies in the Ural Mountains. Medical testing showed that five of them were members of the royal family. But the bodies of the son and one of the daughters were still missing.

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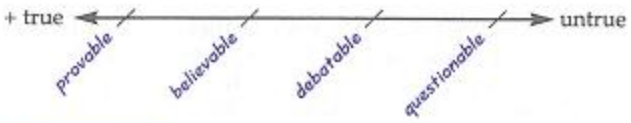
3

A Word Skills

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions. Then have students listen and repeat the words chorally.
- Point out that words ending in the suffix *-able* are adjectives. Ask students what verb each adjective comes from. (believe, debate, prove, question, solve)
- To check comprehension, draw the following continuum (without the answers) and word box on the board or print out from *ActiveTeach*. With books closed, have students choose the correct words from the box to complete the continuum with:

believable	debatable	provable	questionable



ActiveTeach • **Graphic Organizers**

Language note: Be sure students don't confuse *provable* ['pruvəbəl] with *probable* ['prabəbəl], which means possible. *Questionable* also means possibly not honest or morally wrong; for example, *His behavior is highly questionable.* While *believable* implies that something is possibly true, *unbelievable* implies that something is almost certainly not true.

B Word Skills Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students compare answers with a partner and review as a class.

ActiveTeach • **Vocabulary-Building Strategies**

C Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: Ask *Who are these people?* (the Russian royal family) Elicit from the class any information that they know about the Russian royal family.
- Have students read the title, look at the map and photos, and read the captions.
- First listening: Have students listen for information about what happened to the royal family and why it is a mystery. Then have students discuss in pairs.
- Second listening: Have students listen to confirm or correct their answers. (Possible response: They were murdered. It is a mystery because the bodies weren't found until 1991, and Alexei and Anastasia were said to have escaped. Several women have claimed to be Anastasia.)
- To review, have volunteers share their answers with the class.

Language note: If necessary, explain the following: *enduring* (lasting for a long time); *czar* (ruler of Russia before 1917).

Culture note: The October Revolution of 1917 put an end to the absolute monarchies that ruled Russia for centuries. After the revolution, the country was named Union of Soviet Socialist Republics (USSR) under the leadership of Vladimir Lenin, the first dictator of the USSR. Yekaterinburg (on the map) is where the family is believed to have been moved and then killed.

AUDIOSCRIPT

For audioscript, see page AS11.

D Listening

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen for the answers to the questions. Ask them to take notes while they listen.
- To review, call on volunteers to share their answers with the class.

Option: [+10 minutes] On the board, write:

1. *The results of the medical testing in 1991 are* _____ *because* _____.
2. *Anna Anderson's story could have been* _____ *through medical testing if* _____.
3. *Professor Morgan says the mystery might be* _____ *because* _____.

Have students complete the first blank with an adjective from Exercise A and the second blank with their own ideas to make a logical sentence. Review as a class. (Possible statements: 1. questionable, a lot of errors were made; 2. provable, it had been properly done; 3. unsolvable, proof of what actually happened may never be found)

AUDIOSCRIPT

For audioscript, see page AS12.

ActiveTeach • **Listening Strategies**

LESSON PLAN

LESSON PLAN

E Draw Conclusions

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students complete the statements individually and compare answers with a partner.
- If necessary, have students listen again to confirm or correct their answers.
- In pairs, have students support their answers with information from the listening.
- Review as a class. Have students support their answers. For example, 1. *The correct answer is* a *because Alexei's body has never been found, so there is no proof that he was executed.*

Option: [+5–10 minutes] To give students a chance to express their personal opinions, have them speculate about the mystery of Russia's last royal family in small groups. Ask students to support their views. Encourage the use of perfect modals in the passive voice for speculating about the past on page 102. To finish, call on a few volunteers to share their speculations with the class.

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have a volunteer read the directions and the first speech balloon out loud.
- Give students a few moments to think of one or two things they have done that might surprise their classmates.
- Form groups of three. As students share their experiences with their groups, encourage them to ask follow-up questions to find out more about their partners' experiences. Tell them to look at the ideas for questions in the box. Point out that the more questions they ask, the better prepared they will be to play the game in Exercise B.
- Circulate as students share their experiences to provide help as needed.

B Game

- Have each group choose one experience.
- Go over the box for possible questions the class can ask.
- Have a group come to the front and say their experience chorally to the rest of the class. Have other students raise their hands to ask one of the group members a question. Remind students that the purpose of asking questions is to find out who is lying and who is telling the truth.
- After each student from the front has answered a couple of questions, take a vote on who the class thinks is telling the truth.
- Call on the remaining groups to come to the front one at a time and follow the same procedure.

C Use the Vocabulary

- Review the models as a class. Point out that students should share what they thought as each group was being asked questions. Have students focus on why they found the stories *believable* or *questionable*.
- Form small groups and have students share their views.
- Call on various students to share their ideas with the class. Encourage the class to comment on the ideas. Have students who agree share their views and students who disagree explain why.

EXTRAS (optional)

- **Workbook: Exercises 10–12**
- **MySummitLab: Lesson 3**

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E **Draw Conclusions.** Complete each statement, according to the listening. Listen to Part 2 again if necessary.

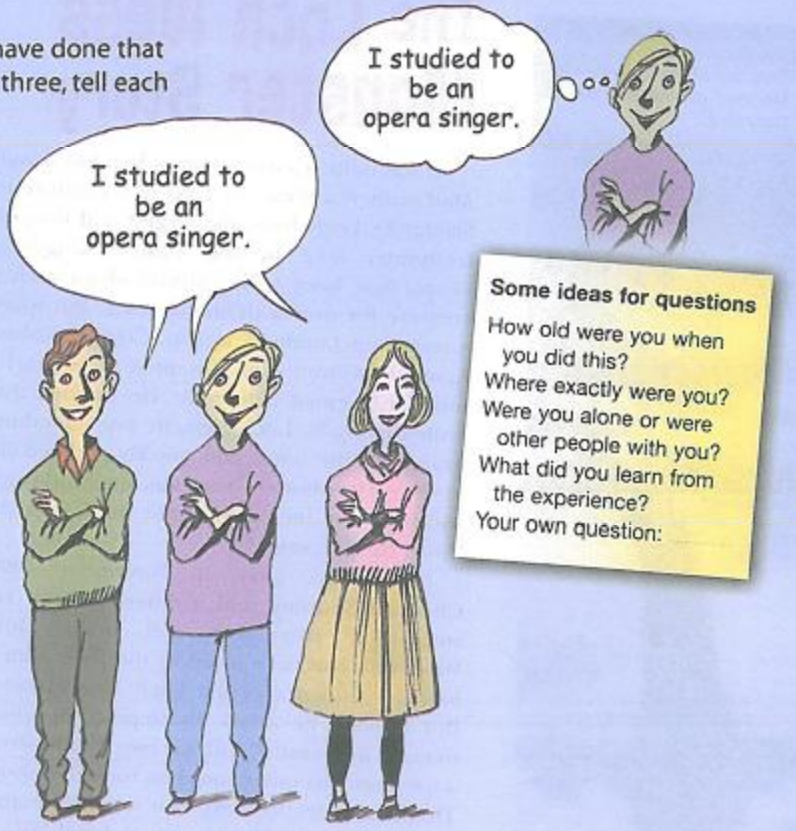
1. The czar's son, Alexei, ...
   (a.) might have been executed with the rest of the family
   b. must have been executed with the rest of the family
2. Researchers believed that five of the nine bodies discovered in 1991 .....
   a. couldn't have been the royal family
   (b.) had to have been the royal family
3. Anna Anderson, who claimed to be Anastasia, ...
   (a.) couldn't have been Anastasia
   b. might have been Anastasia
4. More recently, some scientists believed that the bodies .....
   (a.) might not have been the czar's family
   b. had to have been the czar's family

NOW YOU CAN *Discuss how believable a story is*

A **Frame Your Ideas.** Think of things you have done that might surprise your classmates. In groups of three, tell each other about one such experience.

B **Game: To Tell the Truth.** In your group, choose one experience that all three of you will claim as your own. The rest of the class asks members of your group questions in order to determine which of you is telling the truth. Make your stories believable to your classmates.

Finally, after all questions have been asked, the class takes a vote on who they think is telling the truth.



C **Use the Vocabulary.** After each group plays the game, explain why you think some students' stories were more believable than others'.

*"I thought your story was **questionable** because..."*

*"**It was obvious that** you were telling the truth because..."*

4 GOAL
Evaluate the trustworthiness of news sources

A **Reading Warm-up.** Look at the photos and headings in the magazine article. Are you familiar with either of these stories? What do you know about them?

B 4:11 **Reading.** Read the article. Why do you think so many people believed these stories?

SPECIAL EDITION

The WORLD's Greatest Hoaxes

Although they occurred fifty years apart, both of these spectacular hoaxes took the world by storm.

Snapshot of the "Loch Ness Monster," published by the *Daily Mail*

The Loch Ness Monster Story

It was quite a surprise when London's *Daily Mail* printed a photo in 1933 of a creature in Scotland's Loch Ness, the largest and deepest freshwater lake in the United Kingdom. People had been telling stories about such a creature for over a thousand years. But when a respected London surgeon, Colonel Robert Kenneth Wilson, took this photo, the stories suddenly seemed believable. He claimed that while driving by Loch Ness, he saw something strange in the water and quickly grabbed his camera. The photo he took was seen worldwide and began an increased public interest in the "Loch Ness Monster."

Sixty years later, in November 1993, Christian Spurling told a different story. His stepfather, filmmaker and actor Duke Wetherell, had been hired by the *Daily Mail* to look for evidence of the Loch Ness Monster. But instead, he asked his stepson, Spurling, to make a "monster" with his own hands—from a toy boat. His other son, Ian, took the photo. Then, in order to make the story believable, Wetherell asked the surgeon, Colonel Wilson, to say that he had taken the photo.

The story created so much publicity in 1933 that they decided not to admit the hoax. The true story remained a secret for over sixty years. In the meantime, those who believe there is a creature in the lake, continue to do so.

The "Hitler Diaries" Hoa

In 1983, the German magazine *Der St* announced that reporter Gerd Heidemann h made an incredible discovery: diaries written Adolf Hitler. The magazine explained that t diaries had been found by farmers after a Na plane crashed in a field in April 1945. *Der Ste* paid almost 10 million marks to a Dr. Fische who claimed to have retrieved them.

The discovery caused a lot of excitemen Magazines and newspapers in London and Ne York rushed to print excerpts from the diarie and scholars and researchers couldn't wait to g their hands on the material to learn more abou the century's most infamous dictator. But som skeptics argued that the story couldn't be true— it was well-known that Hitler didn't like to tak notes. Nonetheless, *Der Stern* insisted that th authenticity of the diaries was unquestionable.

However, when experts began to examine them, it became clear that the diaries were fake. It turned out that "Dr. Fischer" was actually Konrad Kujau, an art forger who had written the diaries himself, imitating Hitler's own handwriting. And both he and Heidemann had been putting the money from *Der Stern* into their own bank accounts. Both were sent to prison for fraud.

Interestingly, Kujau made a living selling copies of paintings by the world's greatest artists after he was released from prison.

Information source: en.wikipedia.org

admit =	tell the truth
claim =	say that something is true without proof
evidence =	information that proves that something is true
fake =	not real
a forger =	a person who makes things that aren't authentic, such as copies of famous paintings or money
fraud =	the crime of telling a lie to gain money
a hoax =	a story designed to make people believe something that isn't true
infamous =	well-known for having done something bad or morally evil
a skeptic =	a person who doesn't believe claims easily

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

3

A Reading Warm-up

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Give students a few moments to look at the photos and read the headings.
- Write *hoax* on the board, and either elicit its meaning from the class or have students read the definition in the Glossary at the bottom of the page.
- Have students share what they know about the stories.

Language note: If something *takes [a place] by storm,* it is very successful.

B Reading

Suggested teaching time:	15 minutes	Your actual teaching time:	

- Have students read and listen to the article about the Loch Ness Monster. Remind students that knowing every word is not necessary in order to understand the main ideas in the text.
- To check comprehension, ask:
  What did London's Daily Mail *publish?* (a photo of the Loch Ness Monster)
  What did this photo seem to prove? (that the monster was real)
  Was the photo of a real monster? (no)
- Have students read and listen to the article about the "Hitler Diaries" Hoax.
- To check comprehension, ask:
  What did the German magazine Der Stern *announce?* (that it had discovered diaries written by Hitler)
  Why did this cause so much excitement? (because everyone wanted to learn more about Hitler—one of the cruelest dictators)
  Were the diaries real? (no)
- Have students read the articles a second time and use the Glossary to look up unknown words.
- Then ask *What impact did each of these stories have on the world when they happened?* (Possible responses: **The Loch Ness Monster Hoax:** The photo was published worldwide; There was increased public interest in the Loch Ness Monster; It created so much publicity that the hoax wasn't admitted until sixty years later; **The "Hitler Diaries" Hoax:** Excerpts from the diaries were published in London and New York; Scholars and researchers wanted to study them; Some argued that they couldn't be real.)
- Call on students to answer the reading question *Why do you think so many people believed these stories?* (Possible responses: because they sounded real, because the people who claimed they were true seemed trustworthy enough)

Language note: Students may need help with the following: *surgeon* (doctor who performs operations); *retrieve* (find something and bring it back); *excerpt* (short piece of writing taken from a book, poem, etc.). To say "a [person's name]" means "a person named [person's name]." Use of this expression usually implies a certain amount of "suspicion" about the person (*a Dr. Fischer* in the text).

Option: [+10–15 minutes] For a listening-only activity, draw the diagram below (without the answers) on the board or print it out from *ActiveTeach.* Have students listen to the article with books closed and answer the questions for each story in note form. For question 4, have students write what the people did for a living—not their names. To review answers, have students discuss in pairs and then use their books to confirm their answers. Review as a class.

First Story		Second Story
a photo of the Lock Ness Monster	1. What was the hoax about?	diaries written by Hitler
London's Daily Mail in 1933	2. Where and when was the news published?	German magazine Der Stern in 1983
60 years later	3. When was the truth revealed?	as soon as experts examined the diaries
a filmmaker and a surgeon	4. Who was responsible for the hoax?	a reporter and an art forger

Challenge: [+10 minutes] With books closed, have students use the information in the diagram to write a brief summary of each story.

Project: In pairs or small groups, have students use the Internet to do a search on famous hoaxes and then choose one. Have them use the questions in the diagram above as a guide to take notes about the hoaxes they chose, and add any other relevant information. Then have students share their findings with the class.

ActiveTeach
- **Graphic Organizers**
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**

LESSON PLAN

C Confirm Facts

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students scan the text for the names of the people involved in each hoax. Ask students to underline them.
- On the board, draw a two-column chart with the heads *The Loch Ness Monster Story* and *The "Hitler Diaries" Hoax*. As students say the names, write them in the appropriate column. Then ask students what other information is given about each person. As you get feedback from students, add the information next to each person's name. (**The Loch Ness Monster Story:** Colonel Wilson—a respected surgeon; Duke Wetherel—a filmmaker and actor; Christian Spurling—Wetherell's stepson; Ian—Wetherell's son; **The "Hitler Diaries" Hoax:** Gerd Heidemann—a reporter; Konrad Kujau—an art forger who claimed to be Dr. Fischer)
- Have students complete the exercise in pairs and review as a class.

D Draw Conclusions

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- As students discuss item 1, encourage them to write a list of reasons the media get fooled by hoaxes and publish them so quickly. (Possible responses: because they want to break the news and don't check the accuracy of the information; because they want credit for being the first to inform)
- As students discuss Item 2, ask them to think of the Loch Ness Monster, "Hitler Diaries," and Bigfoot hoaxes. Encourage them to takes notes about why they think each hoax is a crime or harmless.
- To review, have volunteers from different groups share their ideas with the class.

NOW YOU CAN

Suggested teaching time:	15 minutes	Your actual teaching time:	

ActiveTeach • **Discourse Strategies**

A Frame Your Ideas

- Have students complete the survey individually.
- Encourage students to think of reasons why the people / sources in the survey tend to give accurate / inaccurate information.
- Then have students discuss their answers in pairs and discuss which of the pair is more skeptical.
- Take a poll of the class. Ask *Who thinks he or she is a skeptic? Who thinks he or she is rather gullible?* Then have a few students who consider themselves gullible and a few students who consider themselves skeptical share with the class why they tend to believe or not believe what they read or hear.

B Notepadding

- As a class, brainstorm a list of news sources and write them on the board. (Possible ideas: newspapers, magazines, TV news programs)
- Encourage students to write the names of two sources they trust and two they don't trust, and write the reasons.

C Discussion

- Read the questions out loud. Form small groups and have students discuss.
- Ask students to say news sources they trust and news sources they don't trust. Keep a list on the board. Call on volunteers to explain why they trust / don't trust the sources in each list. Encourage students who disagree to explain why.

EXTRAS (optional)

- **Workbook: Exercises 13–15**
- **MySummitLab: Lesson 4**

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C Confirm Facts. Discuss how best to complete each statement with names from the article.

The Loch Ness Monster Story

1. Christian Spurling admitted that the Loch Ness Monster photo was a hoax.
2. The fake Loch Ness Monster was made by Christian Spurling.
3. Colonel Wilson didn't really take the photo of the Loch Ness Monster; the photo was actually taken by Duke Wetherell's son, Ian.
4. The Loch Ness Monster hoax was created by Duke Wetherell.

The "Hitler Diaries" Hoax

1. Gerd Heidemann claimed to have discovered the Hitler Diaries.
2. *Der Stern*'s claim that Adolf Hitler had written the diary was questionable.
3. Konrad Kujau was claiming to be Dr. Fischer.
4. The evidence showed that the Hitler Diaries were actually written by Konrad Kujau.
5. *Der Stern* paid almost 10 million marks to Kujau and Heidemann, not to Dr. Fischer.

D Draw Conclusions. Discuss the questions.

1. Why do you think the media get fooled by sensational hoaxes? Why do they seem to publish these stories so quickly?
2. Do you think hoaxes should be considered a crime, or are they harmless? Why?

NOW YOU CAN *Evaluate the trustworthiness of news sources*

A Frame Your Ideas. Complete the survey with a partner. Which of you do you think is more skeptical? Explain.

Are you a skeptic?

	100%	90%	70%	50%	30%	10%	0%
What percentage of the news you read in the newspaper do you think is true?	○	○	○	○	○	○	○
What percentage of the news you hear on TV or radio do you think is true?	○	○	○	○	○	○	○
What percentage of what politicians say do you think is true?	○	○	○	○	○	○	○
What percentage of what you read on the Internet do you think is true?	○	○	○	○	○	○	○
What percentage of what advertisers say do you think is true?	○	○	○	○	○	○	○
What percentage of what your family says do you think is true?	○	○	○	○	○	○	○

B Notepadding. On your notepad, list media news sources from print, radio, TV, or the Internet that you trust and ones that you don't. Give reasons for your choices.

The news sources I trust the most	Some news sources I don't trust
Why?	Why not?

C Discussion. Why do you trust some news sources and not others? Do you and your classmates agree on any? How can you determine if the information you read or hear is true or not?

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Writing: Write a news article

Avoiding Sentence Fragments

A sentence fragment is a group of words that does not express a complete thought.

Two common fragments are:

- **a dependent clause:** a group of words that contains a subject and a verb but begins with a subordinating conjunction, making it an incomplete thought.

  FRAGMENT: After the banker admitted to fraud.

- **a phrase:** a group of words that does not contain a subject and a verb.

  FRAGMENT: With his help.
  FRAGMENT: At the end of the year.
  FRAGMENT: The man giving the speech.

To correct a sentence fragment, do one of the following:

- Attach the fragment to an independent clause to complete the thought.

  After the banker admitted to fraud, the bank was closed down.
  We found the hospital with his help.

- Add a subject and / or a verb to make the fragment into a sentence.

  She graduated at the end of the year.
  The man giving the speech needs a microphone.

An independent clause:
- contains a subject and a verb
- expresses a complete thought

A complete sentence:
- starts with a capital letter
- ends with a period
- expresses a complete thought
- needs at least one independent clause

Subordinating conjunctions

after	since
as soon as	unless
because	until
before	when
even though	whenever
if	while

ERROR CORRECTION Correct the errors.

Benefit to Save Library

Last Wednesday, our town hosted a benefit concert. To help save the old building that used to be the library. Developers announced a plan to tear the building down. Two months ago. Because many people feel a connection to the library. The town decided to raise money to restore the building. The benefit concert was a success. Many local musicians performed, and we raised a lot of money.

A Prewriting. Generating Ideas with Information Questions.
A news article usually answers information questions about an event. Think of a recent news event. This will be the topic of your article. On your notepad, write information questions about the topic to help generate ideas.

Topic:

Who?

What?

When?

Where?

Why?

How?

B Writing. On a separate sheet of paper, write an article about the event, answering your questions from Prewriting. Try to include as much information as you can. Choose a title that reflects the main idea of your article.

C Self-Check.

- ☐ Did you write any sentence fragments? If so, correct them.
- ☐ Do you have a clear topic sentence?
- ☐ Is the article interesting? Could you add any more details?

Writing

Suggested teaching time:	25–30 minutes	Your actual teaching time:	

Avoiding Sentence Fragments

- Have a volunteer read the definition of a sentence fragment out loud. Point out that while a sentence expresses a complete thought, a sentence fragment expresses an incomplete thought.
- Have a volunteer read the explanation and the example for *a dependent clause*. As a class, label the parts of the dependent clause in the example—the subordinating conjunction, the subject, and the verb. Label the example on the board as students identify the parts:

  After the banker admitted to fraud.
  sub. conj. subject verb
- Have a volunteer read the explanation and the examples for *a phrase*. Emphasize that a phrase does not have a subject or a conjugated verb. Point out that *giving* in the last example (The man giving the speech) is not a conjugated verb. You may want to write two contrasting examples on the board:

  The man giving the speech. The man is giving the speech.
  present participle conjugated verb
- Have students study the information in the boxes about independent clauses, complete sentences, and subordinating conjunctions. Remind students that subordinating conjunctions introduce dependent clauses and join two independent clauses.
- To check comprehension, write on the board:

  The man took a picture of the monster as soon as he saw it.
  When the man saw the monster.
  The man took a picture from the car.

  In pairs, have students identify the following in the three sentences on the board: 1. a complete sentence with one independent clause; 2. a complete sentence with two independent clauses; 3. a fragment; and 4. two subordinating conjunctions. Review as a class. Label the examples on the board as students respond. (1. The man took a picture from the car; 2. The man took a picture of the monster as soon as he saw it; 3. When the man saw the monster; 4. as soon as, when)
- Have a volunteer read the explanation for how to correct a sentence fragment.
- Point out that when the fragment is a dependent clause, it can be attached to an independent clause. To illustrate further, write on the board:

  When the man saw the monster. he ran away.

  To provide practice, erase *he ran away* and have pairs attach their own independent clauses to the fragment. To review, have various students read their sentences out loud. (Possible responses: he got into his car; he hid behind a tree)
- Point out that when the fragment is a phrase, it can be corrected by adding a subject and/or a verb. Write a phrase on the board:

  in the mountains

  To provide practice, have pairs add a subject and verb to the fragment. To review, have various students read their sentences out loud. (Possible responses: The monster was seen; They got lost)

Error Correction

- Have students correct the article individually. Point out that the fragments can be corrected by attaching them to existing information in the article.
- Have students compare answers with a partner.
- Review as a class. Ask students to explain their corrections.

ActiveTeach • **Extra Writing Skills Practice**

A Prewriting

- Point out that students can choose to write a news article about any theme. Encourage students to think of an interesting article they have recently read.
- Model the activity as a class. Tell students that the topic is the Bigfoot sighting. Generate information questions from the class. (Possible questions: Who saw Bigfoot? When did this person see Bigfoot?) Write them on the board.
- Encourage students to write one question for each question word. As students write questions, circulate to help students frame the questions as needed.

B Writing

- Tell students to base their articles on the answers to the questions they wrote in Exercise A Prewriting.
- Encourage students to choose a title that is short and clear. Remind students to write a topic sentence.
- As students write, circulate to offer help as needed.

C Self-Check

- Read the Self-Check questions as a class.
- Before students submit their paragraphs for correction, have them self-check their work and make any necessary changes.

Option: [+5–10 minutes] Peer review. Have students exchange papers with a partner and read their partner's article to check if there are any fragments. If there are, encourage them to suggest corrections. Circulate as students correct their partner's work to provide help as needed.

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Review

A Listening

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- First listening: With books closed, have students listen and note what the people are talking about. Review as a class. (1. Bill, who should have been with them; 2. a wallet that someone left behind; 3. a bank scandal; 4. a story about a hairy creature)
- Second listening: Have students listen and choose the best statement for each conversation.
- Have students compare answers with a partner and review as a class.

Option: [+5 minutes] Have students listen to the conversations again and take notes of phrases from the listening that support their answers. (1. "He might've overslept." 2. "You're that certain?" "You bet." 3. "How much more evidence do you need? It's in the paper!" 4. "The guy must have been drinking." "And I can't understand how someone so smart could possibly fall for a story like that!")

AUDIOSCRIPT

For audioscript, see page AS12.

B Change each sentence . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Refer students to the Grammar box on page 100.
- Model the first item with the class.
- Remind students that there are modals that backshift and modals that don't backshift.
- Have students compare answers with a partner and review as a class.

C On a separate sheet of paper, . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Read the model out loud. If necessary, refer students to Exercise D on page 101 to review ways to express certainty.
- Encourage students to explain their theories.
- Have students compare and discuss answers with a partner.
- Review as a class. Call on students to share their responses to each question.

EXTRAS (optional)

- **Workbook: Page 90**
- **Complete Assessment Package**
- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**
- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 9**

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Review

A 4:12 **Listening.** Listen to the conversations. Then listen to each conversation again and choose the statement that is closer in meaning to what each person said.

1. The woman said she thought .....
   (a.) it was possible Bill had overslept
   b. most likely Bill had overslept
2. The woman said she thought .....
   a. it was possible the wallet could be Gina's
   (b.) it was obvious the wallet was Gina's
3. The man said he thought .....
   a. the president may have been involved in the scandal
   (b.) the president had clearly been involved in the scandal
4. The man said he thought .....
   a. the story could possibly be a hoax
   (b.) the story couldn't possibly be true

B Change each sentence from direct to indirect speech.

1. She said, "The job will be completed by Monday."
   She said [that] the job would be completed by Monday.
2. He told me, "Your parents should take the early flight."
   He told me [that] my parents should take the early flight.
3. My boss said, "Rita may be interested in visiting the art museum."
   My boss said [that] Rita might be interested in visiting the art museum.
4. The school director told us, "Your children must come to class on time."
   The school director told us [that] our children had to come to class on time.
5. The clerk said to him, "Your package can be picked up anytime before 5:00 P.M."
   The clerk said [that] my package could be picked up anytime before 5:00 P.M.
6. The agent told them, "Your passports have to be renewed by tomorrow."
   The agent told them [that] their passports had to be renewed by tomorrow.

C On a separate sheet of paper, write your *own* response to each question, using varying degrees of certainty. Explain your theory.

I suppose it's possible, but I really don't believe it . . .

1. Do you think Bigfoot is real?
2. We know that the photograph of the Loch Ness Monster was a hoax, but do you think the Loch Ness Monster exists?
3. Do you believe there's something mysterious about the Bermuda Triangle that causes ships to disappear?
4. Do you think the damage to the forests in Tunguska was caused by a meteorite?

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UNIT 10

Your Free Time

Preview

GOALS After Unit 5, you will be able to:

1. Explain the benefits of leisure activities
2. Describe hobbies and other interests
3. Compare your use of leisure time
4. Discuss the risk-taking personality

A **Topic Preview.** Read about these technological advances. Do you know of any other inventions that didn't achieve their promises?

Does technology always live up to its promises?

The promise
Cars were supposed to make it easy to get away from it all.

The reality
Drivers today spend an average of 101 minutes a day driving. And they spend over 40 hours a year stuck in traffic.

The promise
Television was supposed to bring families closer for quality time together.

The reality
Families spend an average of 170 minutes a day watching TV—a lot more time than they spend talking to each other.

The promise
New household appliances were supposed to increase free time and cut back on time spent doing chores.

The reality
Despite increased spending on "laborsaving" devices, people still spend an average of 23.5 hours a week on housework—the same as people living at the beginning of the 20th century.

Information based on U.S. and Canadian government statistics

B **Express Your Ideas.**

1. In your opinion, what technological advances *do* save us time?
2. With all the laborsaving and timesaving inventions available to us today, why is it that everybody complains about not having enough free time?

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UNIT 10 Your Free Time

A Topic Preview

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have a student read the direction line out loud. Elicit from the class that a technological advance is a discovery that brings progress. Have students scan the photos and illustrations for the three technological advances presented. (cars, television, household appliances)
- Read the heading *Does technology always live up to its promises?* out loud. Ask *What does it mean to* live up to your promises? (to succeed in doing what you have said you would do)
- Point to the illustration of the car at the top left and ask the class to describe the picture. List the responses on the board. (Possible response: People are enjoying driving along a beach in a car.) Ask *How do the people feel?* (They are having a good time.) *Does this picture show the past or the present?* (the past)
- Have a volunteer read *The promise* caption out loud. Elicit from the class that *get away from it all* means take a vacation away from work and stress. Ask *How do you think a car could make it easier to get away from it all?* (Possible response: Cars make it easier for people to drive to vacation areas like beaches that are far from their homes.)
- Point to the photo of a highway at the top right and ask the class to describe the picture. List the responses on the board. (Possible response: There is a traffic jam.) Ask *What's the problem?* (There are too many cars on the highway.) *How often do you get stuck in traffic? How do you feel when this happens?*
- Have a volunteer read *The reality* caption out loud. Point out that the statistics are from the United States and Canada. Ask *According to these statistics, has the car achieved its promise? Do you think these statistics are similar in this country? Why or why not?*
- Have students compare and contrast the two car images. Ask *Do you agree that the car has not lived up to its promise?* (Possible responses: I agree because there are too many cars on the road and driving is no longer easy or a pleasure; I disagree because without a car I would have to stay home all day.)
- Continue in the same manner for the television and household appliances images and captions.
- As a class, brainstorm other inventions that have not achieved their promises. Have students describe the advantage that each invention promised and the reality of how that promise was not achieved. (Possible response: The computer promised to make office workers more productive, but it is more often used for games and instant messaging than for work.)

Language note: A *laborsaving device* is something that makes tasks easier to do.

B Express Your Ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the discussion questions out loud. Elicit from the class that a laborsaving or timesaving invention is one that reduces the amount of work that people must do or the time people must spend doing that work.
- In small groups, have students make a list of timesaving inventions. Circulate to encourage students to explain why they think these technological advances save time.
- For item 2, have students discuss reasons inventions have not increased the amount of free time people have.
- To review, have volunteers share their groups' opinions with the class.

C Sound Bites

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Before students read and listen to the conversation, have them look at the photo. Ask:
  Where are these people? (Possible responses: in an office, at home)
  What is their relationship? (Possible responses: co-workers, friends)
  What are they talking about? (Possible responses: a long report; The man is complaining about having too much work to do.)
- Have students read and listen to the conversation.
- To check comprehension, ask:
  What's wrong with Ed? (He has a lot of work to do.)
  What does Kim suggest? (taking a break)
  Do you think Ed will find it easy to take his mind off of work? (Possible response: No. He said he could use his laptop to catch up on his work when he takes some time off.)
- Have volunteers retell the situation in their own words. (Possible response: Ed complains about having a lot of work. Kim tells him to relax and take a break.)

Language note: The phrase *come to think of it* is used when you've only just remembered or realized something. The split infinitive in *You need to just take it easy* sounds more natural than the grammatically preferred no-split infinitive, *You need just to take it easy.*

Option: [+5 minutes] To draw on students' own experiences, ask *Have you ever been in Ed's situation? What did you do?* Have students share their experiences in small groups.

D Think and Explain

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students underline or highlight the expressions in the conversation and note who said them.
- In pairs, have students try to determine the meaning of each expression from the context of the conversation.
- Have pairs write a sentence explaining the meaning of each expression.
- To review, call on various pairs to explain the meaning of each expression.

Option: [+5 minutes] Have pairs identify language in the conversation to complain about work and to give advice to someone who has too much work. Review as a class. (**Complaining about work:** This job is really getting to me; I'm up to my ears in paperwork; **Giving advice to someone who has too much work:** Sounds like you could use a break; Take some time off; A little R and R would do you some good; You need to just take it easy for a while.)

Option: [+5 minutes] For items 1–6, have pairs create alternative phrases with similar meanings. Then call on pairs to read the Sound Bites conversation out loud, substituting their new statements for the underlined ones.

STARTING POINT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

A Frame Your Ideas

- Point to the illustrations. Ask *What are the people doing?* (sitting in the park; using a computer; snowboarding)
- Read the directions out loud. Elicit from the class that free time is time you are able to spend as you like when you have no work or anything else you must do.
- Have volunteers read the bulleted list of free-time activities out loud. If necessary, work out the meaning of any unfamiliar words as a class.
- Individually, have students check the statements that apply to them. Encourage them to also write their own ideas for the last item.

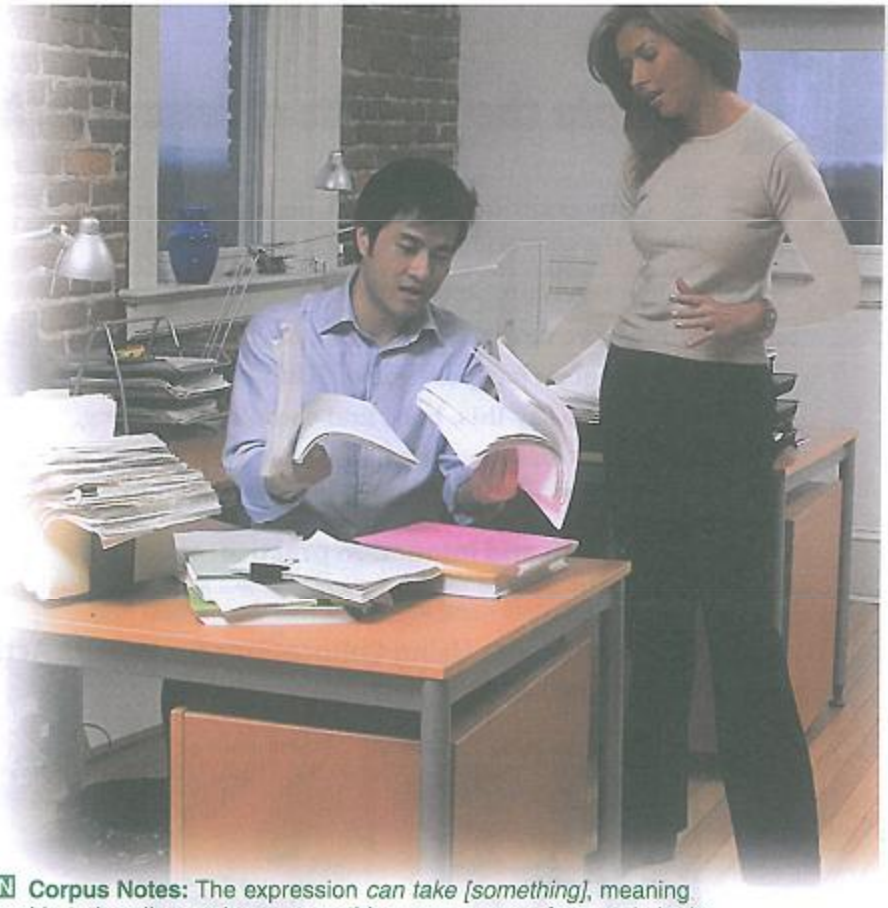
B Pair Work

- Have pairs compare how they spend their free time using the expressions provided. Circulate to encourage students to give specific examples and provide help as needed.
- Review as a class. Call on pairs to say how similar they are and to support their conclusions with examples.

Language note: If necessary, explain the meaning of *hang out with other people* (spend time with people) and *catch up on work / chores* (do things that need to be done that you haven't had time to do yet).

EXTRAS (optional)

- **Workbook: Exercises 1–3**
- **MySummitLab: Preview**



C 4:13 **Sound Bites.** Read and listen to a conversation between two close friends at the office.

ED: I can't take it anymore. This job is really CN getting to me.
KIM: Hey, sounds like you could use a break.
ED: Are you kidding? I'm up to my ears in paperwork.
KIM: When was the last time you took some time off?
ED: Come to think of it, it's been over a year. I was supposed to take off a few weeks in January, but it just got too busy around here.
KIM: Then it sounds like a little R and R* would do you some good.
ED: You're right. And anyway, I can always bring my laptop along and catch up on my work.
KIM: Listen, leave the laptop at home! You need to just take it easy for a while.

* R and R = rest and relaxation

D **Think and Explain.** Read the conversation again. With a partner, explain the meaning of each of the following statements.
Answers will vary, but may include:

1. "This job is really getting to me."
   This job is creating a lot of stress for me.
2. "Are you kidding?"
   You can't be serious.
3. "I'm up to my ears in paperwork."
   I have too much work to do.
4. "A little R and R would do you some good."
   You would benefit from taking some time off.
5. "I can catch up on my work."
   I can get ahead with my work.
6. "You need to just take it easy."
   You need to take a break and relax.

CN **Corpus Notes:** The expression *can take [something]*, meaning *be able to handle or tolerate something*, occurs most frequently in the negative. For example, *He left because he couldn't take the pressure.*

STARTING **POINT**

A **Frame Your Ideas.** How do you usually spend your free time? Check all that apply.

- ☐ I hang out with other people.
- ☐ I spend my time alone.
- ☐ I take it easy.
- ☐ I find something exciting to do.
- ☐ I catch up on the chores I never have time for.
- ☐ I catch up on work.
- ☐ I use my time to learn something new.
- ☐ I sit around and worry about what I need to do.
- ☐ Other: _____

B **Pair Work.** Compare how you spend your free time. Discuss what causes stress in your lives.

Use these expressions:
_____ really gets to me.
I'm up to my ears in _____.
I can't catch up on _____.
I need to take it easy.

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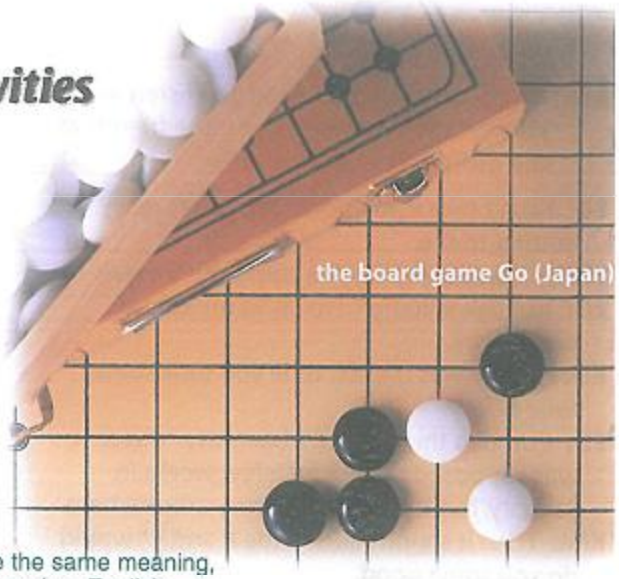
1 GOAL

Explain the benefits of leisure activities



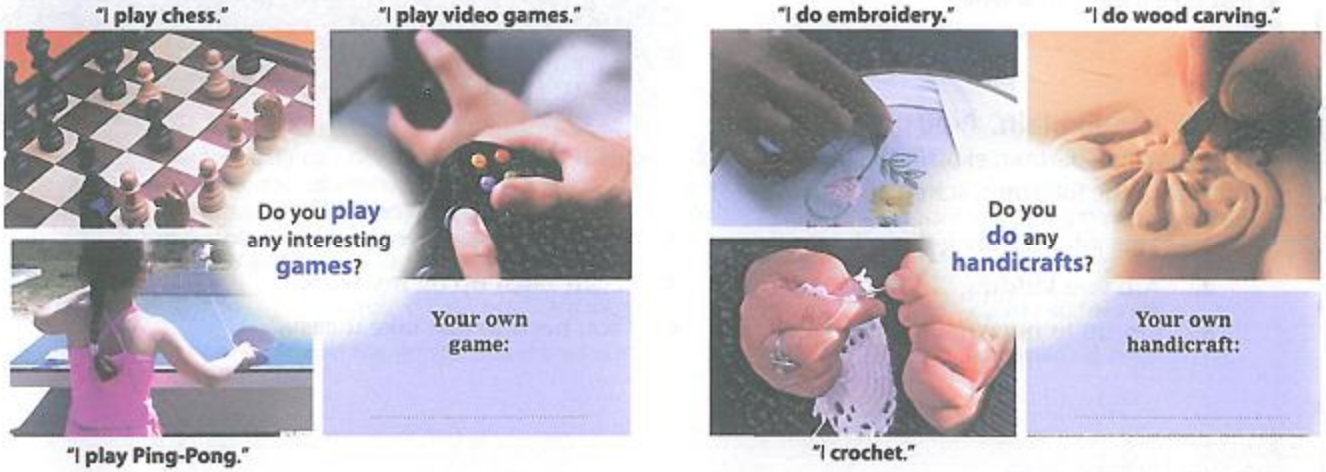
A 4:14 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: I've taken up Go recently. Do you play?
B: No. I've never even heard of it. What's Go?
A: It's a great Japanese game. **Kind of like** chess. CN
B: **I hate to say this, but** I find chess a little boring.
A: **Well, even so,** you should give it a try. I think it's intellectually stimulating. I'm sure you'd like it.

4:15 **Rhythm and intonation practice**

CN **Corpus Notes:** The expressions *kind of like* and *sort of like* have the same meaning, but *kind of like* occurs more frequently. Both occur most frequently in spoken English.

B 4:16 **Word Skills. Using Collocations for Leisure Activities.** Add your own game, fitness activity, hobby, or handicraft.



C **Use Collocations.** First discuss the leisure activities you do or would like to do. Then see which activities are the most popular in your class.

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A Conversation Snapshot

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use *kind of like* to make a loose comparison.
- Use *I hate to say this, but* to excuse oneself for disagreeing.
- Use *Well, even so* to acknowledge someone's point but disagree politely.

- Before students read and listen to the conversation, have them look at the photo. Ask *Have you ever heard of this game?* If they have, ask *What do you know about it?*
- Have students read and listen to the conversation.
- To check comprehension, ask:
  What has the woman started doing recently? (playing a game called Go)
  Why doesn't the man think he'd like Go? (because it's like chess and he finds chess boring)
  What does the woman recommend? (that the man try the game)
  Does she think the man will like Go? (yes)
  Why? (because she thinks it's intellectually stimulating)
- Call students' attention to the conversation strategies highlighted in the model.

Language note: If you *take up* an activity, you become interested in it and start doing it regularly. *Kind of like [chess]* is an informal way to say *It's similar to [chess]*. If an activity is *intellectually stimulating*, it makes you think. *Even so* means *nonetheless* or *despite that*.

Culture note: Go is played by placing black and white stones on the intersections of lines on a square board. The aim is to win more territory than the opponent by capturing opposing stones and protecting one's stones from being captured. Although the rules are simple, Go is considered one of the most intellectually challenging games.

Rhythm and intonation practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Do you play?*
  - use falling intonation for *What's Go?*
  - pause slightly after *I hate to say this, . . .* and *Well, even so, . . .*
  - use emphatic stress for I in *. . . I find chess a little boring* and *I think it's intellectually stimulating.*
  - use emphatic stress for heard in *I've never even heard of it*, for you in *. . . you should give it a try*, and for sure in *I'm sure you'd like it.*

B Word Skills

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Before students listen and practice, have them look at the photos and read the captions. Ask *What's a leisure activity?* (something you do for fun when you are not working or studying)
- Have students listen and repeat the statements chorally.
- Point out that a collocation is the way in which some words are often used together. Point to the games and ask *How are these statements the same?* (They all use the verb *play*.) Point to the fitness activities and ask *How are these all the same?* (They all use the verb *do*.)
- Point to the three games photos. Point out that games often use the verb *play*. As a class, brainstorm other games that people play. (Possible responses: cards, soccer) Have students write a game that they enjoy in the fourth box.
- Do the same for the fitness activities, handicrafts, and hobbies.

Language note: *I embroider* is used equally as often as *I do embroidery*.

C Use Collocations

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the directions out loud.
- To model the discussion, tell the class about any leisure activities that you do and any that you would like to take up. Encourage students to ask follow-up questions about your interests.
- In small groups, have students discuss the leisure activities they enjoy and those they would like to take up. Circulate to encourage student to ask follow-up questions.
- Review as a class. Keep a tally on the board as students state their favorite leisure activities.

LESSON PLAN

D Word Skills

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have volunteers read the directions and example sentences out loud.
- On the board, write the following sentences:
  1. *Yoga is physically relaxing.*
  2. *Doing handicrafts can help you emotionally.*
  3. *I find origami creatively stimulating.*

  To check comprehension, ask pairs to identify the adverbs in the examples and to indicate the verbs or adjectives they modify with arrows. (1. *physically* modifies *relaxing;* 2. *emotionally* modifies *help;* 3. *creatively* modifies *stimulating*) Label the examples on the board as students identify the items.

Adjectives, Adverbs

- Have students read and listen to the adjectives and adverbs in the box. Then have students listen and repeat the adverbs chorally.

Language note: These adverbs usually follow the verbs they modify and precede the adjectives they modify. For example, *Putting some money aside will help you recover financially; If you open up your own business, you will become financially independent.*

E Word Skills Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To model the activity as a class, identify the adjective that the adverb modifies in the first statement. (satisfying) Then have a volunteer choose an appropriate adverb and read the statement out loud.
- Have students complete the statements individually with an adverb from Exercise D. Encourage students to pay attention to meaning to make logical statements.
- Have students compare answers with a partner and review as a class.

F Draw Conclusions

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the first situation out loud. Then read the sample recommendation.
- Model the first item with the class. Ask *What is Suzy's problem?* (Possible response: She doesn't have a lot of time and needs to do something creative.) *Why would some kind of handicraft do her good?* (because she might find it relaxing and creatively stimulating)
- Elicit other recommendations for Suzy from the class. Have students give reasons for their choices.
- Encourage students to use the vocabulary from Exercise B to make recommendations and the adverbs from Exercise D to explain their choices.
- In pairs, have students recommend a leisure activity for Lionel and Solange and explain why they made those choices. Circulate to offer help as needed.
- Review as a class. Call on a pair to share their recommendations for Lionel with the class. Encourage other pairs to share their recommendations. Follow the same procedure for Solange.

NOW YOU CAN

Suggested teaching time:	10 minutes	Your actual teaching time:	

A Frame Your Ideas

- As students discuss the leisure activities, encourage them to describe the adjectives they chose. For example, *Jogging is physically challenging. It will keep you in shape.*
- Refer students to the Conversation Snapshot on page 112 to review how to explain the benefits of leisure activities.

B Use the Conversation Strategies

- Choose a more confident student and role-play the conversation.
- Reinforce the use of the conversation strategies; for example, have students practice describing games and sports using *kind of like: Ping-Pong is a fun game. Kind of like tennis.*
- Have pairs role-play their own conversations. Encourage students to use the vocabulary they've learned so far.
- Make sure each student plays both roles.
- As students interact, circulate to offer help as needed. Encourage students to stress the right words for emphasis and to use the correct intonation in questions.

ActiveTeach
- **Vocabulary-Building Strategies**
- **Conversation Prompts**

Project: At a library or on the Internet, have students research a leisure activity that they are interested in taking up. Have students write a description of the activity, explain why it interests them, and describe the benefits. Then have students make a short presentation to the class about their chosen leisure activity. If possible, have students bring in visual aids such as photographs, handicraft items, collectible items, etc.

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 4–6**
- **MySummitLab: Lesson 1**

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D **Word Skills. Modifying with Adverbs.** Use an adverb to modify a verb or an adjective. Many adverbs are formed by adding -ly to an adjective.

Karate challenges you **physically**. You have to work your body really hard if you want to be good at it. [modifies verb]

I find chess **intellectually** stimulating. You have to use your head to play it well. [modifies adjective]

4:17

Adjectives	Adverbs
creative	→ creatively
emotional	→ emotionally
financial	→ financially
intellectual	→ intellectually
physical	→ physically
social	→ socially
spiritual	→ spiritually

GRAMMAR BOOSTER ▸ p. G16

- Adverbs of manner

E **Word Skills Practice.** Complete the statements with an appropriate adverb. Compare your choices with a partner.

1. Building one-of-a-kind furniture is what makes woodworking so creatively satisfying.
2. While it doesn't feature the punching and kicking found in karate or kung fu, a serious yoga workout can be as physically difficult as any martial art.
3. Even though there are computer programs that can defeat the greatest chess players, there has never been a program "smart" enough to win the intellectually challenging game of Go.
4. They say raising tropical fish can really set you back financially. They're very expensive.

F **Draw Conclusions.** Recommend a leisure activity for each person. Explain your choices.

I've just opened up my own graphic design business. I'm also a full-time mom. Balancing work and family is really challenging. When I do get some free time, I need to do something creative.

Suzy Tanaka

"I think Suzy should take up some kind of handicraft. She might find it relaxing, and it might stimulate her creatively."

I'm a businessperson, and my job is very demanding. Sometimes the stress really gets to me. I have to travel a lot for work—I'm on the go from morning to night. I often get headaches and backaches from all the tension. I really need to get some R and R into my life.

Solange Teixeira

Being a computer programmer, I have to sit at a desk all day long. I work long hours, and by the time I get home at night, I'm pretty exhausted. The only free time I have is on the weekends. But even then, I can't always let go of the job. I've got to find a way to take my mind off of work.

Lionel Espinoza

NOW YOU CAN *Explain the benefits of leisure activities*

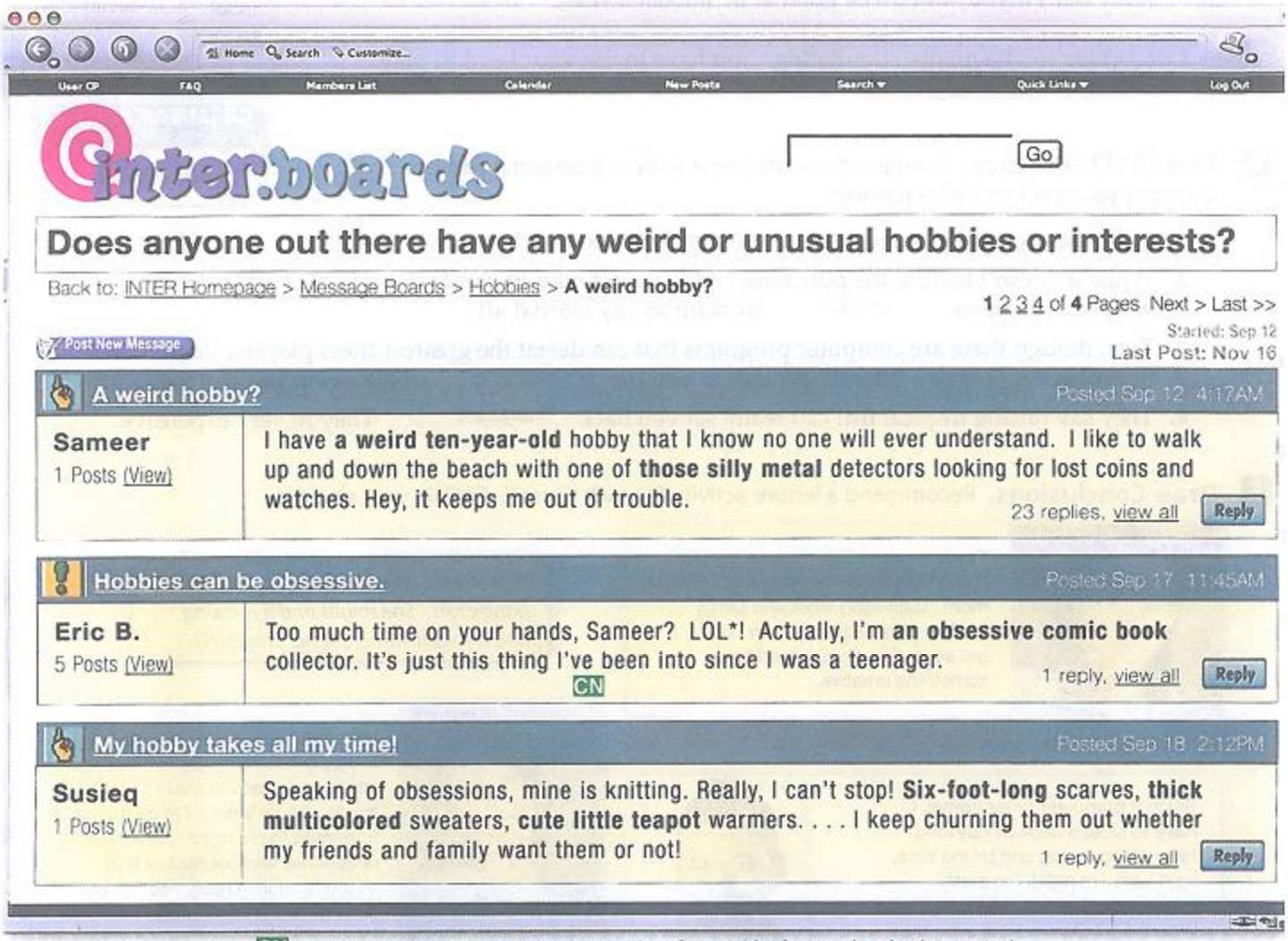
A **Frame Your Ideas.** With a partner, discuss and list leisure activities you think fit in each category.

physically challenging	emotionally satisfying	intellectually stimulating	just plain fun!

B **Use the Conversation Strategies.** Talk to your partner about a leisure activity you have taken up or that you would like to try. Explain why you like it. Use the Conversation Snapshot as a guide. Start like this: "I've taken up recently."

2 GOAL Describe hobbies and other interests

A 4:18 **Grammar Snapshot.** Read the message-board posts and notice the noun modifiers.



Home Search Customize...

User CP FAQ Members List Calendar New Posts Search Quick Links Log Out

Inter.boards Go

Does anyone out there have any weird or unusual hobbies or interests?

Back to: INTER Homepage > Message Boards > Hobbies > **A weird hobby?**

1 2 3 4 of **4** Pages Next > Last >>

Started: Sep 12
Last Post: Nov 16

Post New Message

A weird hobby? Posted Sep 12 4:17AM

Sameer
1 Posts (View)

I have **a weird ten-year-old** hobby that I know no one will ever understand. I like to walk up and down the beach with one of **those silly metal** detectors looking for lost coins and watches. Hey, it keeps me out of trouble.

23 replies, view all Reply

Hobbies can be obsessive. Posted Sep 17 11:45AM

Eric B.
5 Posts (View)

Too much time on your hands, Sameer? LOL*! Actually, I'm **an obsessive comic book** collector. It's just this thing I've been into since I was a teenager. CN

1 reply, view all Reply

My hobby takes all my time! Posted Sep 18 2:12PM

Susieq
1 Posts (View)

Speaking of obsessions, mine is knitting. Really, I can't stop! **Six-foot-long** scarves, **thick multicolored** sweaters, **cute little teapot** warmers. . . . I keep churning them out whether my friends and family want them or not!

1 reply, view all Reply

*LOL = laughing out loud

CN **Corpus Notes:** The expression *be into [something]*, meaning *be interested or involved in something*, occurs frequently in informal spoken English.

B **Grammar. Order of modifiers**

When a noun is modified by more than one word, modifiers usually appear in the following order.

1. **determiners:** a, an, the, this, my, Judy's
2. **ordinals:** first, one thousandth
3. **quantifiers:** one, a few, some, many
4. **adjectives** (in the following order):
   - **size:** small, huge, tall, wide
   - **an opinion or quality:** beautiful, clear, weird, obsessive
   - **age or temperature:** young, middle-aged, antique, freezing
   - **shape:** round, triangular
   - **color:** black, greenish
   - **origin:** British, handmade
   - **material:** glass, silk, metal
5. **nouns:** student, childhood, book, teapot

my first few beautiful antique Czech crystal sugar bowls
1 2 3 4 5

BE CAREFUL! When the modifier is a noun, never use a plural form.
a delicious **vegetable** soup
NOT a delicious ~~vegetables~~ soup

BE CAREFUL! Hyphenate compound modifiers when they precede the noun. Don't use a plural form. CN
a **two-year-old** house
NOT a two-~~years~~-old house
BUT The house is two years old.

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• Intensifiers

CN **Corpus Notes:** According to the Longman Learner's Corpus, learners often make the error of using plural forms in hyphenated compound modifiers. For example, *She was a thirty-years-old lady* and *I taught 14-years-old students.*

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2

A Grammar Snapshot

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Point to the message-board screen. Ask *What kind of Internet site is this?* (a message board) Elicit from the class that a message board is a web page that allows people to post or leave messages for other people to read and reply to. Ask *Have you ever posted on a message board? If so, what was the discussion topic? Do you think message boards are a good place to meet people with similar hobbies or interests?*
- Have students quickly scan the message-board posts to find each person's hobby. (Sameer looks for objects with a metal detector; Eric B. collects comic books; Susieq knits.)
- Have students read and listen to the message-board posts and notice the use of noun modifiers.
- Then have volunteers retell each person's hobby in their own words. (Possible response: Sameer has had this hobby for ten years. He looks for coins on the beach with a metal detector.)

Option: [+5 minutes] Have pairs share their opinions of each person's hobby. Ask *Do you find the hobbies weird or unusual? Why? / Why not? Do you have any weird or unusual hobbies?*

B Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have volunteers read the explanation and examples of modifiers out loud.
- Direct students' attention to the example at the bottom of the Grammar box (my first few beautiful antique Czech crystal sugar bowls). Point out that this phrase includes an example of each type of modifier. Also point out that this many modifiers preceding a noun is not common.
- Have a volunteer read the first Be Careful! note out loud.
- To help clarify, say *Nouns can be modified by other nouns.* On the board, write:

a teapot warmer (= a warmer for teapots)
noun noun

Point out that nouns acting as modifiers are never plural. Contrast *a teapot warmer* with *a warmer for teapots* in the example on the board.

- To check comprehension, write on the board:
  a book of comics
  a room for meetings

  Have pairs use the cues to write phrases using nouns as modifiers. Then review as a class. (a comic book, a meeting room)
- Have a volunteer read the second Be Careful! note out loud.
- Point out that nouns that are part of a hyphenated phrase are never plural. Elicit other compound modifiers from the class. (Possible responses: a hand-painted vase, a tailor-made gown)
- On the board, copy the statements in bold text from the Grammar Snapshot. Have students identify each modifier, using the numbers in the Grammar box. For example:

a weird ten-year-old
1 4 4
determiner quality opinion or age

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Language note: An adjective indicating opinion or quality can come before or after the one indicating size, depending on the combination of words. For example, *a beautiful miniature vase, a small fragile cup.* Compound nouns are two words commonly used together to describe one thing and are different from noun modifiers. In compound nouns, the words can take the plural form. For example, *a sports car.*

Option: [+5–10 minutes] To provide practice with order of noun modifiers, bring in photographs (your own or clippings from magazines) of different objects. Have students first brainstorm three to five adjectives for each item. Then have students make a statement describing the object, putting the adjectives in the correct order.

Challenge: [+10 minutes] In pairs, have students write two more modifiers that fit into categories 1–4. To review as a class, call on students to say the words they wrote and list them on the board. (Possible responses: 1 **determiners:** that, his; 2 **ordinals:** third, tenth; 3 **quantifiers:** a lot of, a little; 4 **adjectives: size:** short, narrow; **an opinion or quality:** interesting, wonderful; **age or temperature:** new, hot; **shape:** square, oval; **color:** white, golden; **origin:** historic, artificial; **material:** cotton, paper)

C Grammar Practice

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Model item 1 with the class. Write the following on the board:

  that green ugly cotton

  Label the phrase on the board as students identify each modifier by number and category. (**that:** 1, determiner; **green:** 4, color; **ugly:** 4, opinion; **cotton:** 4, material) Then decide on the correct order.
- Review as a class. Have volunteers read the corrected sentences out loud and explain their corrections.

D Grammar Practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. As students provide the answer, write it on the board. Point out the hyphen and the singular form of *ten* and *speed*.
- Have students compare the compound modifiers they wrote with those of a partner and review as a class.

Option: [+5–10 minutes] In pairs, have students take turns describing some of the objects in their homes. Encourage students to use at least three modifiers for each object. Review as a class. Call on students to choose one of the items their partners described and share it with the class.

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

A Notepadding

- Have volunteers read the directions and examples on the notepad. Ask *What kinds of adjectives are used in the first example?* (opinion, age, origin, material) *What kinds of adjectives are used in the second example?* (age, color, origin)
- Encourage students to write about three or four interests or hobbies they or people they know have. Circulate to offer help as needed. To help students think of noun modifiers, ask questions about the hobby or interest. For example, if the student makes or collects an object, ask *What size / shape / color is it? What's it made of? Where does it come from?*
- After students write the sentences, have them use the Grammar box on page 114 to confirm that they used the modifiers in the correct order.
- Circulate as students write to offer help as needed with modifiers.

B Use the Grammar

- Read the directions out loud. Have students interview four or five classmates.
- Encourage students who are being interviewed to use modifiers as they describe their hobbies or interests. Encourage students who are conducting the interview to takes notes about their classmates' hobbies or interests and ask questions to find out more.
- To finish, call on a student to share a hobby or interest he/she heard about from one of his/her classmates. Encourage other students who interviewed the same classmate to share more information they found out about that classmate's hobby. Then call on other students to describe other hobbies or interests, and follow the same procedure.

Option: [+5 minutes] Guessing game. Call on a student to share a hobby or interest he/she heard about from one of his/her classmates, withholding his/her classmate's name. The students who didn't interview that classmate guess whose hobby it is. Then call on other students to describe other hobbies or interests, and follow the same procedure.

EXTRAS (optional)

- **Grammar Booster**
- **Workbook: Exercises 7–9**
- **MySummitLab: Lesson 2**

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C Grammar Practice. On a separate sheet of paper, rewrite each sentence, correcting the order of the noun modifiers. Explain your corrections.

"Opinions come before colors."

1. Are you going to wear that green ugly cotton shirt?
   Are you going to wear that ugly green cotton shirt?
2. That was the most interesting French old film I've ever seen.
   That was the most interesting old French film I've ever seen.
3. I gave her a wooden beautiful round box that I picked up during my trip.
   I gave her a beautiful round wooden box that I picked up during my trip.
4. She bought an Italian hundred-year-old expensive violin.
   She bought an expensive hundred-year-old Italian violin.
5. Isn't this the third mystery historical novel you've read this month?
   Isn't this the third historical mystery novel you've read this month?
6. He bought her a silk white gorgeous handkerchief.
   He bought her a gorgeous white silk handkerchief.

D Grammar Practice. Complete the sentences with compound modifiers, using the descriptions in parentheses.

1. She bought a new ten-speed bike. (It has ten speeds.)
2. They offer a three-month introductory class at the new yoga school. (It runs for three months.)
3. We gave her a small hand-embroidered pillow. (It was embroidered by hand.)
4. The company sent him a praise-filled letter. (It was filled with praise.)
5. The government announced a five-point plan for protecting the environment. (It has five points.)

NOW YOU CAN *Describe hobbies and other interests*

A Notepadding. Think of some things you and people you know like to do or make. On your notepad, write sentences about these hobbies or interests, using at least three noun modifiers to describe each.

I've been collecting beautiful antique handmade paper dolls for years.
My sister has always liked to watch old black-and-white Hollywood movies.

B Use the Grammar. Walk around the classroom and interview your classmates about the hobbies and interests they wrote about on their notepads. Then tell your class about the most interesting hobbies or interests you heard about, using noun modifiers.

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3 GOAL Compare your use of leisure time

A Reading Warm-up. Are you satisfied with the amount of leisure time you have in your life?

B 4:19 **Reading.** Read the article. What's the author's main point about technology today?

IS TECHNOLOGY KILLING LEISURE TIME?

by Jon Katz

New surveys suggest that the technological tools we use to make our lives easier are killing our leisure time. We are working longer hours, taking fewer and shorter vacations (and when we do go away, we take our cell phones, PDAs, and laptops along). And we are more stressed than ever as increased use of e-mail, voice mail, cell phones, and the Internet are destroying any idea of privacy and leisure.

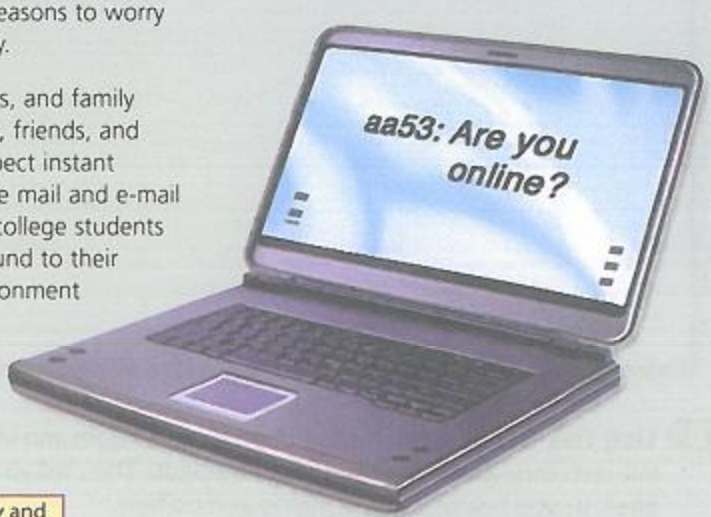
Since the Industrial Revolution, people have assumed that new laborsaving devices would free them from the burdens of the workplace and give them more time to grow intellectually, creatively, and socially—exploring the arts, keeping up with current events, spending more time with friends and family, and even just "goofing off."

But here we are at the start of the 21st century, enjoying one of the greatest technological boom times in human history, and nothing could be further from the truth. The very tools that were supposed to liberate us have bound us to our work and study in ways that were inconceivable just a few years ago. It would seem that technology almost never does what we expect.

In "the old days," the lines between work and leisure time were markedly clearer. People left their offices at a predictable time, were often completely disconnected from and out of touch with their jobs as they traveled to and from work, and were off-duty once they were home. That's no longer true. In today's highly competitive job market, employers demand increased productivity, expecting workers to put in longer hours and to keep in touch almost constantly via fax, cell phones, e-mail, or other communications devices. As a result, employees feel the need to check in on what's going on at the office, even on days off. They feel pressured to work after hours just to catch up on everything they have to do. Workers work harder and longer, change their work tasks more frequently, and have more and more reasons to worry about job security.

Bosses, colleagues, and family members—lovers, friends, and spouses too—expect instant responses to voice mail and e-mail messages. Even college students have become bound to their desks by an environment in which faculty, friends, and other members of the college community increasingly do their work online. Studies of time spent on instant messaging services would probably show staggering use.

This isn't what technology was supposed to be doing for us. New technologies, from genetic research to the Internet, offer all sorts of benefits and opportunities. But when new tools make life more difficult and stressful rather than easier and more meaningful—and we are, as a society, barely conscious of it—then something has gone seriously awry, both with our expectations for technology and our understanding of how it should benefit us.



On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

Reprinted from slashdot.org; written by Jon Katz

3

A Reading Warm-up

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Read the Warm-up question out loud.
- On the board, write:
  How many hours a day do you spend on leisure activities?
  How much leisure time would you like to have each day?
- Form small groups and have students discuss the Warm-up question, using the questions on the board as prompts.
- Have a few students share their experiences and opinions with the class.

B Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students look at the photos. Ask *What technology products are these?* (cell phone, PDA, laptop) *Do you have any of these products? What are the advantages of having them? Can you think of any disadvantages?*
- Have a volunteer read the title of the article out loud and then make predictions. Ask *How do you think technology such as laptops, PDAs, and cell phones could be killing leisure time?* (Possible responses: Technology makes it harder to get away from the office or school; Technology makes it harder to have private time.)
- Read the focus question out loud. Have students read and listen to the article, listening for the author's main point about technology today.
- As a class, compare ideas generated by students' predictions with the content of the article.
- In pairs, have students discuss the answer to the reading question. (Possible response: Instead of giving us more time to spend with friends and family or do the things we like, technology is consuming our time and making our lives more difficult by forcing us to constantly be in touch.)
- To check comprehension, draw a two-column chart with the heads *The promise* and *The reality* on the board. Have students read and listen to the article again and take notes in the chart. Have students compare answers with a partner and review as a class. (**The promise:** It would help people with their responsibilities at work; It would give people more time to do things that stimulate them intellectually and creatively; It would give people more time to spend with family and friends; It would help people have more free time; **The reality:** It binds people to work and study; People are never off-duty; People work longer and harder; People are forced to reply to messages at any time; It makes life more stressful.)

Language note: *Goof off* means waste time and not work. If something goes *awry*, it does not happen in the way that was planned.

Culture note: The Industrial Revolution started in England in the last half of the 18th century when machines began to replace manual labor in factories. It soon spread to other countries in Western Europe and North America and, eventually, to the rest of the world. It led to an important change in population distribution, since people who had traditionally worked in homes and workshops producing all kinds of goods had to move to urban areas—where factories were located—in search of work.

Challenge: [+10–15 minutes] To use the reading as a listening-only activity, have students listen to the article with books closed and take notes. Follow the procedure above, making necessary changes to accommodate a listening-only task. Review as a class.

ActiveTeach
- **Reading Strategies**
- **Reading Speed Calculator**
- **Extra Reading Comprehension Questions**
- **Reading Glossaries**

LESSON PLAN

C Identify Supporting Details

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have volunteers read the questions out loud.
- Give students a few moments to make notes about their ideas for each question.
- Form small groups and have students discuss the questions.
- Review as a class. To review item 2, call on students to name some new technologies and list them on the board. Then have volunteers choose a technology from the list and explain the expectations people have for it. Encourage students to explain why they think the technologies will / won't live up to their promises.
- To review item 3, have students who agree with the author's point of view raise their hands. Tally the results. Do the same for students who don't agree. Have various students share reasons why they agree / don't agree with the author.

Option: [+5–10 minutes] According to the author, the lines between work and leisure time are not as clear as they were in the past. Form small groups and have students discuss whether or not they agree with that opinion. Encourage them to support their views with specific examples of their own work / school day or the work / school day of people they know.

Option: [+5–10 minutes] The article deals with the drawbacks of communication technologies. In small groups, have students list some advantages of communication technologies. Then have students draw a conclusion as to whether or not the disadvantages outweigh the advantages.

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

A Frame Your Ideas

- Have a volunteer read the list of activities out loud. Clarify any unfamiliar terms.
- Have students complete the survey on their own and add an activity in the last row. If necessary, explain that *run an errand* is go out for a short time to buy something, pick up something, deliver something, etc.
- Have students circle the activities they consider to be true leisure activities.

B Make Personal Comparisons

- To get students ready for pair work, have them list the activities they would like to spend more time on and the ones they spend too much time on.
- Have pairs take turns sharing the activities on their lists. Encourage them to explain why they would like to spend more time on some of them and less time on others. You may want to model this for the class. For example, *I wish I could exercise more often. Exercising helps me feel refreshed, but I can only find time to go to the gym once a week.*

C Discussion

- Read the questions and the model out loud.
- On the board, draw the following chart (with the example) or print it out from *ActiveTeach:*

What is a technology that is part of your everyday life?	Does it add to or interfere with your leisure time? Why?	What are some ideas to stop it from interfering with your leisure time?
my cell phone	*Interferes–because it keeps ringing and interrupting me*	*turn it off when I go out and only turn it on if I need to make a call*

To prepare students for discussion, have them list two or three technologies that are part of their everyday lives in the first column and complete the chart for each technology.

- Form small groups and have students share the technologies they use and discuss the questions.
- Review as a class. Have volunteers from different groups share the best ideas they came up with for balancing leisure time and work / study with the class. List them on the board. Then have volunteers say if they are planning to put any of the ideas into practice.

Option: [+10–15 minutes] Divide the class into two groups and debate both sides of the technology issue *Is technology killing leisure time?*

Option: [+5–10 minutes] Writing. Have students write a response to Jon Katz, giving their own opinions about technology and leisure time. Tell them to begin with *In my opinion, technology is / is not killing leisure time.*

Project: Have students keep a daily record of their leisure time for one week, recording every leisure activity they enjoy and the amount of time spent on that activity. Have students write a paragraph about their results, using the following questions as a guide:

What was your total leisure time spent this week?
Were you surprised by this number?
Were you satisfied by the amount of leisure time you had?
Did anything interfere with your leisure time?
Is there anything you could do to add to your leisure time?

ActiveTeach • **Graphic Organizers**

EXTRAS (optional)

- **Workbook: Exercises 10–15**
- **MySummitLab: Lesson 3**

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C Identify Supporting Details. Discuss the questions.

1. The author states that advances in technology such as e-mail, voice mail, cell phones, and the Internet are "destroying any idea of privacy and leisure." How do you think each of these technologies do that in his view? Give specific examples.
2. The author states that "technology almost never does what we expect." What expectations do people have each time a new technology appears? Give examples with specific technologies.
3. Do you agree with the author's point of view in the article? Why or why not?

NOW YOU CAN *Compare your use of leisure time*

A Frame Your Ideas. Complete the survey. Then circle the activities you truly consider to be "leisure activities."

Check how frequently you do each of the following activities.

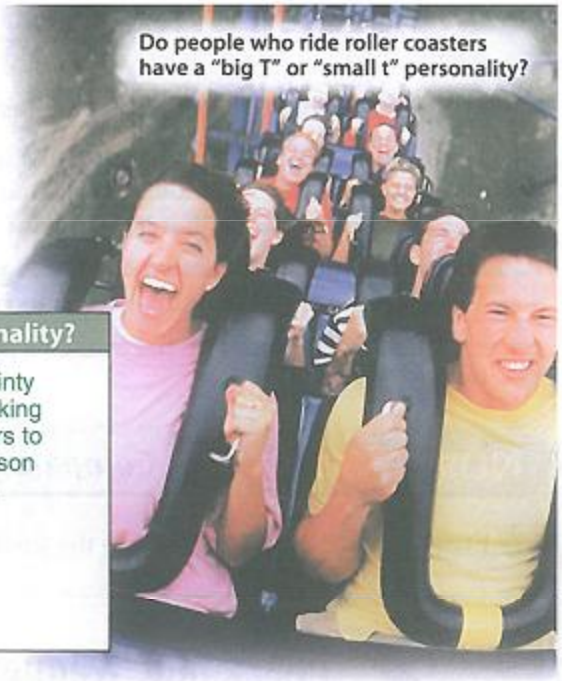
	Very often	Frequently	Sometimes	Rarely	Never
running errands	○	○	○	○	○
doing housework	○	○	○	○	○
surfing the Web	○	○	○	○	○
catching up on personal e-mail	○	○	○	○	○
keeping in touch with friends by telephone	○	○	○	○	○
spending time with family	○	○	○	○	○
attending cultural events	○	○	○	○	○
working on a hobby or interest	○	○	○	○	○
playing games (video, board games, sports)	○	○	○	○	○
reading for pleasure	○	○	○	○	○
listening to music	○	○	○	○	○
watching TV	○	○	○	○	○
exercising	○	○	○	○	○
taking naps	○	○	○	○	○
eating out	○	○	○	○	○
other:	○	○	○	○	○

B Make Personal Comparisons. With a partner, compare how you spend your time. Which activities do you wish you spent more time on? Are there any you think you spend too much time on?

C Discussion. In what ways does technology add to or interfere with your leisure time? What can you do to keep work or study balanced with leisure time in your life?

"E-mail keeps me in touch with more of my friends. I don't think it interferes with my leisure time at all."

4 GOAL Discuss the risk-taking personality


Do people who ride roller coasters have a "big T" or "small t" personality?

A 4:20 **Listening. Listen to Define.** Listen to the interview with a psychologist. Then listen again and write a description for each of the two personality types the psychologist describes.

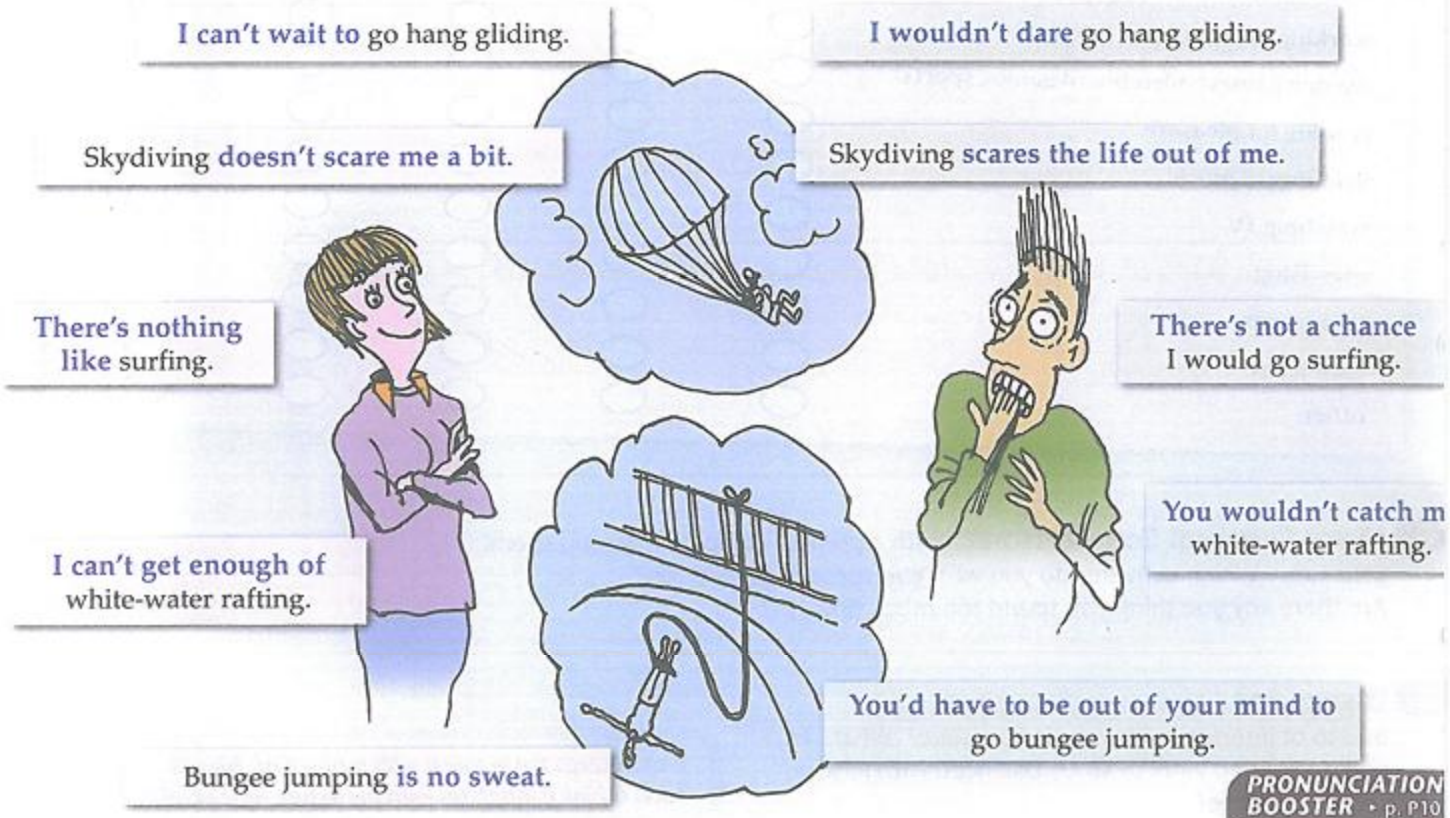
Answers will vary, but may include:

What is a "big T" personality?	What is a "small t" personality?
Someone who likes risks, likes doing new things, is not afraid of danger, and looks for excitement. This type of person can be described as a "risk-taker."	Someone who prefers certainty and routine, does not like taking risks, hates thrills and prefers to avoid them. This type of person can be described as a "risk-avoider."

B **Relate to Personal Experience.** Where do you fit on the risk-taking continuum? Do you have a "big T" or a "small t" personality? Give examples to support your opinion.

RISK-TAKER ⟵ ⟶ RISK-AVOIDER

C 4:21 **Vocabulary. Ways to Express Fear and Fearlessness.** Listen and practice.



PRONUNCIATION BOOSTER • p. P10
• Vowel sounds

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4

A Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: Point to the photo and ask *What are these people doing?* (riding a roller coaster) *How do you think they feel? If you were riding this roller coaster, how would you feel? Do you enjoy roller coasters? Why or why not?*
- Elicit from the class that a risk is the possibility that something bad or dangerous might happen and that someone with a risk-taking personality is willing to, or enjoys, taking risks.
- First listening: Have students listen to the interview and answer the question *Do people who ride roller coasters have a "big T" or "small t" personality?*
- Second listening: Have students listen and take notes on each personality type on a sheet of paper.
- Then have students write descriptions of each of the two personality types.
- Review as a class. Call on different students to read their descriptions out loud.

Option: [+5–10 minutes] Have students listen again and take notes of the positive and negative sides of people with a "big T" personality. Have students compare their notes with a partner. To review as a class, have volunteers describe the positive and negative sides. Write notes on the board as students respond. You may want to refer to this list for Exercise C, item 2, in Now You Can on page 119. (Possible responses: **Positive side:** They play an important role, socially; They are responsible for achievements in creative fields; **Negative side:** They put themselves in danger; They have more accidents.)

AUDIOSCRIPT

For audioscript, see page AS12.

ActiveTeach • **Listening Strategies**

B Relate to Personal Experience

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Point out that the continuum is a scale for identifying how much risk you take. Elicit from the class that a risk-taker has a "big T" personality and a risk-avoider has a "small t" personality.
- Draw a two-column chart with the heads *big T* and *small t* on the board. Individually, have students complete the chart by writing examples of ways they have a "big T" personality or a "small t" personality.
- Ask students to mark where they think they fit on the risk-taking continuum.
- Form small groups and have students share their opinions of their personality type and give examples.
- Review as a class. Take a poll to find out whether most students in the class consider themselves risk-takers or risk-avoiders. Write some examples in the chart on the board as students respond.

C Vocabulary

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Point to the images. Ask *What sports are shown?* (Possible responses: skydiving, parachuting, bungee jumping) *Which of the two people do you think would enjoy these sports? Why do you think so?*
- On the board, write:

  hang gliding
  skydiving
  surfing
  white-water rafting
  bungee jumping

- To make sure students know the extreme sports used in the vocabulary presentation, have volunteers describe the sports on the board. For example, *Skydivers jump from a plane and fall freely for a while before opening their parachutes.* Explain any sports students don't know.
- Have students listen and study the statements. Elicit from the class that the statements on the right express fear and those on the left express fearlessness.
- Have students listen again and repeat chorally.
- In pairs, have students write each of the statements in another way. Review as a class. (Possible responses: Hang gliding is a crazy thing to do; I'm eager to go hang gliding.)

LESSON PLAN

D Vocabulary Practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Model the activity with a more advanced student. Have the student use one of the expressions from Exercise C to express how he/she feels about one of the extreme sports. To encourage the student to explain his/her statement, ask follow-up questions such as *Why do you think so? Have you ever tried it? Why or why not? How does it make you feel?*
- In pairs, have students look at the photos and express how they feel about the sports.
- Circulate to encourage students to ask their partners questions.
- Call on pairs to say if they felt similarly or differently about some of the sports and give examples.

ActiveTeach • **Vocabulary-Building Strategies**

NOW YOU CAN

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

ActiveTeach • **Discourse Strategies**

A Notepadding

- To model the activity, tell the class about a risky activity that you have done. Write *What? Where? When? How?* on the board and elicit follow-up questions from the class. Have students place you on the continuum on page 118.
- Have students use the question words on the notepad to frame questions to find out about their partner's riskiest activities.
- After students interview their partners, have them decide where their partners belong on the risk-taking continuum on page 118. Encourage students to think of reasons to support their decisions.
- Then have students take turns saying where they placed each other on the continuum and why. Encourage them to say whether or not they agree with their partner's description of them and why.

B Make Comparisons

- Form small groups. Have students share their experiences with their groups. Encourage students who are listening to ask relevant questions to find out more.
- Have students in each group vote for the student they think is the most fearless.
- Call on a member from each group to describe what the most fearless member of their group did. Write each group's most fearless member's experience on the board.
- Then have the class vote for the most fearless person.

C Discussion

- Have a volunteer read the questions out loud.
- You may want to refer to the list you created for the option on page 118.
- Give students a few moments to think of their answers to the questions individually.
- Form small groups and have students discuss the questions.
- To review item 1, call on students from different groups to say what can cause a person to develop into a risk-taker or a risk-avoider. (Possible responses: the way the person was brought up; the person's level of self-esteem)
- To review item 2, have students who think risk-taking is a healthy type of behavior raise their hands. Keep a tally. Do the same for people with an opposing view. Then have students who support both views express their reasons. (Possible responses: To me, it's better to have a "big T" personality. A "small t" takes fewer chances, so he/she finds it more difficult to achieve dreams; I think it's safer to have a "small t" personality. The fewer risks you take, the fewer problems you have.)

EXTRAS (optional)

- **Pronunciation Booster**
- **Workbook: Exercises 16–17**
- **MySummitLab: Lesson 4**

D Vocabulary Practice. With a partner, use the Vocabulary to discuss which extreme sports you would or would not be willing to do.

*"Rock climbing **scares the life out of me.**"*

NOW YOU CAN *Discuss the risk-taking personality*

A Notepadding. What's the riskiest thing your partner has ever done? Interview him or her and take notes on your notepad. Where would *you* place your partner on the risk-taking continuum?

What?	Other details:
Where?	
When?	
How?	

B Make Comparisons. In small groups, compare your partners' experiences. Then decide who is the most fearless.

C Discussion.

1. In your opinion, why does one person develop into a risk-taker and another into a risk-avoider?
2. Do you think risk-taking is a healthy type of behavior? Where do you think the best place to be on the risk-taking continuum is? Why?

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Writing: Comment on another's point of view

Expressing and Supporting Opinions Clearly

When you write to critique or comment on another's spoken or written ideas, present your reasons logically, using connecting words to give reasons and to sequence your ideas.

Giving reasons

People have more free time since they are able to work from home.

Because of the Internet, people are working more efficiently.

Actually, using new technology doesn't save paper. This is why I think the author is wrong.

Due to new technological advances, working at home has become easier than ever.

Sequencing ideas

First of all, I agree with Jon Katz's main point.

I **also** think he makes a good point about modern technology.

In addition, I think he's right about technology in the workplace.

Finally, we need to decide what we want technology to do for us.

WRITING MODEL

I disagree with almost all of Jon Katz's ideas in his article "Is Technology Killing Leisure Time?" **since** most new inventions actually help us increase the time we have for leisure activities. **First of all,** when Katz says, "Technology almost never does what we expect," he is ignoring the popularity of most new technologies. If a technology did not achieve its promise, it would not be so popular. **In addition,** I

Quoting the author

You can write short statements in direct speech using quotes, as shown in the Writing Model. Paraphrase longer statements in indirect speech.

A Prewriting. Developing Arguments.

Read the article "Is Technology Killing Leisure Time?" on page 116 and underline sentences that you agree with or do not agree with. On a separate sheet of paper, do the following:

- paraphrase each sentence you underlined
- provide the reasons why you agree or disagree

The author says that technology almost never does what we expect.

I disagree because it isn't true for most new inventions. The popularity of most new technologies proves that people are happy with them.

B Writing.

On a separate sheet of paper, write a critique of the article. State your own opinion at the beginning. Use the sentences you underlined and the comments you wrote to support your opinion.

C Self-Check.

- ☐ Is your opinion clearly stated?
- ☐ Did you use connecting words to support your reasons and sequence your ideas?
- ☐ Did you use quotation marks when using the author's own words?
- ☐ Did you paraphrase the author's words when you didn't use direct speech?

Writing

Suggested teaching time:	20–25 minutes	Your actual teaching time:	

Expressing and Supporting Opinions Clearly

- Have a volunteer read the explanation out loud. If necessary, explain that if you *critique* a piece of writing, you give your opinion about it.
- Have a volunteer read the examples for *Giving reasons*. Point out the connecting words and the grammatical differences: use a noun or gerund phrase after *because of* and *due to;* use a subject and a verb after *since* and *this is why.*
- Have a volunteer read the examples for *Sequencing ideas*. Point out the sequencing phrases and the punctuation: use a comma after *first of all, in addition,* and *finally.*
- Have a volunteer read the Writing Model out loud.

Language note: Use a comma after a clause / phrase starting with *because of, since,* or *due to* if it comes first in a sentence. For example:

People never turn off their cell phones <u>because of</u> their convenience.
<u>Because of</u> the convenience of cell phones, people never turn them off.
I couldn't send you an e-mail <u>due to</u> the power outage.
<u>Due to</u> the power outage, I couldn't send you an e-mail.

ActiveTeach • **Extra Writing Skills Practice**

Option: [+5–10 minutes] To check comprehension, have students complete each blank in the paragraph below with a connecting word from the box. You may write this exercise on the board or photocopy and distribute it.

I completely disagree with the author ___1___ *I think technology does not make our lives more difficult but much easier.* ___2___ *, technology saves us time. If we didn't have computers, we would take much longer to do each task.* ___3___ *, it simplifies our tasks.* ___4___ *computers, we can edit our work without having to type it all over again.*

Review as a class. (1. since; 2. First of all; 3. In addition; 4. On account of)

Option: [+5 minutes] Elicit other sequencing words that students may know. (Possible responses: moreover, furthermore, additionally, likewise)

A Prewriting

- Have volunteers read the directions, the note for quoting the author, and the model out loud.
- Have students find and underline the direct quote in the Writing Model.
- Have students underline four to six sentences in the article on page 116 that give important information.
- As students write the reasons they agree / disagree with the ideas they underlined, circulate to offer help as needed.

B Writing

- Have a volunteer read the directions out loud.
- Using all or some of the ideas they underlined in their critique of the article, have students express their opinions on whether they agree / disagree with the author in the topic sentence. Then have them support their opinions in the supporting sentences that follow.
- As students write, circulate to help them clearly state their opinions and use connecting words. Be sure students paraphrase or use quotation marks when referring to the author's opinion.

C Self-Check

- Read the Self-Check questions as a class.
- Before students submit their paragraphs for correction, have them self-check their work and make any necessary changes.

Option: [+10 minutes] Peer review. On the board, write:

1. *Does your partner agree with the article?*
2. *What is the opinion he or she expresses?*
3. *Does your partner give good reasons to support his or her point of view? What are they?*
4. *Do you agree with your partner? Why or why not?*

Have students exchange critiques with a partner and answer the questions. Then have pairs share their answers to the questions.

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Review

A Listening

Suggested teaching time:	10 minutes	Your actual teaching time:	

- First listening: Have students listen and write the leisure activity being discussed. Review as a class. (1. collecting soda cans; 2. an Indian form of fighting; 3. a board game from West Africa; 4. quilting)
- Second listening: Have students listen and check the kind of leisure activity that the people are talking about.
- Have students compare notes with a partner and review as a class.

Option: [+5 minutes] Have students listen to Conversations 2 and 3 again and take notes of the advantages of each activity. Then have students compare answers with a partner and review as a class. (2. It helps you develop spiritually. It is physically and mentally challenging. 3. It is mentally stimulating.)

AUDIOSCRIPT

For audioscript, see page AS13.

B Categorize the leisure activities . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have pairs first help each other with any unknown words and then use a dictionary to look up the words they don't know.
- Have students categorize the activities individually. Encourage them to add two more activities to each category.
- Have students compare answers and share their additional activities with a partner.
- Review as a class. Have volunteers share the new activities they thought of. You may want to write a list on the board.

Option: [+5–10 minutes] Have pairs use adjectives or verbs of their choice and the adverbs in Exercise D on page 113 to describe five activities from the chart. For example, *Lifting weights challenges you physically; Growing roses can be emotionally rewarding.* Then have each pair join another pair and share their descriptions.

C Use the words in the box . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Point out that there are many possible correct answers. Model the first item with the class and write students' ideas on the board. Make any necessary corrections. (Possible responses: his large green handmade sweater; many new cotton sweaters)
- Point out that even though item 1 was done as a class, students should write their own ideas for this item.
- Point out that if students use the quantifiers *some* and *many*, they should make the noun plural.
- Tell students to use each modifier only once.
- After students write their descriptions, have them look at the Grammar box on page 114 to confirm that they used the modifiers in the correct order.
- Then have students share their descriptions with a partner.
- Review as a class. Call on various students to read their descriptions out loud. Correct any mistakes as a class.

D Complete the statements . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out that students can write about extreme sports or any other kind of activity.
- Point out that the expressions *You wouldn't catch me* and *There's nothing like* are followed by gerunds.
- Have students share their sentences with a partner.
- Review as a class. Call on various students to read their sentences out loud.

EXTRAS (optional)

- **Workbook: Page 100**
- **Complete Assessment Package**
- **ActiveTeach:**
  - **Summit TV Video Program and Activity Worksheets**
  - **Printable Audioscripts**
  - **"Can-Do" Self-Assessment Charts**
  - **Workbook Answer Key**
- **MySummitLab:**
  - **Writing**
  - **Summit TV Video Program and Activity Worksheets**
  - **Achievement Test 10**
  - **Review Test 2**

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Review

ActiveBook: *More Practice*
grammar · vocabulary · listening
reading · speaking · pronunciation

A 4.22 **Listening.** Listen to the conversations about free time. Infer the kind of leisure activity the people are discussing.

1.	☐ a game	☐ a fitness activity	☑ a hobby	☐ a handicraft
2.	☐ a game	☑ a fitness activity	☐ a hobby	☐ a handicraft
3.	☑ a game	☐ a fitness activity	☐ a hobby	☐ a handicraft
4.	☐ a game	☐ a fitness activity	☐ a hobby	☑ a handicraft

B Categorize the leisure activities in the box. Use a dictionary for words you don't know. Add other activities.

hobbies	games	handicrafts	fitness activities
collecting stamps growing roses restoring old cars raising iguanas	playing checkers doing puzzles playing cards	making jewelry sewing knitting	lifting weights doing tae kwon do

collecting stamps	lifting weights
making jewelry	sewing
playing checkers	doing puzzles
doing tae kwon do	knitting
playing cards	restoring old cars
growing roses	raising iguanas

C Use the words in the box to modify the nouns. Use at least three modifiers for each noun.

a / an	this / that	his / her	new	intelligent	English
some	many	green	stylish	black	handmade
adorable	destructive	sincere	clever	antique	South American
flashy	young	small	cotton	friendly	law

Answers will vary, but may include:

1. A stylish black cotton ..... sweater
2. Her new destructive green ..... parrot
3. That young intelligent South American ..... student
4. An antique handmade English ..... teacup

D Complete the statements in your *own* way.

1. ..... scares the life out of me.
2. You'd have to be out of your mind to .....
3. You wouldn't catch me .....
4. ..... doesn't scare me a bit.
5. I can't wait to .....
6. There's nothing like .....

Pronunciation table

These are the pronunciation symbols used in ***Summit 1***.

Vowels

Symbol	Key Word	Symbol	Key Word
i	beat, feed	ə	banana, among
ɪ	bit, did	ɚ	shirt, murder
eɪ	date, paid	aɪ	bite, cry, buy, eye
ɛ	bet, bed	aʊ	about, how
æ	bat, bad	ɔɪ	voice, boy
ɑ	box, odd, father	ɪr	beer
ɔ	bought, dog	ɛr	bare
oʊ	boat, road	ɑr	bar
ʊ	book, good	ɔr	door
u	boot, food, student	ʊr	tour
ʌ	but, mud, mother		

Consonants

Symbol	Key Word	Symbol	Key Word
p	pack, happy	z	zip, please, goes
b	back, rubber	ʃ	ship, machine, station, special, discussion
t	tie		
d	die		
k	came, key, quick	ʒ	measure, vision
g	game, guest	h	hot, who
ʧ	church, nature, watch	m	men, some
		n	sun, know, pneumonia
ʤ	judge, general, major	ŋ	sung, ringing
f	fan, photograph	w	wet, white
v	van	l	light, long
θ	thing, breath	r	right, wrong
ð	then, breathe	y	yes, use, music
s	sip, city, psychology	ṯ	butter, bottle
		tˀ	button

Irregular verbs

base form	simple past	past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
quit	quit	quit
read /rid/	read /rɛd/	read /rɛd/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run

base form	simple past	past participle
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
spin	spun	spun
spit	spit / spat	spit / spat
spoil	spoiled / spoilt	spoiled / spoilt
spread	spread	spread

base form	simple past	past participle
spring	sprang / sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank / stunk	stunk
strike	struck	struck / stricken
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke / waked	woken / waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

Stative verbs

amaze	desire	hear	need	seem
appear*	dislike	imagine	owe	smell*
appreciate	doubt	include*	own	sound
astonish	envy	know	please	suppose
be*	equal	like	possess	surprise
believe	exist	look like	prefer	taste*
belong	fear	look*	realize	think*
care	feel*	love	recognize	understand
consist of	forget	matter	remember*	want*
contain	hate	mean	resemble	weigh*
cost	have*	mind	see*	

*These verbs also have action meanings. Example: *I see a tree.* (non-action) *I'm seeing her tomorrow.* (action)

Verbs followed by a gerund

acknowledge	consider	endure	imagine	prevent	resent
admit	delay	enjoy	justify	prohibit	resist
advise	deny	escape	keep	propose	risk
appreciate	detest	explain	mention	quit	suggest
avoid	discontinue	feel like	mind	recall	support
can't help	discuss	finish	miss	recommend	tolerate
celebrate	dislike	forgive	postpone	report	understand
complete	don't mind	give up	practice		

Expressions that can be followed by a gerund

be excited about	be opposed to	believe in	blame [someone or something] for
be worried about	be used to	participate in	forgive [someone or something] for
be responsible for	complain about	succeed in	thank [someone or something] for
be interested in	dream about / of	take advantage of	keep [someone or something] from
be accused of	talk about / of	take care of	prevent [someone or something] from
be capable of	think about / of	insist on	stop [someone or something] from
be tired of	apologize for	look forward to	
be accustomed to	make an excuse for		
be committed to	have a reason for		

Verbs followed directly by an infinitive

afford
agree
appear
arrange
ask
attempt
can't wait
care
choose
claim
consent
decide
demand
deserve
expect
fail
grow
hesitate
hope
hurry
intend
learn
manage
mean
need
neglect
offer
pay
plan
prepare
pretend
promise
refuse
request
seem
struggle
swear
threaten
volunteer
wait
want
wish
would like
yearn

Verbs followed by an object before an infinitive*

advise
allow
ask*
beg
cause
challenge
choose*
convince
enable
encourage
expect*
forbid
force
get*
help*
hire
instruct
invite
need*
order
pay
permit
persuade
promise*
remind
request
require
teach
tell
urge
want*
warn
wish*
would like*

*In the active voice, these verbs can be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

Adjectives followed by an infinitive*

afraid
alarmed
amazed
angry
anxious
ashamed
certain
content
curious
delighted
depressed
determined
disappointed
distressed
disturbed
eager
easy
embarrassed
encouraged
excited
fortunate
glad
happy
hesitant
likely
lucky
pleased
prepared
proud
ready
relieved
reluctant
sad
shocked
sorry
surprised
touched
upset
willing

*Example: *I'm willing* ***to accept*** *that.*

Verbs that can be followed by a gerund or an infinitive

with a change in meaning

forget (+ gerund)	=	forget something that happened
(+ infinitive)	=	forget something that needs to be done
regret (+ gerund)	=	regret a past action
(+ infinitive)	=	regret having to inform someone about an action
remember (+ gerund)	=	remember something that happened
(+ infinitive)	=	remember something that needs to be done
stop (+ gerund)	=	stop a continuous action
(+ infinitive)	=	stop in order to do something

without a change in meaning

begin
can't stand
continue
hate
like
love
prefer
start
try

Participial adjectives

alarming	–	alarmed
amazing	–	amazed
amusing	–	amused
annoying	–	annoyed
astonishing	–	astonished
boring	–	bored
comforting	–	comforted
confusing	–	confused
depressing	–	depressed
disappointing	–	disappointed
disgusting	–	disgusted
distressing	–	distressed
disturbing	–	disturbed
embarrassing	–	embarrassed
entertaining	–	entertained
exciting	–	excited
exhausting	–	exhausted
fascinating	–	fascinated
frightening	–	frightened
horrifying	–	horrified
inspiring	–	inspired
interesting	–	interested
irritating	–	irritated
moving	–	moved
paralyzing	–	paralyzed
pleasing	–	pleased
relaxing	–	relaxed
satisfying	–	satisfied
shocking	–	shocked
soothing	–	soothed
startling	–	startled
stimulating	–	stimulated
surprising	–	surprised
terrifying	–	terrified
tiring	–	tired
touching	–	touched

Grammar Booster

The *Grammar Booster* is optional. It provides more explanation and practice as well as additional grammar concepts.

Unit 1

Gerunds and infinitives: summary

Gerunds

A gerund functions as a noun. A gerund or gerund phrase can be the subject of a sentence, a direct or indirect object, a subject complement, or the object of a preposition.

Living a balanced life is about integrating all parts of it. [subject]
I love **spending time with my family.** [direct object]
The best part of life is **learning new things.** [subject complement]
Here are some tips for **getting a healthy perspective on life.** [object of a preposition]

Infinitives

An infinitive also functions as a noun. An infinitive or infinitive phrase can be the subject of a sentence, but infinitives as subjects are often considered awkward. It is more common to use an impersonal It as the subject.

To be honest isn't always easy. [subject]
OR **It** isn't always easy **to be honest.**

An infinitive or infinitive phrase can be a direct object or a subject complement.

I want **to feel less stressed.** [direct object]
My favorite thing is **to spend time with friends.** [subject complement]

An infinitive or infinitive phrase can express a purpose.

Make time **to relax.**
We stopped **to buy some gas.**

REMEMBER

Some verbs can only be followed by a gerund.
I **suggest asking** her if she can make it.
We **finished writing** the report.
He **recommends not waiting** till the last minute.

Some verbs can only be followed by an infinitive.
You should **expect to be** there by early afternoon.
I **hope to complete** the course.
Learn not to live in the past.

Some verbs can be followed by a gerund or an infinitive with no change in meaning.
He **likes listening** to jazz.
He **likes to listen** to jazz.

Some verbs require an object before an infinitive.
He **reminded** me **to call** my mother.
I **persuaded** them **not to sell** their house.
The school **permitted** her **to skip** the first level.

Some adjectives can be followed by an infinitive.
He was **surprised to get** the promotion.
I was **disappointed to hear** the news.

For a complete list of verbs, adjectives, and expressions followed by gerunds and infinitives, see pages A3–A4 in the Appendices.

A Complete each sentence with a gerund or infinitive form of the verb. Refer to pages A3–A4 in the Appendices if necessary.

1. We were delighted to find (find) out that we had won the contest.
2. Be sure to thank your father for helping (help) me get that interview.
3. She goes to the gym five times a week to stay (stay) in shape.
4. Don't be surprised if he refuses to cooperate (cooperate) with them.
5. Asking (ask) other people for help is sometimes hard to do.
6. They definitely won't permit you to carry (carry) that on board.

B On a separate sheet of paper, rewrite the following sentences, using an impersonal It as the subject of the sentence.

1. To pass the examination is not the easiest thing in the world.
   It is not the easiest thing in the world to pass the examination.
2. To speak English fluently is my greatest wish.
   It is my greatest wish to speak English fluently.
3. To live in an English-speaking country might be an exciting experience.
   It might be an exciting experience to live in an English-speaking country.
4. To know when to use an infinitive and when to use a gerund is pretty confusing.
   It is pretty confusing to know when to use an infinitive and when to use a gerund.

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Grammar for Writing: parallelism with gerunds and infinitives

A common error in formal written English is mixing gerunds and infinitives when listing items in a series. A list of items should either be all gerunds or all infinitives.

When I take time off from work, I prefer **relaxing** at home, **spending** time with my family, and **getting** things done around the house.

NOT I prefer relaxing at home, spending time with my family, and ~~to get~~ things done around the house.

I can't stand **getting up** late and **missing** the bus.

NOT I can't stand getting up late and ~~to miss~~ the bus.

In a series, either use to with all the infinitives or only with the first one.

When I take time off from work, I prefer **to relax** at home, **spend** time with my family, and **get** things done around the house.

NOT When I take time off from work, I prefer to relax at home, spend time with my family, and ~~to~~ get things done around the house.

C On a separate sheet of paper, correct the errors in parallelism in the following sentences.

1. After she arrived in London, she began to write long letters home and ~~calling~~ call her parents at all hours of the night.
2. There are two things I really can't stand doing: speaking in front of large audiences and ~~chat~~ chatting with people I don't know at parties.
3. Right before midnight, everyone began to sing, dance, and ~~to~~ welcome in the new year.
4. There's no question I prefer using all my vacation time and ~~take~~ taking a long vacation.

D Complete the following sentences, using appropriate gerund or infinitive forms. Refer to pages A3–A4 in the Appendices if necessary.

1. I would suggest ____filling____ (fill) out the form immediately and ____making____ (make) a copy for your records.
2. Did you remember ____to turn____ (turn) off the stove, ____close____ (close) the windows, and ____lock____ (lock) the door before you left?
3. It's obvious from her e-mails that she really loves ____experiencing____ (experience) the culture, ____meeting____ (meet) new people, and just ____being____ (be) there.
4. They prohibit ____taking____ (take) photographs or ____using____ (use) a recorder.
5. I really wouldn't mind ____taking____ (take) them out to dinner or ____showing____ (show) them around if you'd like me to.
6. He promised ____to take____ (take) the report home, ____read____ (read) it carefully, and ____respond____ (respond) to any questions by the next day.

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Unit 2

Finished and unfinished actions: summary

Finished actions

Use the simple past tense or the past of be for an action finished at a specified time in the past.
They **watched** that DVD yesterday.

Use the present perfect for an action finished at an unspecified time in the past.
They**'ve watched** that DVD three times.

Use the past perfect for an action that was finished before another action in the past.
When I arrived, they **had** already **watched** the DVD.

NOTE: Although the continuous aspect is used for actions in progress, the present perfect continuous is sometimes used for very recently completed actions, especially to emphasize duration.
They**'ve been watching** that DVD all afternoon, but they're done now.

Unfinished actions

Use the present perfect OR the present perfect continuous for unfinished actions that began in the past and may continue into the future. Use the present perfect continuous to further emphasize that the action is continuous.
She**'s listened** to Ray Charles for years. [And she may continue.]
OR She**'s been listening** to Ray Charles for years. [And she may continue.]

A Complete the article, using the simple past tense, the past of be, or the present perfect.

World Music is not really a true genre of music—it is a combination of musical genres from around the world. For a number of years, recording companies have used (1. use) the term to describe the music of artists who they feel could appeal to new audiences across cultures. The concept of World Music was (2. be) first created after U.S. singer / songwriter Paul Simon recorded (3. record) his hugely successful *Graceland* album in 1986. At that time, he invited (4. invite) South Africa's male choir Ladysmith Black Mambazo and rock group Savuka to accompany him on the recording. Both groups later toured (5. tour) with him around the world. This exciting collaboration immediately appealed (6. appeal) to European and North American audiences, who were attracted to this different sound.

Since that time, as more artists have tried (7. try) to reach new audiences, there has been (8. be) an increased amount of "crossover"—that is, musicians influencing each other across cultures. Enthusiasm for music from other cultures has risen (9. rise) steadily. Artists such as Angélique Kidjo and Carlos Vives, who were well-known within specific regions such as Africa or Latin America, have become (10. become) international stars, and mainstream music has incorporated (11. incorporate) many of the features of these artists.

B Read each statement. Then decide which description is closer in meaning.

1. By the time I heard about it, the concert had sold out.
   a. First I heard about the concert. Then it sold out.
   b. First the concert sold out. Then I heard about it.
2. After he'd won the award, he got a big recording contract.
   a. First he got the recording contract. Then he won the award.
   b. First he won the award. Then he got the recording contract.
3. We wanted to go to his performance because we'd heard his new CD.
   a. First we heard his CD. Then we wanted to go to his performance.
   b. First we wanted to go to his performance. Then we heard his CD.
4. He'd played at a lot of different halls before he performed at Carnegie Hall.
   a. First he performed at Carnegie Hall. Then he played at a lot of different halls.
   b. First he played at a lot of different halls. Then he performed at Carnegie Hall.

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The past perfect continuous

Use the past perfect continuous for a continuous action that occurred and finished before an earlier time or event.

By 1998, he **had been studying** French for about five years.
When the test began, the students **had been waiting** for over an hour.

NOTE: This structure tends to occur more in formal writing than in speaking.

C Use the present perfect continuous or the past perfect continuous to complete each statement.

1. Stella is such a big fan of Bob Marley that she has been collecting (collect) nothing but his recordings for years.
2. Jill Morsberger had been performing (perform) at clubs for ten years before Greenwood Entertainment invited her to sign a recording contract.
3. Jeff had been waiting (wait) at the airport for his girlfriend when he saw the lead singer for U2.
4. She must be extremely popular. The audience has been standing (stand) in line to buy tickets for over two hours.
5. The lead guitarist for the band has been rehearsing (rehearse) the new songs for weeks. That's why they sound so good tonight.
6. Shakira had been recording (record) songs only in Spanish before she decided to branch out and try recording songs in English for the U.S. market.

Grammar for Writing: noun clauses as adjective and noun complements

Noun clauses as subjects are awkward and generally avoided. Two ways to rewrite such sentences follow.

Use a noun clause as an adjective complement.

AVOIDED **That Frankel is quite critical of modern art** is obvious.
PREFERRED It is obvious **(that) Frankel is quite critical of modern art**.

Use a noun clause as a noun complement.

AVOIDED **That her job was so difficult** was why she quit.
PREFERRED The fact **that her job was so difficult** was why she quit.

Impersonal expressions that introduce noun clauses

It is **important** (that)
It appears **obvious** (that)
It seems **clear** (that)
It becomes **essential** (that)
It is **possible** (that)
It looks **likely** (that)

Noun phrases that can precede a noun clause

the announcement that	**the news** that
the argument that	**the possibility** that
the belief that	**the proposal** that
the chance that	**the reason** that
the claim that	**the recommendation** that
the demand that	**the report** that
the fact that	**the suggestion** that
the idea that	

The reason that she refuses to appear in films is a mystery to everyone.
The argument that classical music is dead makes no sense.
The news that the new CEO is retiring surprised a lot of people.

D On a separate sheet of paper, rewrite each sentence, using the impersonal It.

1. That developing countries address the problems caused by global warming is extremely important.
   It is extremely important (that) developing countries address the problems caused by global warming.
2. That the president plans on resigning appears obvious to everyone.
   It appears obvious to everyone (that) the president plans on resigning.
3. That not providing disaster relief will only worsen the situation seems quite clear.
   It seems quite clear (that) not providing disaster relief will only worsen the situation.
4. That a cure for cancer will be discovered in the next twenty years is certainly possible.
   It is certainly possible (that) a cure for cancer will be discovered in the next twenty years.
5. That the governments of Argentina and Chile will reach an agreement looks very likely.
   It looks very likely (that) the governments of Argentina and Chile will reach an agreement.
6. That Max Bianchi won't be participating in the Olympics next year is not important.
   It is not important (that) Max Bianchi won't be participating in the Olympics next year.

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E Read each quote from a radio news program. Then, on a separate sheet of paper, complete each statement, using the noun clause as a noun complement. (See page TG5 for answers.)

Example: "Volkswagen announced that they would unveil a new car design early next year. This is causing a lot of excitement in the auto industry." [The announcement . . .]

The announcement that Volkswagen would unveil a new car design early next year is causing a lot of excitement in the auto industry.

1. "The Health Ministry announced that they will begin vaccinating all infants for measles. This was greeted with criticism from the opposition party." [The announcement . . .]
2. "The president said it was possible that he would resign by the end of this year. This has taken everyone by surprise, including the news media." [The possibility . . .]
3. "The *London Sun* reported that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein. This is attracting much interest in the world of science." [The report . . .]
4. "The *Auckland Times* claimed that a 95-year-old New Zealand man had broken the world record for growing the longest beard. This has triggered similar claims across three continents." [The claim . . .]

Unit 3

The future continuous

Use the future continuous for actions that will be in progress at a specific time or over a period of time in the future.
To form the future continuous, use will + be + a present participle OR be going to + be + a present participle.

At this time next week, I { **'ll be lying** / **'m going to be lying** } on a beach in Hawaii. [specific time]

I { **'ll be studying** / **'m going to be studying** } English in the United States for about two years. [period of time]

Sometimes sentences in the simple future and the future continuous have almost the same meaning. Choose the future continuous to emphasize a continuous or uninterrupted activity.

Next year, I **'ll study** English in the United States.
Next year, I **'ll be studying** English in the United States.

Questions and short answers

Will you **be working** at home? Yes, I **will**. / No, I **won't**.
Are you **going to be working** at home? Yes, I **am**. / No, I **'m not**.

Use the future continuous and a time clause with while or when to describe a continuous activity that will occur at the same time as another activity. Do not use a future form in the time clause.

I **'ll be looking** for a job while my wife **continues** her studies.
NOT I'll be looking for a job while my wife ~~will be continuing~~ her studies.

When the mayor **is speaking**, we **'ll be listening** carefully.
NOT When the mayor ~~will be speaking~~, we'll be listening carefully.

REMEMBER

Stative verbs are "non-action" verbs such as be, have, know, remember, like, seem, appreciate, etc.

Do not use the continuous with stative verbs.
DON'T SAY By next month, ~~I'll be having~~ a new car.

For a complete list of stative verbs, see page A3 in the Appendices.

A On a separate sheet of paper, correct the errors in the following sentences.

1. She'll be staying at the Newton Hotel when ~~she's going to be attending~~ she attends the meeting.
2. We won't be spending much time sightseeing while ~~we'll be visiting~~ we visit London.
3. When ~~he's going to stay~~ he stays in town, he's going to be meeting with some friends.
4. She'll be correcting homework while the students ~~will be~~ are taking the test.
5. While Michelle ~~will be~~ is serving dessert, Randy will already be washing the dishes.
6. Won't they be going to sleep in New York when ~~you'll be~~ you're getting up in Taipei?

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B Complete the following sentences, using the future continuous with will when possible. If the future continuous is not possible, use the simple future with will.

1. After I've completed my studies, I will be looking (look) for a job.
2. She will be photographing (photograph) historic sites while she's in Turkey.
3. In a few years, they won't remember (not / remember) all the problems they had.
4. Will (wait) he be waiting between flights for very long?
5. I'm sure she won't be sleeping (not / sleep) when you call.

The future perfect continuous

Use the future perfect continuous to emphasize the continuous quality of an action that began before a specific time in the future. To form the future perfect continuous, use will + have + been and a present participle.

By next year, **I'll have been studying** English for five years. [Describes an action that began before "next year" and may still continue.]

Combine a statement using the future perfect continuous with a time clause to show the relationship between two future actions. Use the simple present tense in the time clause.

By the time I **arrive** in New York, **I'll have been sitting** in a plane for over ten hours.
NOT By the time I'~~ll arrive~~ in New York, I'll have been sitting in a plane for over ten hours.

C Complete the notecard, using the future continuous or the future perfect continuous.

Dear Ida,

Venice was great, but finally on to Paris! By tomorrow afternoon, I will be strolling (1. stroll) down the Champs Elysées and will be taking (2. take) in the beautiful sights of that great city. In the evening, I will be enjoying (3. enjoy) an opera by Bizet in the city where he was born. Just think, by Saturday, I will have been eating (4. eat) delicious French food for a whole week! Plus, I will have been practicing (5. practice) my French with real native speakers.

Then, after Paris, it's off to the Riviera, where I will be lounging (6. lounge) around on the beaches of Nice and Saint-Tropez for a week. By that time, I will have been traveling (7. travel) for three weeks, and it will almost be time to come home—a long trip for a homebody like me!

See you soon!

Pavel

Unit 4

A **Review.** Check *all* the quantifiers that can complete each sentence correctly.

1. If a child watches ____ television, he or she may develop a self-image problem.
   ☑ a lot of ☐ several ☐ a number of ☑ a great deal of
2. I don't think you can say that ____ young people are self-conscious about their bodies.
   ☑ most ☐ a great deal of ☐ every ☑ a majority of
3. It's clear that ____ company needs to make its own decision about it.
   ☐ some ☑ each ☑ every ☐ most
4. There are ____ beauty treatments available to our customers.
   ☑ a number of ☑ a few ☑ plenty of ☐ a little
5. I was surprised to read that ____ men are considering cosmetic surgery.
   ☑ a lot of ☑ some ☐ every ☐ less

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Quantifiers: a few and few, a little and little

Use a few with plural count nouns and a little with non-count nouns to mean "some." Use few with plural count nouns and little with non-count nouns to mean "not many" or "not much."

A few companies are allowing their employees to dress casually on Fridays. [some companies]
Few companies are allowing their employees to dress casually on Fridays. [not many companies]
Employees are showing **a little interest** in this new dress code. [some interest]
Employees are showing **little interest** in this new dress code. [not much interest]

B Change the underlined quantifiers to a few, few, a little, or little.

Example: Would you like to listen to ~~some~~ a little music?

1. We actually eat almost no (little) meat.
2. The newspaper had a bit of (a little) information about the concert tonight.
3. There were several (a few) new students in my class today.
4. To tell the truth, I've seen hardly any (few) movies in the last month.
5. I enjoy visiting my hometown, but there's not much (little) to do there.
6. If you look in the refrigerator, there should be some (a few) eggs.

Quantifiers: using of

Use of (to refer to something specific) when a noun is preceded by a possessive adjective, a possessive noun, a demonstrative pronoun, or the article the.

most of Jack's co-workers	–	**most** co-workers in Italy
several of these companies	–	**several** companies
a few of the choices	–	**a few** choices
a little of the cake	–	**a little** cake
many of those books	–	**many** books
any of her friends	–	**any** friends
much of the coffee	–	**much** coffee
some of his students	–	**some** students
each of the classes	–	**each** class
one of my cats	–	**one** cat
all of our employees	–	**all** employees

possessive adjectives my, her, their, etc.
possessive nouns John's, the doctor's
demonstrative pronouns this, that, these, those

BE CAREFUL! In the superlative, do not use of with most.
DON'T SAY Tokyo is the city with the most of people in Japan.

Using of after all or both is optional, with no change in meaning.

all of our employees	OR	**all** our employees	NOT	**all** ~~of~~ employees
both of those choices	OR	**both** those choices	NOT	**both** ~~of~~ choices

BE CAREFUL! Of must be included when using an object pronoun.
both of them NOT ~~both them~~

One and each are used with singular nouns only. But one of and each of are used with plural nouns only. However, the meaning of both expressions is still singular.

One student – **One of** the students
Each class – **Each of** the classes

Some quantifiers must include of when they modify a noun or noun phrase.

a lot of	a majority of
lots of	plenty of
a couple of	a bit of
a number of	a great deal of

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C Only one of each pair of sentences is correct. Check the correct sentence and correct the mistake in the other one.

Example: **a.** ✓ She went with several of her classmates.

b. Several ~~of~~ classmates went out for coffee.

1. **a.** Most ~~of~~ companies in the world are fairly formal.
   b. ✓ Most of the companies in the United States have dress-down days.
2. **a.** All ~~of~~ hot appetizers were delicious.
   b. ✓ Everyone tried all of the cold appetizers.
3. **a.** ✓ A lot of my friends have traveled to exotic places.
   b. There are a lot of places I'd like to see.
4. **a.** ✓ I read a few of Steinbeck's novels last year.
   b. A few ~~of~~ novels by Steinbeck take place in Mexico.
5. **a.** Several managers were interviewed, and many of them liked the new policy.
   b. ✓ Many of the employees we spoke with liked the new policy.

Quantifiers: used without referents

Most quantifiers can be used without the noun they describe as long as the context has been made clear earlier.

A number of people believe there is life on other planets. But **many** don't. [many people]

Grammar for Writing: subject-verb agreement with quantifiers with of

In quantifiers with of, the verb must agree with the noun that comes after of.

Some of **the movie is** in English. – Some of **the movies are** in English.
A lot of **the music was** jazz. – A lot of **the musicians were** young.

In formal English, none of is followed by a singular verb. However, in everyday spoken English, it is common to use it with a plural verb.

Formal: **None of** the students **was** late for class.
Informal: **None of** the students **were** late for class.

BE CAREFUL! The quantifiers one of, each of, and every one of are always followed by a plural noun, but they always take a singular verb.
One of the students likes rap music.

D Choose the verb that agrees with each subject.

1. Every one of these choices (sound / sounds) terrific!
2. One of the teachers (was / were) going to stay after class.
3. A lot of the problem (is / are) that no one wants to work so hard.
4. Each of the employees (want / wants) to work overtime.
5. Half of the city (was / were) flooded in the storm.
6. None of the players (is coming / are coming) to the game.
7. Only 8 percent of their workers prefer shorter work weeks, while at least 90 percent (don't / doesn't).

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Conjunctions with so, too, neither, or not either

Use and so or and . . . too to join affirmative statements that are similar.

Spitting on the street is offensive, **and so** is littering.
OR Spitting on the street is offensive, **and** littering is **too**.

Use neither or not either to join negative statements that are similar.

Spitting on the street doesn't bother me, **and neither** does littering.
Spitting on the street doesn't bother me, **and** littering does**n't either**.

If the first clause uses the verb be, an auxiliary verb, or a modal, use the same structure in the second clause.

Tokyo **is** a huge city, and so **is** São Paulo.
New York **doesn't** have a lot of industry, and neither **does** London.
Mexico City **has** grown a lot, and so **has** Los Angeles.
Nancy **can't** tolerate loud radios, and neither **can** Tom.

If the first clause does not include the verb be, an auxiliary verb, or a modal, use a form of do.

John **thinks** graffiti is a big problem, and so **does** Helen.

BE CAREFUL! Use a negative with either and an affirmative with neither.
. . . and **neither does** littering.
NOT . . . and ~~neither doesn't~~ littering.
. . . and littering **doesn't either**.
NOT . . . and littering ~~does either~~.

BE CAREFUL! Notice the subject-verb order.
. . . and so **is littering**.
. . . and **littering is** too.
. . . and neither **does littering**.
. . . and **littering doesn't** either.

BE CAREFUL! With so and neither, the verb (or auxiliary verb) goes before the subject.
Nancy can't stand loud boom boxes, and neither **can Tom**.
NOT . . . neither ~~Tom can~~.
Tokyo is a huge city, and so **is São Paulo**.
NOT . . . and so ~~São Paulo is~~.

A Find and underline the nine errors. On a separate sheet of paper, write each sentence correctly.

New York is one of the most famous cities in the world, and so ~~does~~ London. While these two cities differ in many ways, they also share a number of characteristics. Here's a quick comparison:

- If you're looking for peace and quiet, New York is not the place to be, and neither London is. They are both exciting and noisy places. If you're not used to it, New York's traffic can be deafening at times, and so ~~does~~ can London's.
- The best way to get around in both cities is the subway (or the Tube in London). New York's subway system is quite old and elaborate, and is London's too.
- If you're looking for first-rate entertainment, New York is filled with theaters, and so is London ~~does~~.
- Hungry? London's restaurants feature exciting dishes from around the world, and New York's ~~do~~ too.
- Both cities offer a huge choice of museums to visit. The museums in New York can't possibly be seen in a day, and either London's can't.
- New York offers some of the world's most famous tourist sites—for example, the Statue of Liberty and the Empire State Building—and so ~~is~~ does London, with Buckingham Palace and the Millennium Wheel.

It's clear that New York shouldn't be missed, and neither should London ~~shouldn't~~!

B On a separate sheet of paper, rewrite each statement, using the word in parentheses. Make any necessary changes in verbs or possessive adjectives.

Example: Both Vilnius and Riga have large historic districts. (so)

Vilnius has a large historic district, and so does Riga.

1. Both Bangkok and São Paulo face many problems caused by too much traffic. (so)
   Bangkok faces many problems caused by too much traffic, and so does São Paulo.
2. Both Athens and Barcelona have hosted the Olympic Games in the past. (too)
   Athens has hosted the Olympic Games in the past, and Barcelona has too.
3. Vancouver and Taipei don't ever get very cold. (neither)
   Vancouver doesn't ever get very cold, and neither does Taipei.
4. Mexico City and Tokyo won't experience a decrease in their populations any time soon. (not either)
   Mexico City won't experience a decrease in its population any time soon, and Tokyo won't either.
5. Both Hong Kong and Rio de Janeiro are famous for their physical beauty. (so)
   Hong Kong is famous for its physical beauty, and so is Rio de Janeiro.
6. Prague and Krakow attract people who like great architecture. (too)
   Prague attracts people who like great architecture and Krakow does too.
7. The Prado Museum in Madrid and the Louvre in Paris shouldn't be missed. (neither)
   The Prado Museum in Madrid shouldn't be missed, and neither should the Louvre in Paris.
8. Tokyo and Mexico City haven't lost their places among the world's largest cities yet. (not either)
   Tokyo hasn't lost its place among the world's largest cities yet, and Mexico City hasn't either.

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So, too, neither, or not either: short responses

Use so, too, neither, or not either in short responses to express agreement.

A: I hate littering. B: **So** do I. / I do **too**. NOT So do I ~~hate~~. / I do ~~hate~~ too.
A: I can't stand smoking. B: I can't **either**. / **Neither** can I. NOT I can't ~~stand~~ either. / Neither can I ~~stand~~.

In English, it is common to express agreement with me too or me neither.

A: I hate littering. B: **Me too.**
A: I can't stand smoking. B: **Me neither.**

C Agree with each statement. Use short responses with so, too, neither, or not either.

1. **A:** I've never been to Ulan Bator. **B:** I haven't either. / Neither have I. / Me neither.
2. **A:** I can't figure this out. **B:** I can't either. / Neither can I. / Me neither.
3. **A:** I loved going there! **B:** So did I. / I did too. / Me too.
4. **A:** I have to get some cash. **B:** So do I. / I do too. / Me too.
5. **A:** I'm getting really tired. **B:** So am I. / I am too. / Me too.
6. **A:** I used to travel more. **B:** So did I. / I did too. / Me too.
7. **A:** I'll call her tomorrow. **B:** So will I. / I will too. / Me too.
8. **A:** I'm not going to tell her she's late. **B:** I'm not either. / Neither am I. / Me neither.

Unit 6

Modals and modal-like expressions: summary

Make polite requests
Could I get your phone number?
Can my son have just one more cookie?
Would you please hold this for a second? (with you only)
May I have a cup of coffee? (with I or we only, formal)

Express preferences
I **would like to** see that movie.
Would you **like to** go running?
I**'d rather not** see a movie.
I **would rather** have left earlier.

Give or ask for permission
You **can** open the window if you want.
Can I leave this here?
You **may** leave early if you need to.
May I leave my coat here? (with I or we only, formal)

Express ability or lack of ability
He **can** complete the job for you in an hour.
Can you write well in English?
We **couldn't** finish the report yesterday.
Couldn't you find the restaurant?
My grandmother **isn't able to** walk any more.
Is she **able to** take care of herself?
She **was able to** do a lot more when she was younger.

Express possibility
It **may** rain this afternoon.
He **may not** be able to come this morning.
She **may** have forgotten to lock the door.
She **may not** have remembered.
It **might** be noisy at that restaurant.
She **might not** want to eat anything.
He **might** have gone home already.
He **might not** have paid yet.

Draw conclusions
Your father **must** be very smart.
She **must not** think it's important.
They **must** have been exhausted when they got home.
He **must not** have sent it.

Suggest alternatives
You **could** take the next train.
She **could** have bought it for less.

Give suggestions
They really **should** think about staying longer.
He **shouldn't** have waited to make a reservation.
They **should** have called first.
You **shouldn't** stay at that hotel.
They really **ought to** think about staying longer.
They **ought to** have called first.
Should we have called first?

NOTE: Ought to is not usually used in negative statements or questions. Use shouldn't or should instead.

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Give a warning

Your mother **had better** see a doctor right away.
You **had better not** forget about your appointment.
He **had better** have called this morning.
They **had better not** have hurt any animals when they made that movie.

NOTE: Had better is generally not used in questions. In spoken English, the contraction 'd better is almost always used.

Express necessity

All students **have to** take the test.
All students **must** take the test. [formal]
All students **have got to** take the test. [spoken only]

Express lack of necessity

You **don't have to** have a passport.
She **didn't have to** pay a late fee.

Express prohibition or deny permission

New employees **shouldn't** park their cars in the garage.
New employees **cannot** park their cars in the garage.
New employees **must not** park their cars in the garage. [formal]
New employees **may not** park their cars in the garage. [formal]

NOTE: In questions, have to is generally used. Questions with must are very formal and not very common. Past necessity is expressed with had to.

Does everyone **have to** take the test?
Must everyone take the test?
All students **had to** take the test.

A Cross out the one modal that *cannot* be used in each sentence or question.

1. (~~May~~ / Can / Could) your mother please call me tonight?
2. I (wasn't able to / couldn't / ~~shouldn't~~) get there on time because the traffic was so bad.
3. She (may / had better / ~~can~~) be able to complete the job by tomorrow.
4. (Can / Should / ~~Ought to~~) my students listen in while you practice?
5. Shoppers (may / ~~have to~~ / must) not load their cars in front of the main entrance.
6. Thank goodness she (doesn't have to / ~~must not~~ / was able to) renew her passport for another five years.
8. You (~~could~~ / had better / should) let his assistant know you won't be able to make it on time, or you may not get the job.
9. This restaurant is so good we (ought to / might / ~~would rather~~) come here more often.

B Circle the one modal that best completes each conversation.

1. **A:** Why didn't you come to the party last night?
   B: I (had to / have to / must / have got to) study for a test.
2. **A:** You really (can't / should / mustn't / are able to) call more often.
   B: You're right. I'm sorry.
3. **A:** She ('d better not have / should have / had to have / must have) forgotten the tickets!
   B: Uh-oh. I hate to tell you this, but I think she did.
4. **A:** Do you think I ('m able to / must / would / could) get your phone number?
   B: Sure.
5. **A:** Did you get to go to the movies?
   B: Yeah. But I (must have / 'd rather have / should not have / would have) stayed at home.
6. **A:** Unfortunately, the doctor (shouldn't / has to / won't be able to / had better) see you until tomorrow.
   B: That's OK. No problem.
7. **A:** What do you think happened to Judy?
   B: She (must not have / shouldn't have / isn't able to / didn't have to) known we were starting so early.

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Grammar for Writing: past forms of gerunds and infinitives

Gerunds and infinitives have past forms to express actions that occurred in the past.

I appreciate **having had** the opportunity to meet our overseas colleagues.
They were disappointed **not to have met** everyone from the Jakarta office.
We didn't mind **having been delayed** so long in Paris.
He's surprised **to have heard** about your resignation.

If the main verb is in the simple past tense or the past of be, the gerund or infinitive can be in either the present or past form, with no change in meaning. It is more common to use the present form of a gerund or an infinitive in everyday spoken English.

They were disappointed **not to meet** everyone from the Jakarta office.
We didn't mind **being delayed** so long in Paris.

Past forms

Active voice	
gerund	having + past participle
infinitive	to have + past participle
Passive voice	
gerund	having been + past participle
infinitive	to have been + past participle

A Use a past gerund or infinitive form of each verb to complete the statements. Use the passive voice where necessary. Refer to pages A3–A4 in the Appendices if necessary.

1. It was clear that many passengers were shocked about having been bumped (bump) from the flight without warning.
2. The ministers were found guilty of having accepted (accept) personal gifts from foreign companies.
3. At the news conference, the president mentioned having spoken (speak) with his advisers about the problem.
4. The mayor apologized today for not having responded (not / respond) immediately to the disaster.
5. Most of the seniors expressed their happiness at having been chosen (choose) as participants in the event.
6. They were accused of having taken (take) money from the cash register.
7. The newspaper reporter appeared to have been contacted (contact) by a government worker who claimed she knew what had really happened.
8. We want you to know how much we regret having made (make) such a serious mistake.

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Making comparisons: summary

Comparative forms of adjectives and adverbs show how two things are different.

John is **taller than** Rob (is).
This movie was **less interesting than** the last one (was).
My sister types **a lot faster than** I (do).
There is **less corruption** in the government **than** there used to be.

Superlative forms of adjectives and adverbs show how one thing is different from everything else.

She was **the nicest person** I ever met!
That was **the least entertaining** movie I ever saw.
Of all the actors, she sang **the most beautifully**.
Among my friends, Ned and Stacey definitely have **the most money**.
Of all the cars we looked at, the Linkus **costs the most**.

BE CAREFUL! Use the with a superlative form. However, you can omit the if the superlative is not followed by a noun.
Which student is **the tallest** OR **tallest**?
NOT ~~Which is tallest student?~~

Comparisons with as . . . as show how two things are alike.

Tom is just **as tall as** George (is).
She still sings **as beautifully as** she did when she was young.
My nephew now **weighs as much as** I do.
I have **as much money** in the bank **as** I did last year.

Use as . . . as with almost, about, and not quite to show how two things are similar, but not equal.

My nephew weighs **almost as** much **as** I do.
[I weigh a bit more.]
The movie is **about as** long **as** his last one.
[But it's a bit shorter.]
This coat isn't **quite as** expensive **as** it looks.
[It's actually cheaper.]

Use as . . . as with twice, three times, etc., to show that things are not equal at all.

A Linkus sedan is about **twice as** expensive **as** a Matsu.
My new computer is **ten times as** fast **as** my old one.

Irregular forms

adjective	adverb	comparative	superlative
good	well	better (than)	the best
bad	badly	worse (than)	the worst
far	far	farther / further (than)	the farthest / furthest
a little	a little	less (than)	the least
a few	a few	fewer (than)	the fewest
many / a lot of	—	more (than)	the most
much / a lot of	—	much / a lot more (than)	the most

NOTE: In informal spoken English, it is more common to say ". . . as tall as me" instead of the more formal ". . . as tall as I."

A Read each quoted statement. Then complete each sentence using a comparative, superlative, or comparison with as . . . as.

1. "The textbook we are using now is very good. The textbook we were using last year was also very good."
   The textbook we're using now is as good as the one we were using last year.
2. "Star shampoo costs about $6.00. Ravel shampoo costs about $7.00. Sanabel shampoo costs about $5.00."
   Among the three shampoos, Sanabel is the cheapest / the least expensive.
3. "We paid four hundred euros each for our tickets. They paid three hundred euros."
   We paid more than they did.
4. "Hank has only a little experience working with children. Nancy has a lot of experience."
   Hank has less experience than Nancy.
5. "John's laptop weighs 4 kilos. Gerry's laptop weighs 4.1 kilos."
   John's laptop isn't as heavy as Gerry's is.
6. "Mark knows only a little Japanese. Jonah knows a lot."
   Mark knows less Japanese than Jonah does.
7. "Bart ate a lot for lunch. Susan ate a lot for lunch too."
   Susan ate as much as Bart did for lunch.

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Other uses of comparatives, superlatives, and comparisons with as . . . as

For emphasis

The Nile River is **more than** 5,500 kilometers long. [emphasizes that the river is very long]
The Dickens School now has **fewer than** 900 students. [emphasizes that this is a relatively small number]
A newborn Asian elephant can weigh **as much as** 150 kilos. [emphasizes that this is fairly heavy]
As many as 200 of these animals are killed every year. [emphasizes that this is a high number]
That was **the worst** movie **ever**. [emphasizes that this was a bad movie]
This meal was **the best ever**! [emphasizes that this was a great meal]

To show progression

My son is getting **taller** every day. [He's growing.]
The economy is **stronger** now. [It's improving.]

To show tendencies or preferences

We eat out **more than** in. [We tend to eat out.]
Sara likes being alone **more than** socializing. [She prefers to spend time alone.]

To clarify

He's a lot **friendlier than** you would think. [You may think he's not friendly, but in fact he is.]
She's **more of a singer than** a dancer. [People may think she's mainly a dancer, but in fact she's mainly a singer.]
The movie's **more annoying than** scary. [You may think this movie will be scary, but in fact it's just annoying.]
It looks **more like** snow **than** rain. [You may think it's going to rain, but in fact it looks like it's going to snow.]

B Use a comparative, a superlative, or a comparison with as . . . as to complete each statement so it has a similar meaning to the information in quotes.

1. "Our meal last night was really inexpensive. It only cost 48 euros for the two of us."
   Our meal last night cost *less than* 50 euros.
2. "Our reading club meetings are getting pretty big. On some nights there are thirty students."
   Our reading club meetings sometimes have *as many as thirty* students.
3. "I think our teacher is really great!"
   Our teacher is *the greatest* ever!
4. "The garden you planted last month has become so beautiful!"
   Your garden is getting *more beautiful* every day!
5. "You may think snails might taste strange, but they actually taste quite good."
   Snails taste *better than* you may think.
6. "You may think Kate is shy, but she's actually very talkative."
   Kate is *more talkative / less shy* than you might think.

Unit 9

Say, ask, and tell: summary

Say and ask are the most common reporting verbs in direct speech. Use say for statements and ask for questions.

"I completely disagree with the president on this issue," **said** the education minister.
"Who do they think is in control of this government?" **asked** the president.

Note the use of say, ask, and tell in indirect speech.

She **said (to the press)** that she completely disagreed with the president.
She **asked (the press)** if they disagreed with the president.
She **told the press** that she completely disagreed with the president.

BE CAREFUL!

DON'T SAY She ~~said the press~~ that she completely disagreed with the president.
DON'T SAY She ~~told~~ that she completely disagreed with the president.
DON'T SAY She ~~told to the press~~ that she completely disagreed with the president.

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A Complete the sentences with a form of say, ask, or tell.

1. She asked the waiter if she could pay with a credit card.
2. We said that we would come back later when they were less busy.
3. He told his friends that he would be a few minutes late.
4. She said to her teacher that she needed a bit more time.
5. I asked my kids whether they would mind if we stopped at the store on the way home.
6. They told the reporter that they were ready to provide information about the case.
7. He said to the clerk that it was the longest he'd ever had to wait on line.
8. I asked them if they enjoyed the movie.

Grammar for Writing: other reporting verbs

Writers use a variety of reporting verbs to describe actions more specifically and accurately.

argue

"Things are definitely getting worse," **argues** Charles Wilder, a leading economic advisor to the president.
Charles Wilder, a leading economic advisor to the president, **argues** that things are getting worse.

claim

"Baylor was taking bribes," **claims** the *Daily Sun*.
The *Daily Sun* **claims** that Baylor was taking bribes.

declare

"The mayor has been doing a brilliant job!" **declared** the governor on Tuesday.
On Tuesday, the governor **declared** that the mayor had been doing a brilliant job.

explain

"You should always discuss dieting with your doctor," Dr. Fish **explained**.
Dr. Fish **explained** that people should always discuss dieting with their doctors.

report

The New York Times **reports**, "Obesity is a growing problem in Asia."
Last year, *The New York Times* **reported** that obesity was a growing problem in Asia.

state

The new CEO **stated**, "Things are going to change around here."
The new CEO **stated** that things were going to change at the company.

More reporting verbs

add	maintain
announce	mention
answer	promise
comment	remark
complain	reply
exclaim	reveal
imply	write

B On a separate sheet of paper, restate each sentence with a different reporting verb. Use a dictionary if necessary.

Answers will vary, but may include:

1. The *Bangkok Post* says (reports) that the president of Chile will be visiting Thailand next month.
2. The minister of education said (declared) yesterday that major improvements have been made in schools across the country.
3. The secretary of the United Nations says (maintains) that more should be done to alleviate world hunger.
4. The scientists who conducted the study said (stated) that more research would have to be conducted.
5. The children who wrote on the walls said (promised) that they wouldn't do it again.
6. The BBC said (announced) that it would increase its coverage of the news in the Middle East.

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Unit 10

Intensifiers

Adverbs of degree, also called "intensifiers," modify adjectives and add emphasis.

An intensifier goes before a modifying adjective or series of modifying adjectives.

a **really** interesting book
a **considerably** large round orange

Intensifiers

really	somewhat
very	fairly
pretty*	slightly
extremely	wonderfully
rather	considerably

*informal spoken

A Complete the restaurant review with appropriate intensifiers.

Answers will vary, but may include:

Chez Pierre: Fine dining at its best!

Upon arriving at this really lovely restaurant, guests are greeted by Chef Pierre, who proudly explains the extremely impressive new menu. There are some rather inexpensive dinner choices that are sure to satisfy even the most demanding diners. The elegant European-style décor at Chez Pierre only adds to the experience. However, the slightly subdued lighting makes it hard to read the menu and is somewhat disappointing. Be sure to ask about their considerably extensive dessert choices, which don't require good lighting for you to enjoy them thoroughly!

Adverbs of manner

Adverbs of manner show how something is done or happens. They usually go at the end of a clause when the adverb provides important information in the sentence.

He ate his dinner **slowly**. She sings really **well**.

Adverbs of manner ending in –ly can go before the verb or verb phrase when they are not the main focus of the sentence.

I **slowly** opened the door. [focus is on opening the door]
I opened the door **slowly**. [focus is on how the door was opened]
He **angrily** hung up the phone. [focus is on hanging up the phone]
He hung up the phone **angrily**. [focus is on how the phone was hung up]

Adverbs of manner can go before the past participle in the passive voice.

His report was very **poorly** written.

BE CAREFUL! Do not place an adverb of manner between a verb and a direct object.

He drank his coffee **quickly**. NOT He drank ~~quickly~~ his coffee.

Adverbs of manner

angrily	poorly
badly	quietly
fast	sadly
happily	slowly
hard	softly
nicely	suddenly
noisily	well

B Check if the adverb is correctly used. If not, make corrections.

- ☐ **1.** When the game was over, he left quickly the court. OR . . . he left quickly the court.
- ☑ **2.** As she drove into town, she sang to herself softly.
- ☑ **3.** The meeting was suddenly postponed after the CEO arrived.
- ☐ **4.** They pretended noisily to wash the dinner dishes as they listened in on the conversation.
- ☑ **5.** He congratulated her for her nicely presented report.
- ☐ **6.** They entered quietly the room and sat in the corner. OR They entered quietly the room . . .

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Grammar Booster
and
Pronunciation Booster

سایت مجازی آنلاین اولین سایت ارائه دهنده محتویات کتابهای زبان انگلیسی در ایران

www.majazionline.ir

majazionline1@gmail.com

mohammad khaleghi

www.majazionline.ir - Edditor:MR mohammad khaleghi

Grammar Booster

Note about the Grammar Booster

Many will elect to do the Grammar Booster as self-study. However, if you choose to use the Grammar Booster with the classroom activity instead, teaching notes are included here.

Unit 1

Gerunds and infinitives: summary

Gerunds

- Have volunteers read the explanation and examples out loud.
- To check comprehension, have pairs create three sentences using gerunds as different grammatical functions and write them on a slip of paper. Circulate as students write to offer help as needed. Then have each pair join another pair, exchange slips of paper, and identify the grammatical functions of the gerunds in their classmates' sentences.

Infinitives

- Have volunteers read the first explanation and examples out loud.
- Emphasize that although infinitives can be used as subjects, impersonal *It* and gerund phrases are more common.
- On the board, write:

  To spend time with friends is important.

  To check comprehension, have students rephrase the sentence twice, using *It* and a gerund as the subject. Review as a class. (It is important to spend time with friends. Spending time with friends is important.)
- Have a volunteer read the second explanation and examples out loud.
- Point out that infinitives can never be the object of a preposition.
- On the board, write:

  I plan . . .

  To check comprehension, call on students to complete the sentence with their own ideas.
- Have a volunteer read the last explanation and examples out loud.
- On the board, write:

  I got up early . . .
  She called me . . .

  To check comprehension, have pairs complete the sentences with an infinitive or an infinitive phrase. To review, call on volunteers to share their sentences with the class.
- Have volunteers read the Remember box out loud.
- On the board, write:

  1. *He advised us not to swim in the river.*
  2. *They just started playing / to play the second half.*
  3. *I was shocked to hear the news.*
  4. *She plans to go on vacation soon.*
  5. *They don't mind working late.*

  To check comprehension, have students identify verbs and adjectives followed by gerunds, infinitives, or objects and infinitives. To review as a class, label the examples on the board as students provide the answers. (1. verb + object + inf.; 2. verb + ger./inf.; 3. adj. + inf.; 4. verb + inf.; 5. verb + ger.) In pairs, have students match each sentence with the category it falls under in the Remember box. (1. 4th, 2. 3rd, 3. 5th, 4. 2nd, 5. 1st)
- To provide practice, have pairs write five sentences of their own, using verbs or adjectives from pages A3–A4 in the Appendices. To review, call on various students to share their sentences with the class.

A Complete each sentence . . .

- Have students complete the sentences and then refer to pages A3–A4 in the Appendices to confirm their answers.
- Review as a class.

B On a separate sheet of paper, . . .

- Model the first item with the class.
- Have students compare sentences with a partner and review as a class.

Grammar for Writing: parallelism . . .

- Have a volunteer read the first explanation and correct and incorrect examples out loud.
- Point out that in the first example, *prefer* refers to the three activities: relaxing at home, spending time with family, and getting things done around the house.
- Have a volunteer read the second explanation and correct and incorrect examples out loud.
- You may want to write two correct, contrasting examples on the board:

  I managed to catch the train, to get there on time, and to buy the tickets.

  I managed to catch the train, get there on time, and buy the tickets.

C On a separate sheet of paper, . . .

- Model the first item with the class. Call on a student to identify the items in a series. (to write long letters; calling her parents)
- Encourage students to first identify the items listed in a series in each sentence as they complete the exercise.
- Have students compare answers with a partner and review as a class.

D Complete the following sentences . . .

- Remind students that when the infinitive and gerund are both grammatically possible, they should pay attention to the meaning of the sentence. You may want to refer them to the Grammar box on page 5.
- Have students review answers in pairs, using pages A3–A4 in the Appendices to confirm or correct their answers. Then review as a class.

Option: On the board, write:

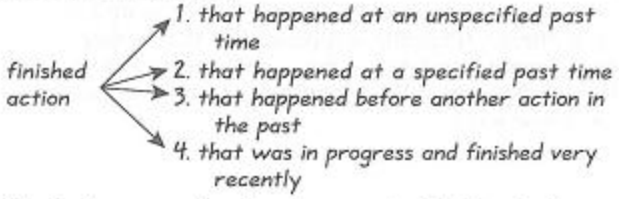
A	*B*
On weekends, I enjoy . . .	*Next year I'm planning to . . .*
Right now I feel like . . .	*Last year I managed to . . .*
Sometimes I can't help . . .	*I can't wait to . . .*

To provide more practice with parallelism with gerunds and infinitives, have pairs choose two phrases from each column and take turns completing them. Encourage them to respond with two or more ideas for each phrase. (Possible responses: On the weekends I enjoy getting up late, doing sports, and eating out with friends; Next year I'm planning to take up a sport and get a new job.)

Unit 2

Finished and unfinished actions: summary

- To review verb tenses, ask
  How do you form the simple past of regular verbs? (verb + *-ed*)
  What are some examples of irregular verbs in the simple past? (Possible answers: ate, sold)
  How do you form the present perfect? (*have / has* + past participle)
  How do you form the present perfect continuous? (*have / has* + *been* + present participle)
  How do you form the past perfect? (*had* + past participle)
- Have volunteers read the explanations and examples out loud. Then have students close their books.
- On the board, write:



To check comprehension, have pairs decide what form is used for each situation. Then have students use their books to confirm their answers. Review as a class. (1. present perfect; 2. simple past; 3. past perfect; 4. present perfect continuous)

Unfinished actions

- Have a volunteer read the explanation and examples out loud.

Option: On the board, write:

1. I _____, *but I'm done now.*
2. I _____ *several times.*
3. *When I got here,* _____.
4. I _____ *last week.*
5. I _____ *for / since* _____.

To provide practice, have students complete the sentences with their own ideas. Point out that they should first identify the correct verb tense required and then complete the sentences with their own ideas. (1. present perfect continuous; 2. present perfect; 3. past perfect; 4. simple past; 5. present perfect continuous) Encourage them to write true information about themselves. Circulate as students write to offer help as needed. Then have them share their sentences with a partner.

A Complete the article . . .

- Point out that students should decide whether each of the actions happened at a specified or unspecified time in the past.
- Have students compare answers with a partner and review as a class.

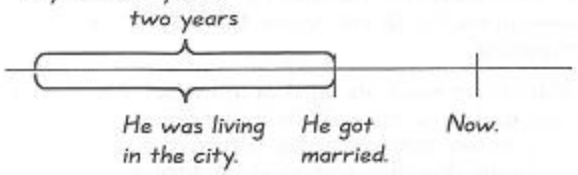
B Read each statement . . .

- Encourage students to read the first statement and decide the order in which the events occurred before choosing statement **a** or **b**.
- Have students compare answers with a partner and review as a class.

The past perfect continuous

- Have a volunteer read the explanation, examples, and Note out loud.
- Direct students' attention to *By* and *When* in the examples in the Grammar box. Point out that phrases with words like *by* and *when* often show the "earlier time (1998) or event (the test began)" in sentences with the past perfect continuous.
- To clarify, write a new example and draw a timeline on the board:

By the time he got married, he had been living in the city for two years.



Point out that the action (living in the city) was in progress for some time before a past time or event (He got married).

- To provide practice, have students choose a past moment or event and write a true statement about themselves using the past perfect continuous. (Possible response: By the time I got my first promotion, I had been working at the company for two years.) To review as a class, call on students to read their sentences out loud.

C Use the present perfect continuous . . .

- Point out that students should first decide if the action is unfinished (and may continue into the future) or finished (and happened before another past time or event).
- Have students compare answers with a partner and review as a class.
- You may want to point out the use of *before* in items 2 and 6 to show the "earlier time or event."

Option: To provide practice with the past perfect continuous, have pairs create three true or imaginary sentences using the past perfect continuous with *by, when,* and *before*. (Possible responses: By the time my brother turned ten, he had been taking piano lessons for four years; When she arrived, I had been waiting for two hours; I had been talking for two minutes before I realized that the phone was disconnected.) To review, call on students to share some of their sentences with the class.

Grammar for Writing: noun clauses . . .

- Before students study the Grammar box, review with them that noun clauses often follow phrases with impersonal *It* subjects. You may want to refer them to the Grammar box on page 18. Write an example on the board:

It is my opinion that classical music is relaxing.

- Have volunteers read the explanations and examples out loud.
- On the board, write:

1. *That he will win first prize is possible.*
2. *That his project was the best was why he won first prize.*

To check comprehension, have students identify the noun clause in each example. Underline the clauses as students identify them. (1. That he will win first prize; 2. That his project was the best) Ask *What is the grammatical function of the noun clauses in these sentences?* (They are subjects.)

- Point out that noun clauses as subjects are generally avoided not only in writing but also in spoken English.
- Add to the board:

3. *It is possible that he will win first prize.*
4. *The fact that his project was the best was why he won first prize.*

Ask *What is the grammatical function of the noun clause in sentence 3?* (adjective complement) *Why?* (because it gives information about an adjective—*possible*) *What is the grammatical function of the noun clause in sentence 4?* (noun complement) *Why?* (because it gives information about a noun—*fact*)

- Point out that *that* can usually be omitted after adjectives.
- Erase the clauses from sentences 3 and 4. To provide practice, have pairs complete the sentences with their own ideas, using noun clauses. To review, call on volunteers to share their sentences with the class.
- Have a volunteer read the list of impersonal expressions that introduce noun clauses and the list of noun phrases that can precede a noun clause and the examples out loud.

Option: On the board, write:

pollution *population* *education* *poverty*

To provide practice, have pairs take turns using impersonal expressions that introduce noun clauses to express their opinions on some of the world issues on the board. Model the activity for the students. For example, *It is essential that all children get a good education.* To review, call on volunteers to share their views with the class.

D On a separate sheet of paper, . . .

- Model the first item with the class. Call on a student to identify the expression that will be used to introduce the noun clause. (is extremely important) Have a volunteer read the correct sentence out loud.
- Have students compare answers with a partner and review as a class.

E Read each quote . . .

- Point out that the two sentences should be combined into one sentence.
- Have a volunteer read the example out loud. As a class, identify the noun phrase and noun clause. (The announcement; that Volkswagen would unveil a new car design early next year)
- Have students compare answers with a partner and review as a class.

Answers to Grammar Booster, Unit 2—Exercise E

1. The announcement that the Health Ministry will begin vaccinating all infants for measles was greeted with criticism from the opposition party.
2. The possibility that the president would resign by the end of this year has taken everyone by surprise, including the news media.
3. The report that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein is attracting much interest in the world of science.
4. The claim that a 95-year-old New Zealand man had broken the world record for growing the longest beard has triggered similar claims across three continents.

Unit 3

The future continuous

- Have a volunteer read the first explanation and examples out loud.
- Write a new example on the board:

  Next year, I | *'ll be living* / *'m going to be living* | *in London.*

  Point out that both forms of the future continuous ('ll be living, 'm going to be living) have the same meaning.
- To provide practice, address different students and ask questions eliciting the future continuous. For example, *Where will you be living in three years? What will you be studying next week? Where are you going to be spending your next vacation? What will you be doing tomorrow at this time?* Encourage students to answer in complete sentences.
- Have a volunteer read the second explanation and examples out loud.
- Have students study the Remember box. Point out that the simple future should be used with stative verbs. You may want to refer student to page A3 in the Appendices for a list of stative verbs.
- Have students read the examples under *Questions and short answers.*
- Have a volunteer read the last explanation and examples out loud.
- On the board, write:

  I'll be preparing the decorations while she makes the cake.

  As a class, identify the time clause and the future continuous. (while she makes the cake; 'll be preparing)

Option: Have students think about what they and the people in their family will be doing this weekend and write two sentences using the future continuous with a time clause. (Possible response: My brother will be riding his bike while I repair my car.) To review, have a few students share their sentences with the class.

A On a separate sheet of paper, . . .

- Model the first item with the class. Have students identify the time clause. (when she's going to be attending the meeting) Ask *What tense do we use with the time clause?* (a present tense) Point out that either the present simple tense or the present continuous are possible in the time clause.
- Have students compare answers with a partner and review as a class.

B Complete the following sentences . . .

- Remind students not to use the future continuous with stative verbs. You may want to refer them to the Remember box on page G5.
- Have students compare answers with a partner and review as a class.

The future perfect continuous

- Have a volunteer read the first explanation and example out loud.
- To clarify the use of the future perfect continuous, write on the board:

  Use the future perfect continuous for an action that:
  - *starts before a future time*
  - *will be in progress for some time*
  - *may continue after the stated future time*

- To illustrate the explanation, write an example on the board:

  By June next year, Joan will have been running her own business for ten months.

  Addressing each of the bullets above, point out that:
  - Joan will start running her own business before June next year.
  - By June, the action will have been in progress for ten months.
  - Joan may continue running her own business after June.
- Have a volunteer read the second explanation and examples out loud.
- Ask *What are the two actions taking place?* (arriving in New York, sitting on a plane) *Which action happens first?* (sitting in a plane) Point out that the action in the future perfect continuous begins first.
- On the board, write:

  By the time he _____ (graduate). he _____ (live) abroad for six years.

  To check comprehension, ask *What is the time clause?* (By the time he . . .) *What tense do we use with the time clause?* (the simple present tense) Elicit the correct tenses to complete the sentence on the board.
- Point out that the time clause usually starts with *By the time*.

Option: On the board, write:

Where I live: _____
A course I'm taking: _____
A sport I do: _____
A hobby I have: _____

Have students complete the ideas on the board. Then add to the board:

By _____. I _____ for _____?

Have students write future perfect continuous statements about themselves, using the ideas on the board. Have students write at least three sentences. Circulate to offer help as needed. Have volunteers share a sentence with the class. Encourage all students to respond.

C Complete the notecard, . . .

- You may want to refer students to the Grammar box on page G5 to quickly review the future continuous.
- Have students complete the exercise in pairs, and then review as a class.

Challenge: Have pairs imagine they are going on their ideal vacation next week. Ask them to write a notecard similar to the one in Exercise C explaining what they will be doing and will have already done on different days and at different times.

Unit 4

A Review

- Point out that more than one quantifier may be correct in each sentence.
- Review with students that some quantifiers can only be used with singular count nouns (for example, *one, each, every*), some quantifiers can only be used with plural count nouns (for example, *a few, many, a number of*), some quantifiers can only be used with non-count nouns (for example, *a little, much, a great deal of*), and other quantifiers can be used with both count and non-count nouns (for example, *some, any, a lot of*). You may want to refer students to the Grammar box on page 40 to quickly review quantifiers.
- Model the first item with the class. Point out that *television* is a non-count noun.
- Have students compare answers with a partner and review as a class.

Quantifiers: a few and few, a little and little

- Have a volunteer read the explanation and examples out loud.
- To summarize, draw a chart on the board (without the answers) and complete as a class:

	Plural count nouns	Non-count nouns
some	*a few*	*a little*
not many / much	*few*	*little*

- Photocopy and distribute this exercise or write it on the board:
  1. *I have very _____ time. We can't discuss that today.*
  2. *I have _____ time. Let's discuss the project now.*
  3. *There were _____ interesting places. She liked the city.*
  4. *There were _____ interesting places. She didn't quite like the city.*

  To check comprehension, have students complete the blanks with the most suitable quantifier from the chart. Review as a class. (1. little, 2. a little, 3. a few, 4. few)

B Change the underlined quantifiers . . .

- Ask *What two quantifiers mean* some? (a few, a little)
- Have a volunteer read item 1 out loud. *Why can't we use* a few *in item 1?* (because music is a non-count noun) As students work on the exercise, have them identify the type of noun the quantifier refers to. Point out that in item 5, the infinitive *to do* acts as the noun. If students have trouble, explain that infinitives and gerunds as nouns are non-count.
- Have students compare answers with a partner and review as a class.

Quantifiers: using of

- Have volunteers read the first explanation, examples, and Be Careful! note out loud.
- Have a volunteer read the second explanation, examples, and Be Careful! note out loud.
- Have students study the explanation and examples for *one* and *each*.
- Emphasize that both forms (*one* and *one of* / *each* and *each of*) have the same meaning.
- Have students study the last explanation and list of quantifiers that must include *of*.
- Write contrasting examples on the board:
  I have a lot of fashion magazines. (general noun)
  She likes fashion magazines. She has a lot! (no noun)
- To check comprehension, ask a few volunteers to use one of these quantifiers in a sentence. Point out that these sentences must have a noun or a noun phrase. (Possible response: Plenty of people prefer dressing up for work.)

Option: Photocopy and distribute this exercise or write it on the board:

1. *I have a few / a few of designer clothes.*
2. *Just a few / a few of my clothes are formal.*
3. *Most of / Most employees dress down on Fridays.*
4. *Most of / Most our employees dress down on Fridays.*
5. *Please take both of / both dresses to the dry-cleaner's.*
6. *Both / Both of these dresses are expensive.*
7. *Each / Each of school has its own rules.*

To check comprehension, have pairs choose the correct quantifiers. Point out that both choices are correct in one sentence. Review as a class and have students explain their choices. (1. a few; 2. a few of; 3. Most; 4. Most of; 5. both; 6. Both / Both of; 7. Each)

C Only one of each pair of sentences . . .

- Go over the example with the class. Call on a student to explain the correct answer. (*Of* is not correct in **b** because *classmates* isn't preceded by a possessive adjective, a possessive noun, *this*, *that*, *these*, or *those*.) Ask *How else could we correct* **b**? (Several of **her** classmates went out for coffee.)
- Have students compare answers with a partner and review as a class.

Challenge: Fashion survey. In pairs, have students write four questions about clothes, dress codes, and/or fashion. For example, *Are you interested in fashion? What kind of clothes do you usually wear?* Have students interview their classmates and take notes of their answers. Then have them report their findings to the class using quantifiers. (Possible responses: All the students are interested in fashion; None of the men we interviewed likes formal clothes.)

Quantifiers: used without referents

- Have a volunteer read the explanation and examples out loud.
- On the board, write:

  Most of the exercises are easy. But some _____.
  Most of the homework is easy. But some _____.

  Have students identify what *some* refers to in each sentence. Underline the nouns (exercises, homework). Point to the first example and ask *Is* exercises *count or non-count?* (count) *Plural or singular?* (plural) Elicit the answer from the class. (aren't) Point to the second example and ask *Is* homework *count or non-count?* (non-count) Elicit the correct answer from the class. (isn't)
- On the board, write:

  1. *Twenty percent of the class was late. Eighty percent _____.*
  2. *Twenty percent of the students were late. Eighty percent _____.*

  To check comprehension, have students complete the sentences. Review as a class. (1. wasn't, 2. weren't)

Grammar for Writing: subject-verb . . .

- Have a volunteer read the first explanation and examples out loud.
- If necessary, clarify that *some of the movie* means a part of the movie.
- Have a volunteer read the Be Careful! note out loud.
- Write two examples on the board:

  One child _____ leaving early.
  All of the children _____ leaving early.
  Each of the children _____ leaving early.

  To check comprehension, have students complete the sentences with the correct tense of the verb *be* and review as a class. (is, are, is) To clarify, point to the first example and ask *How many children are leaving early?* (one) Point to the second example and ask *How many children are leaving early?* (all of them) Point to the third example and ask *How many children are leaving early?* (all of them)
- Explain that in the last example, even though we are talking about all of the children, we are referring to each individually.
- Have students study the last explanation.
- Point out that even though *none of* plus a plural verb is acceptable in spoken English, we shouldn't use it in writing.

D Choose the verb . . .

- Model the first item. Elicit from the class the noun that the quantifier modifies. (choices) Ask *Which verb is correct?* (sounds) *Why?* (because the quantifier *every one* always takes a singular verb)
- Have students compare answers with a partner and review as a class. For item 6, point out that *are coming* is only possible in everyday spoken English.

Challenge: Guessing game. In pairs, have students write six to eight sentences describing a movie, using quantifiers. Then have each pair join another pair and take turns reading the descriptions and guessing the movie. You may want to model some questions for the class. For example, *One of the scenes takes place in the jungle. A lot of the movie takes place in Rome. Some of the movie was filmed on location. Three of the actors were nominated for an Oscar.*

Unit 5

Conjunctions with so, too, neither, or not either

- Have a volunteer read the first explanation and examples, and the second Be Careful! note out loud.
- On the board, write:

  Gossiping is impolite. Shouting is impolite.

  Gossiping is impolite, and _____.
  _____.

  To check comprehension, elicit the two ways to finish the sentence from the class, and add to the board. (so is shouting; shouting is too)
- Point out the comma after the first statement.
- To check comprehension, ask *Are additions with* so *and* too *used for affirmative or negative statements?* (affirmative statements) *Do* so *and* too *have the same meaning?* (yes) *Do they have the same form?* (No. *So* needs subject-verb inversion.)
- Have a volunteer read the second explanation and examples out loud.
- On the board, write:

  Smoking is not considerate. Using cell phones is not considerate.

  Smoking is not considerate, and _____.
  _____.

  To check comprehension, elicit the two ways to finish the sentence from the class, and add to the board. (using cell phones isn't either; neither is using cell phones)
- Point out the comma after the first statement.
- To check comprehension, ask *Are additions with* neither *and* not either *used for affirmative or negative statements?* (negative statements) *Do* neither *and* not either *have the same meaning?* (yes) *Do they have the same form?* (No. *Neither* needs subject-verb inversion.)
- Have a volunteer read the first Be Careful! note out loud.
- Point out that *neither* has negative meaning, so it needs an affirmative verb. *Either* has positive meaning so it needs a negative verb. To help clarify, you may want to add to the board:

  neither is using cell phones = using cell phones isn't either
  (-) (+) (-) (+)

Option: On the board, write:

1. Junk food is unhealthy, and _____.
_____.

2. Strong perfumes are not pleasant, and _____.
_____.

To provide practice, have pairs complete the statements with their own ideas. They should express each idea twice using *so* and *too*, and *neither* and *not either*. To review, call on volunteers to read their statements out loud. (Possible responses: 1. smoking is too; so is smoking; 2. neither are cigars; cigars aren't either)

- Have a volunteer read the third explanation and examples out loud.
- Have students number the examples from 1 to 4. To check comprehension, have pairs identify the example(s) that use the verb *be*, an auxiliary verb, and a modal. (be: 1; an auxiliary verb: 2 [does], 3 [has]; a modal: 4 [can])
- Have a volunteer read the fourth explanation and example out loud.
- On the board, write:

  Wendy wears strong perfumes, and so _____ *Katie.*
  Wendy wears strong perfumes, and so _____ *Katie and Christine.*

  Point out that the verb in the second statement must agree with the subject: *Katie* is singular, so it needs a singular verb; *Katie and Christine* is plural, so it needs a plural verb. Elicit the correct verbs from the class and complete the sentences on the board. (does, do)
- Have a volunteer read the third Be Careful! note out loud.
- Review with students the subject-verb inversion they studied in the previous box.

A Find and underline the nine errors . . .

- Model the first error correction with the class. Call on a student to read the first sentence. As a class, identify the verbs. (is, does) Ask *What's wrong with this sentence?* (Since the first clause uses the verb *be*, the second clause has to use the same structure.)
- Have students compare answers with a partner and review as a class.

B On a separate sheet of paper, . . .

- Call on a student to read the example out loud. Point out the change in the verb (*have* changed to *has*) and the comma after the first statement. Also point out *does*, which is needed because the verb in the first statement isn't *be*, an auxiliary verb, or a modal.
- Have students complete the exercise individually, and then compare answers in pairs. Review as a class.

Challenge: On the board, write:

Things people do that are
considerate:
rude:
irresponsible:
unacceptable:

Have pairs write a few ideas for each adjective. Then have students express their ideas in statements using *too*, *so*, *neither* or *not either*. Circulate as students write to provide help as needed. To review, have pairs share some of their sentences with the class.

So, too, neither, or not either: short responses

- Have a volunteer read the first explanation and examples out loud.
- Point out the subject-verb inversion with *so* (So do I) and *neither* (Neither can I) in the examples.
- Also point out that main verbs that are not *be* (for example, *hate, like*) are not used in short responses, and the verb *be*, auxiliary verbs, and modals are used. For example, A: *I'm tired.* B: *So am I.*
- To provide practice, address different students and have them agree with the statements you say. For example, *I can speak two languages.* (So can I; I can too.) *I got up late this morning.* (So did I; I did too.) *I'm giving a party this Friday.* (So am I; I am too.) *I don't like horror films.* (Neither do I; I don't either.) *I've never been to Sweden.* (Neither have I; I haven't either.)
- Have a volunteer read the second explanation and examples out loud.
- To provide practice, address different students, and have them agree with the statements you say. You can use the same statements as above or your own.

C Agree with each statement . . .

- Model the first item with the class. Elicit all possible answers for item 1. (I haven't either; Neither have I; Me neither.)
- Point out that students should agree with each of the statements, even if the information is not true for them.
- Point out that there are three correct answers for each statement. You may want to have students write all three possible responses.
- Review as a class. Read each statement out loud and call on students to agree with you.

Challenge: On the board write:

IDEAS
- Activities you do on the weekends
- Things you like / dislike
- Things you are good at
- Things you could do when you were small
- Things you were never able to do
- Things you would like to do

In pairs, have students find things they have in common. They can use the ideas on the board or their own ideas. As students talk, encourage them to use *so, too, neither,* or *not either* in short responses. Model the activity with a more confident student. For example, *I clean my room on the weekends.* Student: *I do too. / So do I. / Me too. / I don't.* Then have students share some of the things they have in common with their partners, with the class.

Unit 6

Modals and modal-like expressions: summary

- Have volunteers read the uses of modals/modal-like expressions and examples out loud.
- After the group of examples for each use, have a volunteer give his/her own example.
- To review modals, ask students the following questions and write answers on the board as students respond:
  How do we form negative modals? (modal + *not* + verb)
  How do we form yes / no *questions with modals?* (modal + subject + verb)
  How do we form information questions with modals? (question word + modal + subject + verb)

  Remind students that in information and *yes / no* questions with *have to*, we have to add *do / does* before the subject. You may want to refer students to the Grammar box on page 64.
- Have pairs find an example for each item on the board, in the Grammar box.

Note: The chart continues on page G11.

Modals and modal-like expressions . . .

- Have volunteers read the uses of modals/modal-like expressions and examples out loud.
- After the group of examples for each use, have a volunteer give his/her own example.
- In pairs, have students think of possible situations in which they would use these modals/modal-like expressions and write an example for each use. You may want to model the first one for the class. For example, (for *Give a warning*) *A mother warning her child: "You'd better do your homework!"*

Option: On the board, write the twelve categories in the Grammar box (Make polite requests, Express preferences, etc.). In pairs, have students take turns reading sentences from the Grammar box and saying what category they fall under. Have one student read a sentence from the Grammar box while the other student (with his/her book closed) names the category.

Challenge: In pairs, have students choose four sentences from the Grammar box and put them in context in short conversations. Students can make any necessary variations. Model a conversation for the class. For example, A: *My father is the CEO of a big company.* B: *He must be very smart!* Circulate to offer help as needed. To finish, call on pairs to share one of their conversations with the class.

A Cross out the one modal . . .

- Model the first item with the class. Have a volunteer name the category from the Grammar box that it falls under (Make polite requests) and explain why *may* is not possible. (Because *may* can only be used with *I* or *we* in polite requests.)
- Have students first choose the category each item falls under and then cross out the incorrect modal. Point out that some items might fall under more than one category.
- Have students discuss their choices with a partner. Review as a class and have students explain their choices.

B Circle the one modal . . .

- Model the first item with the class. Have a volunteer explain why *had to* is correct. (because the statement is about what happened last night, so a modal with past meaning is necessary)
- Have students discuss their choices with a partner. Review as a class and have students explain their choices.

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Grammar for Writing: past forms . . .

- To review present forms of gerunds and infinitives, draw the following chart (without the answers) on the board. Have volunteers complete each example with the correct form of the verb *interview.*

Present form		
Active voice	gerund	I enjoy *interviewing* people.
	infinitive	I prefer *to interview* people.
Passive voice	gerund	I enjoy *being interviewed*.
	infinitive	I prefer *to be interviewed*.

- Have a volunteer read the first explanation and first example out loud.
- Point out that the first example uses the past gerund because of the verb *appreciate*. You may want to refer students to pages A3–A4 in the Appendices for lists of words followed by a gerund, an infinitive, or both.
- Have a volunteer read the remaining examples out loud.
- Have students study the Past forms note.
- Draw a new chart on the board:

Past form		
Active voice	gerund	I regret _____. (lie)
	infinitive	I was lucky not _____ a ticket. (get)
Passive voice	gerund	I appreciated _____. (interviewed)
	infinitive	I was happy _____. (invited)

To check comprehension of the past forms of gerunds and infinitives, have pairs complete the statements in the chart with the correct form of the verbs in parentheses. Review as a class. Complete the statements on the board as students provide the answers. (I regret having lied; I was lucky not to have gotten a ticket; I appreciated having been interviewed; I was happy to have been invited.)

- On the board, write:

  I dislike being bothered. → *I disliked having been bothered.*

  Ask *What tense is the first sentence in?* (present) *Is the second sentence in a past or present form?* (past form) Underline *dislike* and *disliked* in the two sentences. Ask *How did* being bothered *change?* (It changed to *having been bothered.*) Tell students that when the main verb is in a past form in formal written English, the gerunds and infinitives should backshift.
- Backshifting occurs from a present form to a past form. Point out that in the first example for the first explanation, *I appreciate having had the opportunity to meet our overseas colleagues, having had* is already in the past form, so it wouldn't backshift further if we changed the sentence to *I appreciated . . .*
- Erase *having been* from the second sentence on the board and replace it with *being*. Point out that in everyday spoken English, we don't usually backshift.

A Use a past gerund or infinitive form . . .

- Model the first item with the class. You may want to refer students to pages A3–A4 in the Appendices.
- Remind students that prepositional phrases can be followed by a gerund.
- Have students compare answers with a partner and review as a class.

Challenge: On the board, write:

A present regret about a past action:
Something you appreciate now that happened in the past:
Something that happened that surprised you:
Something that happened that you didn't expect to happen:

For further practice, have students complete the items on the board with their own ideas and then write sentences using past gerunds and infinitives in the active or passive voice. Students can write true or imaginary sentences. You may want to give your own example for one of the items. (Possible responses: I regret not having been at the office when the president made a surprise visit; I appreciate having been told the truth when my son crashed my car; I was surprised to have been invited to my colleague's house; I didn't expect to have been given a prize for that project.) Circulate as students write to offer help as needed. To finish, call on students to share their sentences with the class.

Unit 8

Making comparisons: summary

- Have a volunteer read the explanation and examples for comparative forms of adjectives and adverbs out loud.
- Have students number the examples from 1 to 4 and identify what or who are being compared. (1. John and Rob; 2. this movie and the last one; 3. my sister's typing and my typing; 4. corruption now and corruption before)
- To review how comparatives are formed, ask *How do you form the comparative of short adjectives or adverbs such as* fast? (adjective or adverb + *-er*) *How do you form the comparative of long adjectives or adverbs such as* interesting? (*more* or *less* + adjective or adverb + *than*)
- To review irregular comparative forms, have students look at the Irregular forms note.
- To provide practice, have volunteers share sentences comparing the people in their families. Give your own example. (Possible responses: My brother drives faster than I do; My uncle's house is much bigger than mine.)
- Have a volunteer read the explanation and examples for superlative forms of adjectives and adverbs out loud.
- Have students number the examples from 1 to 5 and identify the examples of superlative adjectives and the examples of superlative adverbs. (superlative adjectives: 1, 2, 4; superlative adverbs: 3, 5)
- To review how superlatives are formed, ask *How do you form the superlative of short adjectives and adverbs such as* fast? (*the* + adjective or adverb + *-est*) *How do you form the superlative of long adjectives or adverbs such as* beautiful? (*the most / the least* + adjective or adverb)
- To review irregular superlative forms, have students look at the Irregular forms note.
- To provide practice, have volunteers share sentences with superlatives. Give your own example. (Possible responses: My friend Brad is the funniest person I've ever met; Of all my friends, Sam is the most responsible.)
- Have a volunteer read the Be Careful! note out loud.
- On the board, write:
  1. *Which is best?*
  2. *Which is best brand?*
  3. *Which is the best brand?*
  4. *Which brand is best?*

  To check comprehension, have students identify the examples that are correct. (1, 3, 4) Elicit from the class why 2 is incorrect. (You can't omit *the* if the superlative is followed by a noun.)
- Have a volunteer read the explanation and examples for comparisons with *as . . . as*.
- Point out that *just* emphasizes that the things being compared are equal.
- Point out that *not as . . . as* shows how two things are different. For example, *Tom is not as tall as George.*
- Have volunteers read the last two explanations and examples out loud.
- On the board, write:
  1. *The new bridge is as wide as the old one.*
  2. *The new bridge is almost as wide as the old one.*
  3. *The new bridge is three times as wide as the old one.*

  To check comprehension, make a statement and have students identify which sentence on the board has the same meaning. Say *The old bridge was wider than the new one.* (2) *The new bridge is wider than the old one.* (3) *Both bridges have the same width.* (1)

Option: To provide practice with *as . . . as*, have students write a statement about themselves for each of the three explanations for *as . . . as*. Have students discuss and correct their sentences in pairs. To review, have a few volunteers read their sentences out loud. You may want to write a few examples on the board.

A Read each quoted statement . . .

- Model the first item with the class. Ask *Is one textbook better than the other?* (no) Elicit the correct answer from the class.
- Have students compare answers with a partner and review as a class.

Challenge: Have pairs choose two cities they both know and write six to eight sentences comparing the cities using comparatives, superlatives, and *as . . . as*. Encourage students to use *almost, about, not quite, twice,* or *(X) times* with *as . . . as* in some of their sentences. To review, have volunteers share their sentences with the class.

Other uses of comparatives, superlatives, . . .

- Have volunteers read the examples under *For emphasis.*
- On the board, write:
  1. *It costs $90.*
  2. *It was a bad concert.*
  3. *The album can hold 200 photos.*

  To provide practice, have students add emphasis to the statements on the board. Point out that in some cases there may be more than one way to add emphasis. Review as a class. (Possible responses: 1. It can cost as much as $90. 2. It was the worst concert ever. 3. The album can hold as many as 200 photos.)
- Have students study the examples under *To show progression.*
- Point out that the second part of the comparison (than) is not used.
- On the board, write:
  1. *Prices are getting _____.*
  2. *The book is becoming _____.*

  To provide practice, have students complete the statements with their own ideas. To review as a class, have volunteers read their sentences out loud. (Possible responses: 1. Prices are getting higher. 2. The book is becoming more interesting.)
- Have students study the examples under *To show tendencies or preferences.*
- On the board, write:
  1. *In class, we _____ more than _____.*
  2. *At home / work, I spend more time _____ than _____.*
  3. *Your idea: _____*

  To provide practice, have pairs complete the statements with their own ideas. Review as a class. Have volunteers read their sentences out loud. (Possible responses: 1. In class, we speak more than write. 2. At home, I spend more time in the garden than inside.)
- Have students study the examples under *To clarify.*
- On the board, write the following prompts:
  1. *ice skating–not difficult but easy*
  2. *vacation–not relaxing but tiring*

  To provide practice, have pairs form sentences with the prompts on the board, using the comparative form to clarify. To review as a class, have volunteers read their sentences out loud. (Possible responses: 1. Ice skating is a lot easier than you would think. 2. My vacation was more tiring than relaxing.)

B Use a comparative, a superlative, . . .

- Model the first item with the class. Point out that students should pay attention to the meaning of the sentence in quotes and choose the best use from the Grammar box above. Call on one student to say the use and another to complete the statement out loud.
- Have students complete the exercise individually and then compare answers with a partner. Review as a class.

Option: Photocopy and distribute this exercise or write it on the board:

I'm getting _____ every day.
On the weekends, I _____ more than _____.
I read _____ than _____ a year.
I'm a lot _____ than people think.

For further practice, have students complete the sentences with true information about themselves. In pairs, have students exchange sentences and decide on the use of the comparative, superlative, or comparison with *as . . . as* in their partners' sentences. Have a few volunteers read their sentences out loud and say the use. Then encourage students to create other sentences about themselves using comparatives, superlatives, and comparisons with *as . . . as* to show emphasis, progression, tendencies or preferences, and to clarify. Circulate as students write to provide help as needed. To finish, have students share their sentences with a partner.

Unit 9

Say, ask, and tell: summary

- With books closed, ask *Does direct speech or indirect speech use the exact words the speaker said?* (direct speech) *What's the function of indirect speech?* (to report the words the speaker said without using the exact words)
- Write three examples of indirect speech on the board:
  He said (to me) that he would go to the party.
  He asked (me) if I was going to the party.
  He told me that he was going to the party.

  Point to the first example. Ask *Is* to me *a direct or indirect object?* (indirect) Point to the second example. Ask *Is* me *a direct or indirect object?* (direct) Point to the third example. Ask *Is* me *a direct or indirect object?* (direct)
- Tell students that in indirect speech, *say* is followed by an indirect object (*to* + listener) or no object, *ask* is followed by a direct object (listener) or no object, and *tell* is followed by a direct object (listener).
- Point out *that* in the first and third examples. Remind students that *that* is not usually dropped after nouns.
- Have volunteers read the explanations, examples, and Be Careful! note out loud.

A Complete the sentences . . .

- Model the first item with the class. Tell students to first identify if the sentence has a direct or indirect object in order to decide between *say*, *ask*, or *tell*.
- Have students compare answers with a partner and review as a class.

Grammar for Writing: other reporting verbs

- With books closed, brainstorm ideas for reporting verbs other than *say* and *ask* as a class. Write a list on the board.
- Have volunteers read the explanation and examples out loud.
- Have students study the list of reporting verbs and look up the verbs they don't know in a dictionary.

Option: In pairs, have students choose another verb from the list of reporting verbs for each example in the Grammar box. Review as a class. Have volunteers read their sentences out loud.

B On a separate sheet of paper, . . .

- Model the first item with the class. Identify the reporting verb (says) and brainstorm other possible replacements as a class. (Possible responses: reports, states)
- Have students compare answers with a partner and review as a class.

Challenge: Bring in newspapers and distribute. In pairs, have students choose an article that uses indirect speech, underline the sentences in indirect speech, and circle the reporting verbs. Then have each pair join another pair. Have pairs take turns reporting the articles they read, using different reporting verbs. Encourage students to include information about what people said.

Unit 10

Intensifiers

- Have volunteers read the explanation, examples, and list of intensifiers out loud. Encourage them to use a dictionary to look up any unknown intensifiers.
- On the board, write:
  1. *cheap / jacket / incredibly / leather*
  2. *small / fairly / bowl / hand-carved*

  To check comprehension, have students put the words in order. To remind students about the order of modifiers, refer them to the Grammar box on page 114. To review as a class, call on a student to rewrite the descriptions on the board. (1. an incredibly cheap leather jacket; 2 a fairly small hand-carved bowl)
- To provide practice, have pairs write their own examples using some of the intensifiers from the list.

A Complete the restaurant review . . .

- Have students (quickly) read the paragraph to find out what it is about. Then have them read it again and insert appropriate intensifiers. You may want to point out that there is more than one appropriate intensifier for each item.
- Have students compare answers with a partner and review as a class.

Adverbs of manner

- Have volunteers read the first two explanations and examples out loud.
- On the board, write:
  1. *They entered the room noisily.*
  2. *They noisily entered the room.*
  3. *They entered noisily the room.*

  With books closed, check comprehension by having students decide which statements are correct. (1, 2) Point out that an adverb of manner can never separate a verb (entered) from its object (the room). Cross out the third example. Then ask *What is the focus in sentence 1?* (the way they entered the room—noisily) *What is the focus in sentence 2?* (the action—entering the room)
- Point out that adverbs that do not end in *-ly* must go after the verb phrase.
- Have a volunteer read the last explanation and example, the Be Careful! note, and the Adverbs of manner list out loud.

Option: To provide practice, have pairs use three adverbs from the list in sentences of their own. To review, call on volunteers to share their sentences with the class. You may want to write a few sentences on the board.

B Check if the adverb . . .

- Have students circle the adverb of manner in each sentence.
- Then have students compare answers with a partner. To review as a class, have students explain what was wrong in each incorrect sentence.

Pronunciation Booster

Note about the Pronunciation Booster

Many will elect to do the Pronunciation Booster as self-study. If you choose to use the Pronunciation Booster as a classroom activity instead, included in these pages are teaching notes for the pronunciation presentations and exercises.

Unit 1

Content words and function words

- Have a volunteer read the explanation and examples out loud. Point out that stressed content words are set in capital letters.
- Direct students' attention to the lists of content words and function words. As a class, brainstorm more words for each category in the Content words box. (Possible responses: **nouns:** window, frustration; **verbs:** walk, have; **adjectives:** friendly, wide; **adverbs:** beautifully, painfully; **possessive pronouns:** ours, theirs; **demonstrative pronouns:** these; **reflexive pronouns:** myself, himself; **interrogative pronouns:** when, why)
- On the board, write:

  1. *She left her keys on that desk.*
  2. *He wants to sell his bicycle.*

  To check comprehension, have pairs decide which words receive the stress. To review, underline the content words in the examples as students say them. (1. left, keys, that, desk; 2. wants, sell, his bicycle)
- Explain that the existence of stressed and unstressed syllables creates the rhythm of English. (This makes English sound different from those languages in which *all* the syllables are stressed.)

Stress in compound nouns

- Have a volunteer read the explanation and examples of compound nouns and adjective + noun combinations out loud.
- On the board, write:

  1. *a library book*
  2. *a good book*
  3. *a fast car*
  4. *a sports car*
  5. *a movie star*
  6. *a bright star*

  To check comprehension, have students identify compound nouns and adjective + noun combinations. (**compound nouns:** 1, 4, 5; **adjective + noun combinations:** 2, 3, 6) Call on students to read items 1–6 out loud and stress the appropriate words. Underline the stressed words as students identify them. (1. library; 2. good book; 3. fast car; 4. sports; 5. movie; 6. bright star)
- Direct students' attention to the Be Careful! note. Make sure students understand that although auxiliary verbs are function words, they are stressed in short answers because they carry meaning—they represent the main verb in the question.

Language note: In English, words are often stressed for emphasis. This can often include function words that are not normally stressed. For example, in the sentence "He's such a wise guy," *such* is stressed to show emphasis.

A Listen and practice.

- First listening: Have students listen and study the examples.
- Second listening: Have students listen and repeat individually or chorally.

Note: This procedure for first and second listening is repeated in each unit.

B Circle the content words.

- In pairs, have students take turns reading the sentences. Then have them highlight or circle the stressed words.

Now practice . . .

- Have students read each sentence out loud and listen for how their choices compare with the speakers' on the audio. If necessary, have them listen again and repeat chorally.

Note: To build students' confidence, make sure they have ample practice before reading. Students will say the item out loud when they hear the item number and then will hear the speaker say the same item immediately after.

C Listen and practice.

- Refer to the procedure for Exercise A.

D Practice reading . . .

- Have students highlight or circle the stressed words. In pairs, have them take turns saying the compound nouns.
- Then have students listen for confirmation. If necessary, have them listen again and repeat chorally.

Option: To provide more practice, have pairs choose a paragraph from the Grammar Snapshot on page 4 and take turns reading it out loud, focusing on content words. Then have them listen to compare (CD 1, Track 3).

ActiveTeach • **Pronunciation Activities**

Unit 2

Intonation patterns

- Tell students that intonation patterns are important because they affect meaning.
- Explain that *pitch* refers to how high or how low a sound is.
- Have a volunteer read the first explanation out loud and have students study the examples. You may want to model the examples for students.
- To clarify, point out that a rising line indicates rising intonation. A falling line indicates falling intonation.
- Point out that the last stressed word is usually the last content word in a sentence.
- Have students identify the last stressed word in each example under the first explanation. (concerts, TV, song) Then ask *In which example is the last syllable stressed?* (in the third: *song*) Point out that in this sentence, the vowel in *song* is lengthened to lower pitch.
- Summarize on the board:

statements
commands
information questions } *pitch falls after last stressed syllable*

- Have a volunteer read the second explanation out loud and have students study the examples. You may want to model the examples for students.
- Have students identify the last stressed word in each example. (Lennox, CD, voice) Then ask *In which example will the vowel be lengthened?* (in the third: *voice*) Why? (because *voice* is the last syllable in the sentence and is stressed)
- Summarize on the board:

yes / no questions
requests } *pitch rises after last stressed syllable*

Option: On the board, write:

1. I like the Beatles.	*command*
2. Change the channel.	*yes / no question*
3. Is he a good singer?	*request*
4. What's on TV?	*statement*
5. Can you play it louder?	*information question*

To check comprehension, have students match the examples on the left with the types of sentences and questions on the right, and decide the intonation pattern for each. Review as a class. (1. statement—falling intonation; 2. command—falling intonation; 3. *yes / no* question—rising intonation; 4. information question—falling intonation; 5. request—rising intonation)

A Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

B Circle the last stressed content word . . .

- Have students circle the words individually. You may want to have students compare their choices with a partner.
- In pairs, have students practice reading each line aloud.

Now practice . . .

- Have students listen to confirm their choices or make corrections.

Option: Have students identify *yes / no* questions and information questions in the Sound Bites conversation on page 15. Then have pairs practice the conversation using the intonation patterns they learned. To finish, have students listen to the conversation to compare the intonation they chose with the intonation used by the speakers on the audio (CD 1, Track 12).

ActiveTeach • **Pronunciation Activities**

LESSON PLAN

Unit 3

Sentence rhythm: thought groups

- Have a volunteer read the explanation and examples out loud.
- To help convey meaning, point out that the speaker says the words in each thought group together and pauses slightly between thought groups.
- Have students study the examples of thought groups in the box. As a class, brainstorm additional examples for each thought group. (Possible responses: **subject + verb:** she will be going; **noun phrases:** his spending habits; **prepositional phrases:** at the end of this year; **predicates:** are gradually getting out of debt; **noun clauses:** where I parked my car; **adjective clauses:** that they bought last week; **adverbial clauses:** when I've paid off my credit cards)
- On the board, write:

  1. *She will go on vacation as soon as she graduates.*
  2. *I don't know where I put the money that you lent me.*

  To check comprehension, have students divide the sentences into thought groups. To review as a class, identify the variations of possible thought groups on the board. (Possible response: 1. She will go / on vacation / as soon as she graduates. 2. I don't know / where I put / the money / that you lent me.)

Pitch in longer sentences

- Have a volunteer read the explanation and examples out loud. As students study the examples, remind them that a falling line indicates falling intonation, and a rising line indicates rising intonation.
- To clarify, tell students that in longer sentences pitch can sometimes rise or fall within thought groups randomly.

A Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

B Read the following sentences . . .

- Have students break the sentences into thought groups individually and then compare their choices with a partner. Review as a class.

Now practice . . .

- Have students listen to compare. Point out that students' choices may vary. The recorded sentences are only one example of what is correct.

Challenge: On the board, write the following sentences from the Grammar box on page 28:

1. *I don't plan to be financially dependent for the rest of my life.*
2. *By this time next year, I plan to have saved up enough cash to buy a new car.*
3. *Once I've completed my studies, I'll get married.*

In pairs, have students break down the sentences into thought groups. (Possible responses: 1. I don't plan to be / financially dependent / for the rest of my life. 2. By this time next year, / I plan to have saved up / enough cash / to buy a new car. 3. Once I've completed my studies, / I'll get married.) Review the variations of possible thought groups as a class. Individually, have students replace one or more thought groups in each sentence with their own ideas to create true sentences about themselves. For example, *By this time next year, I plan to have saved up enough cash to travel abroad.* Then have students share their sentences with a partner. To finish, call on volunteers to share a sentence with the class.

ActiveTeach • **Pronunciation Activities**

Unit 4

Linking sounds

Linking with vowels

- Have a volunteer read the explanation and examples out loud.
- Point out that a final consonant sound and an initial vowel sound are needed.
- Emphasize that sound—not spelling—is what counts. To help clarify, write two examples on the board:

  Leave it here. *In an hour.*

  Point out the final consonant sound in *leave* (which is spelled with a final *-e*) and the initial vowel sound in *hour* (which is spelled with an initial *h-*).

Linking identical consonants

- Have a volunteer read the explanation and examples out loud.
- Once again, point out that sound—not spelling—is what counts. To help clarify, write an example on the board:

  Write to me.

  Point out the final consonant sound in *write* (which is spelled with a final *-e*).

Language note: Note that some similar sounds also link. For example, on page P4, Exercise B, item 6: "I think Kyle has stylish taste." The final /z/ sound in *has* links with the initial /s/ sound in *stylish*. Other examples of similar sounds that link include /t/ and /tʃ/ as in *that church*, /d/ and /dʒ/ as in *old judge*, and /s/ and /ʃ/ as in *this shirt*. Note, however, that the linking occurs only when the sounds occur in a particular order. For example, the final /s/ sound links with the initial /ʃ/ sound, as in *this shirt*, but the final /ʃ/ sound does not link with the initial /s/ sound, as in *fresh soup*.

Option: On the board, write:

1. *Is it open?*
2. *Have a seat.*
3. *I like cookies.*
4. *He's a good dog.*

To check comprehension, have pairs decide which words are linked in the examples. Review as a class. (1. is‿it‿open; 2. have‿a; 3. like‿cookies; 4. he's‿a; good‿dog)

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A Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

B Underline all the places . . .

- Have students mark the linking sounds individually. Remind students that sound—not spelling—is important.

Now practice . . .

- Have students listen to confirm their answers or make corrections.

Challenge: On the board, draw a two-column chart with the heads *Linking with vowels* and *Linking identical consonants*. Have pairs look at the Grammar Snapshot on page 40 for examples of linking sounds and write them in the chart. Ask students to highlight or circle the sounds that are linked. Then call on volunteers to share some of the examples they found, with the class. Complete the chart on the board as students respond. (Possible responses: dressing up; business attire; business suit)

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Unit 5

Unstressed syllables: vowel reduction to /ə/

- Explain that symbols are used to represent and clarify sounds across languages.
- Write /ə/ on the board. Explain that this is a pronunciation symbol for the sound *uh*.
- Have volunteers read the explanation and examples out loud. Point out that dots indicate unstressed syllables and lines indicate stressed syllables. Explain that when a vowel is reduced, it is made weaker and shorter.
- To help clarify, point out that:
  1. English has stressed and unstressed syllables.
  2. Stressed syllables are longer than unstressed syllables.
  3. The vowel in a stressed syllable is never reduced.
- On the board, write:

  1. *about* 3. *edible*
  2. *grateful* 4. *literate*

  To check comprehension, have pairs identify the unstressed syllable in each word. Review as a class.
  (1. a·bout, 2. grate·ful, 3. e·di·ble, 4. li·te·rate)

A Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

B Listen to each word . . .

- Have students listen and circle the syllables individually.

Now practice . . .

- Have students read each word out loud and listen for confirmation.
- Then have students compare answers with a partner and review as a class.

Option: Have pairs identify vowels reduced to the sound /ə/ in Exercise E on page 53. Then have them look up the words in a dictionary to compare. Have students practice saying the words out loud.

ActiveTeach • **Pronunciation Activities**

Unit 6

Sound reduction

Vowel reduction

- Have volunteers read the explanations and examples for reductions of /u/, /æ/, and /ɑr/ and /ɔr/ out loud.
- Review the pronunciation of /ə/: *uh*.
- Emphasize that reduction often occurs in function words. Remind students that function words are generally unstressed.
- To illustrate further, write on the board:

  Give two to Sandra. *I bought four for Sarah.*

  Point to the first example and ask *What is the function word?* (to) Point to *two* and ask *Is* two *a function word or a content word?* (content word) Point to the second example and ask *What is the function word?* (for) Point to *four* and ask *Is* four *a function word or a content word?* (content word) Label the examples on the board as students answer. Say Two *and* four *are content words, so they are not reduced in spoken English.* To *and* for *are function words, so they are reduced.*
- Draw students' attention to the Be Careful! box.
- Point out that function words at the end of sentences are stressed, so they are not reduced.
- Have a volunteer read the explanation and examples for the reduction of *and* out loud.
- Emphasize that the weaker form of *and* is used when *and* occurs between two items in a series.
- Have a volunteer read the Be Careful! note out loud. Call on a few students to give their own examples. (Possible response: Stan is buying an iguana, and Shelly is buying a snake.)
- Have students study the explanation and examples for the reduction of /h/.
- On the board, write:

  What if he's happier now?

  To check comprehension, have students identify the word in which the /h/ sound is dropped. (he's)

Language note: The phonetic transcription of the words presented may differ from what appears in the dictionary. In cases where they differ, the reduced sound /ə/ occurs in conversation.

Option: Photocopy and distribute this exercise or write it on the board:

1. *She's pretty and smart.*
2. *She's pretty. And she's so smart!*
3. *Take this to the dry cleaners.*
4. *Who's she shouting to?*
5. *Who are you waiting for?*
6. *I'm waiting for Brian.*

To check comprehension, have pairs decide in which examples the underlined words are reduced. (1, 3, 6) Review as a class.

A Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

B Circle the words . . .

- Have students circle the words individually. Circulate to offer help as needed.
- In pairs, have students compare answers and take turns reading the sentences out loud.

Now practice . . .

- Have students read each sentence out loud and listen for confirmation.

Option: Have students identify words that would be reduced in spoken English in Exercise E on page 65. Then have students practice reading the sentences, focusing on reduced sounds.

ActiveTeach • **Pronunciation Activities**

Vowel sounds /i/ and /ɪ/

- Point out that producing the correct sound is important because it affects meaning. This is particularly important in words like *sheep* and *ship* where the only difference between the words is the vowel sound.
- On the board, write:
  /i/ ⟶ *tense and long (sheep)*
  /ɪ/ ⟶ *relaxed and short (ship)*
- Have a volunteer read the first explanation and examples out loud.
- On the board, write:
  1. slip 2. sleep 3. heat 4. hit 5. seat 6. sit

  To check comprehension, say the words on the board in random order, and have students say the number of the word they hear.
- Have students study the possible spellings for each sound.
- In pairs, have students think of another example for some of the spellings of /i/ and /ɪ/ and then share them with the class. Point out that students may want to look through their books for examples. (Possible responses: **/i/:** scream, sleep, fancy, relieve, deceive, unique, monkey; **/ɪ/:** flip, bicycle, business, live)
- Have a volunteer read the second explanation and examples out loud.
- Point out that although many unstressed vowels are reduced to /ə/, some are not.
- On the board, write:
  magic incredible dolphin united

  To check comprehension, have students identify the /ɪ/ sound in the unstressed syllables. (magic, incredible, dolphin, united) Review as a class.

A Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

B Listen and practice.

- Have students listen and circle the unstressed /ɪ/ sound in each word.
- Then have students listen and repeat chorally.

C Listen to each pair of words . . .

- Have students listen and circle the answers.
- Then have students listen again to confirm or correct their choices. (1. live, 2. steal, still, 3. fit, 4. feel, fill, 5. team, Tim, 6. wheel, will, 7. been, 8. seat)

D Listen and check . . .

- Have students listen and complete the exercise.
- Then have students compare answers with a partner and listen again to confirm or correct their answers. (1. steal, 2. syllable, 3. blimp, 4. believe, 5. busy, 6. boutique, 7. women, 8. building, 9. pretty, 10. people, 11. steep, 12. give, 13. key, 14. receive)

Now listen again . . .

- To finish, you may want to have students listen, write the words, and practice saying them in pairs.

Option: For further practice, have students identify words with /i/ and /ɪ/ sounds in the Conversation Snapshot on page 76. Have students focus on the conversation and the ways to describe prices in the boxes. Then have students listen to confirm or correct their choices (CD 3, Tracks 3, 5, 6). (**/i/**: before, any, me, remember, be, deal, steal, steep, robbery; **/ɪ/**: think, pick, suggestion, in, nothing, particular, something, trip, if, bargain, prices, bit, rip-off)

ActiveTeach • **Pronunciation Activities**

Unit 8

Stress placement: prefixes and suffixes

- On the board, write:

  understand *misunderstand* *misunderstanding*

  Point out how the three words are stressed on the same syllable.
- Have a volunteer read the first explanation and examples out loud.
- On the board, write:

  technology *technological*
- Point out how the words are stressed on different syllables.
- Have a volunteer read the second explanation and examples out loud.
- On the board, write:

  1. *library* *librarian*
  2. *communicate* *communication*
  3. *mobile* *mobility*
  4. *tolerate* *tolerance*

  To check comprehension, have pairs decide which syllable is stressed in each word and whether the stress changes when the suffixes are added.
- Ask *In which sets of words will stress change?* (1, 2, 3) *Why?* (because the suffixes *-ian*, *-ion*, and *-ity* were added)
- Have volunteers read the last explanation and examples out loud.
- To check comprehension, have various students read the words in the box out loud, first as nouns and then as verbs. Make sure students use the correct intonation.

A Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

B Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

Pronunciation Booster

The *Pronunciation Booster* is optional. It provides more information about pronunciation as well as additional practice.

Unit 1

Content words and function words

In English, content words are generally stressed.
Function words are generally unstressed.

My **BOSS** is a **PAIN** in the **NECK**!
He's **REALLY** a **TERRIFIC BOSS**.
MARK is such a **SMART GUY**.
I'm **SURE** she'll be a **GREAT MANAGER**.

Content words

nouns	boss, Julie, happiness
verbs	find, meet, call
adjectives	talkative, small, green
adverbs	quietly, again, slowly
possessive pronouns	mine, yours, his
demonstrative pronouns	this, those, that
reflexive pronouns	ourselves, herself
interrogative pronouns	what, who, where

Function words

prepositions	of, from, at
conjunctions	and, but, or
determiners	a, the, some
personal pronouns	he, she, they
possessive adjectives	my, her, their
auxiliary verbs	have + [past participle] be + [present participle]

BE CAREFUL! When an auxiliary verb is negative or used in short answers, it is generally stressed.
I **CAN'T GO**. He **WON'T LIKE** it.
No, they **DON'T**. Yes, I **HAVE**.

Stress in compound nouns

A compound noun is a noun that is made up of two or more words.
Stress generally falls on the first word in compound nouns.

compound noun		adjective + noun
He's a **WISE** guy.	BUT	He's a **WISE LEADER**.
She's a **PEOPLE** person.	BUT	She's a **NICE PERSON**.
It's an **APARTMENT** building.	BUT	It's a **TALL BUILDING**.
They're **EXERCISE** machines.	BUT	They're **NEW MACHINES**.

A 5:02 Listen and practice.

1. My **BOSS** is a **PAIN** in the **NECK**!
2. He's **REALLY** a **TERRIFIC BOSS**.
3. **MARK** is such a **SMART GUY**.
4. I'm **SURE** she'll be a **GREAT MANAGER**.

B Circle the content words.

1. Learn to live in the present.
2. He reminded me to call my mother.
3. He asked me to work faster.
4. I prefer to stick closer to home.

5:03 Now practice reading each sentence aloud and listen to compare.* (Note that your choices may differ from what you hear on the audio.)

C 5:04 Listen and practice.

1. He's a **WISE** guy. He's a **WISE LEADER**.
2. She's a **PEOPLE** person. She's a **NICE PERSON**.
3. It's an **APARTMENT** building. It's a **TALL BUILDING**.
4. They're **EXERCISE** machines. They're **NEW MACHINES**.

D 5:05 Practice reading each compound noun aloud and listen to check.*

1. a swimming pool
2. tennis courts
3. an answering machine
4. a telephone directory
5. office managers
6. the bullet train

*NOTE: Whenever you see a listening activity with an asterisk (*), say each word, phrase, or sentence in the pause *after* each number. Then listen for confirmation.

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Intonation patterns

In statements, commands, and information questions, lower pitch after the stressed syllable in the last stressed word. If the last syllable in the sentence is stressed, lower pitch on the vowel by lengthening it.

I haven't been to many concerts lately.

Don't forget to watch them on TV tonight.

What do you like about that song?

Raise pitch after the stressed syllable in the last stressed word in yes / no questions and requests. If the last syllable in the sentence is stressed, raise pitch on the vowel by lengthening it.

Have you ever heard of Annie Lennox?

Could you pick up their new CD for me?

Do you think she has a nice voice?

A 5:06 Listen and practice.

1. I haven't been to many concerts lately.
2. Don't forget to watch them on TV tonight.
3. What do you like about that song?
4. Have you ever heard of Annie Lennox?
5. Could you pick up their new CD for me?
6. Do you think she has a nice voice?

B Circle the last stressed content word in each of the following sentences. If that word has more than one syllable, underline the stressed syllable.

1. That song has a great beat you can dance to.
2. Her catchy lyrics make you want to sing along.
3. Didn't you like that song's melody?
4. What time do you think the concert will be finished?

5:07 Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to check.*

Sentence rhythm: thought groups

Longer sentences are usually divided by rhythm into smaller "thought groups"—groups of words that naturally or logically go together. Exactly how statements may be divided into thought groups will vary among speakers.

My short-term goal / is to start living / within my means.
NOT ~~My short-term / goal is to / start living within my / means.~~
I don't plan / to be financially dependent / for the rest of my life.
By next year / I hope to have gotten / a good job / as a financial consultant.

Examples of thought groups

subject + verb	I don't know
noun phrases	my short-term goal
prepositional phrases	by the end of the month
predicates	is drowning in debt
noun clauses	where the money goes
adjective clauses	that I paid off last year
adverbial clauses	when I've finished my report

Pitch in longer sentences

In longer sentences, pitch may fall—or rise—after the last stressed syllable in each thought group, with no change in meaning.

Once he tries keeping / a realistic budget / he'll find it easy / to save money. **OR**

Once he tries keeping / a realistic budget / he'll find it easy / to save money.

A 5:08 Listen and practice.

1. My short-term goal is to start living within my means.
2. I don't plan to be financially dependent for the rest of my life.
3. By next year, I hope to have gotten a good job as a financial consultant.

4a. Once he tries keeping a realistic budget, he'll find it easy to save money.

4b. Once he tries keeping a realistic budget, he'll find it easy to save money.

B Read the following sentences. Decide how you might break each sentence into thought groups.

Answers will vary, but may include:

1. By the end of this month,/I hope to have finished/paying off my student loans.
2. In two months,/when we've finally paid off our house,/we're going to have a big party/to celebrate.
3. To be perfectly honest,/I couldn't tell you/where the money goes.
4. By next year,/I will have completed my studies,/but I don't think I/will have gotten married.

5:09 Now practice reading each sentence aloud, paying attention to pitch. Listen to compare.*
(Note that your choices may differ from what you hear on the audio.)

Unit 4

Linking sounds

Linking with vowels

When the final consonant sound of a word is followed by a vowel sound, link the sounds together.

It's in style now.
She bought him an elegant tie.
I've already bought a new suit.

Linking identical consonants

When the final consonant sound of a word is followed by the same sound, link the sounds together as one sound.

She thinks the blouse is striking.
They preferred dark suits.
What an attractive vest!

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A 5:10 Listen and practice.

1. It's in style now.
2. She bought him an elegant tie.
3. I've already bought a new suit.
4. She thinks the blouse is striking.
5. They preferred dark suits.
6. What an attractive vest!

B Underline all the places where you think the sounds should be linked.

1. She wants Susan to dress up next time.
2. It's fashionable and elegant.
3. It's out of style.
4. I wish she preferred dressing down.
5. That blouse isn't trendy enough for my taste.
6. I think Kyle has stylish taste.

5:11 Now practice reading each sentence aloud and listen to check.*

Unit 5

Unstressed syllables: vowel reduction to /ə/

In conversation, the vowels in unstressed syllables are often reduced to the sound /ə/. The vowel sound /ə/ occurs more often in English than any other vowel sound and contributes to maintaining the rhythm of English.

ac cept a ble	→	/ək'sɛptəbəl/	re spect ful	→	/rə'spɛktfəl/
con sid er ate	→	/kən'sɪdərət/	ir re spon si ble	→	/ˌɪrə'spɑnsəbəl/
po lite	→	/pə'laɪt/	in ex cus a ble	→	/ˌɪnɛk'skyuzəbəl/

A 5:12 Listen and practice.

1. acceptable
2. considerate
3. polite
4. respectful
5. irresponsible
6. inexcusable

B 5:13 Listen to each word and circle the unstressed syllables that have the sound /ə/.

1. un ac cept a ble
2. in con si de rate
3. im po lite
4. un pleas ant
5. ir ra tion al
6. im ma ture
7. un i mag i na ble
8. dis re spect ful
9. in ap pro pri ate

5:13 Now practice reading each word aloud and listen again to check.*

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Sound reduction

In everyday speech, sounds in unstressed words are often "reduced"; that is, vowels change to /ə/ or /ɚ/ or consonants are dropped.

Vowel reduction

The /u/ sound in the function word to is often reduced to /ə/.

I'll be going to the airport after dinner. /tə/
It's ten to two. /tə/

The /æ/ sound in many one-syllable function words is often reduced to /ə/.

Look at that. /ət/
I got an iguana. /ən/
That's more than I need. /ðən/

The /ɑr/ and /ɔr/ sounds in function words are often reduced to /ɚ/.

Pets are no trouble. /ɚ/
Is it black or white? /ɚ/
Where's your farm? /yɚ/
He's been gone for days. /fɚ/

BE CAREFUL! Function words that occur at the end of a sentence are never reduced.

What a beautiful bird you are! /ɑr/
What are you looking at? /æt/
What are you waiting for? /fɔr/
Who's she talking to? /tu/

The function word and /ænd/ is often reduced to /ən/ when it occurs between two subjects, objects, modifiers, verbs, or phrases.

They have long arms and legs. /ən/
She laughed and cried when she heard the news. /ən/
We stayed out late and went dancing. /ən/

BE CAREFUL! The vowel sound /æ/ in and is generally not reduced when it occurs at the beginning of a clause, but the consonant sound /d/ may still be dropped.

He wore a black suit, and she wore a green dress. /æn/

The initial /h/ sound is usually dropped in function words.

What does he mean? /dʌzi/
It's in his bag. /ɪnɪz/

A 5:14 Listen and practice.

1. I'll be going to the airport after dinner.
2. It's ten to two.
3. Look at that.
4. I got an iguana.
5. That's more than I need.
6. Pets are no trouble.
7. Is it black or white?
8. Where's your farm?
9. He's been gone for days.
10. They have long arms and legs.
11. She laughed and cried when she heard the news.
12. We stayed out late and went dancing.
13. He wore a black suit, and she wore a green dress.
14. What does he mean?
15. It's in his bag.

B Circle the words in the following sentences you think will be reduced.

1. Alternatives can be found for medical research on animals.
2. A lot can be done to improve conditions on those farms.
3. Animals are trained to perform in circuses.
4. Do animals have to be killed for their hides and fur?

5:15 Now practice reading each sentence aloud and listen to check.*

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Vowel sounds /i/ and /ɪ/

The sound /i/ is longer and is formed by tensing the tongue.
The sound /ɪ/ is shorter and formed with the tongue relaxed.

/i/	/ɪ/
leave	live
team	Tim
feel	fill
steal	still
feet	fit

The vowel sound /ɪ/ also appears frequently in unstressed syllables.

— • places — • market — • • artisan — • minute — • women

The vowel sounds /i/ and /ɪ/ are represented in spelling in a number of ways.

/i/	/ɪ/
steal	blimp
steep	syllable
people	busy
handy	building
believe	women
receive	pretty
boutique	been
key	give

A 5:16 Listen and practice.

1.	leave	live
2.	team	Tim
3.	feel	fill
4.	steal	still
5.	feet	fit

B 5:17 Listen and practice.

1. places 2. market 3. artisan 4. minute 5. women

C 5:18 Listen to each pair of words. Circle if they are the same or different.

1.	(same)	different	5.	same	(different)
2.	same	(different)	6.	same	(different)
3.	(same)	different	7.	(same)	different
4.	same	(different)	8.	(same)	different

D 5:19 Listen and check which sound you hear in the stressed syllable.

	/i/	/ɪ/		/i/	/ɪ/		/i/	/ɪ/
1.	☑	☐	6.	☑	☐	11.	☑	☐
2.	☐	☑	7.	☐	☑	12.	☑	☐
3.	☐	☑	8.	☐	☑	13.	☐	☑
4.	☑	☐	9.	☑	☐	14.	☑	☐
5.	☐	☑	10.	☐	☑	15.	☑	☐

5:19 Now listen again and practice.

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Stress placement: prefixes and suffixes

Stress placement does not change when most prefixes and suffixes are added to a word.

important	unimportant	importance	importantly
obedient	obedience	disobedience	obediently
happy	unhappy	happiness	happily

However, adding the suffixes -ion, -ic, -ity, -ical, and -ian generally shifts stress to the syllable before the suffix.

educate	→	education
photograph	→	photographic
dependable	→	dependability
politics	→	political
music	→	musician

Some nouns and verbs have the same spelling. When the word is a noun, the stress is on the first syllable. When the word is a verb the stress is on the second syllable.

nouns	verbs
rebel	rebel
protest	protest
present	present
object	object
progress	progress

Other words in this category
conduct
conflict
contrast
convert
permit
record
survey
suspect

A 5:20 Listen and practice.

1.	important	unimportant	importance	importantly
2.	obedient	obedience	disobedience	obediently
3.	happy	unhappy	happiness	happily

B 5:21 Listen and practice.

1.	educate	education
2.	photograph	photographic
3.	dependable	dependability
4.	politics	political
5.	music	musician

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C Look at the stressed syllable of each word in Column A. According to the rules given in the chart on page P7, mark the stressed syllable of each word in Column B.

	A	B
1.	fa·mil iar	fa mil iar i ty
2.	e mo tion al	e mo tion al ly
3.	reg u late	reg u la tion
4.	ap pre ci a tive	ap pre cia tive ly
5.	sym pa thy	sym pa thet ic
6.	hy poth e size	hy po thet i cal
7.	beau ty	beau ti fy
8.	his to ry	his tor i cal
9.	ma te ri al ist	ma te ri al is tic
10.	pol i tics	pol i ti cian

5:22 Now practice reading each word aloud and listen to check.*

D 5:23 Listen and practice.

	nouns	verbs
1.	rebel	rebel
2.	protest	protest
3.	present	present
4.	object	object
5.	progress	progress

E Circle the syllable you think will be stressed in each blue word.

1. A summer fishing permit permits you to fish all you want.
2. The protest was organized to protest government spending.
3. All the employees were surveyed so the results of the survey would be useful.
4. The contrast between them now is not great compared to how much they contrast at other times of the year.
5. We strongly object to the decision to sell art objects outside the museum.

5:24 Now practice reading each sentence aloud, paying attention to words that are both nouns and verbs. Listen to check.*

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C Look at the stressed syllable . . .

- Have students mark the stressed syllables of the words in Column B individually. Then have students compare choices with a partner.

Now practice . . .

- Have students listen and confirm answers or make corrections.
- You may want to have students listen again and repeat chorally.

D Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

E Circle the syllable . . .

- Have students decide if each word is a noun or a verb and compare their choices with a partner.

Now practice . . .

- Have students read each sentence out loud and listen for confirmation.

Option: Have students circle the stressed syllables in the words in Exercise A on page 92. Then have students listen to check their answers (CD 3, Track 22).

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www.majazionline.ir

majazionline1@gmail.com

mohammad khaleghi

Unit 9

Reduction and linking in perfect modals . . .

- Have volunteers read the first two explanations and examples out loud.
- To help clarify, summarize on the board:

Perfect modals in the passive voice
affirmative: MODAL + *have been* + MAIN VERB
linked

- Have a volunteer read the last explanation and examples out loud.
- To help clarify, add to the summary on the board:

negative: MODAL + *NOT + have been* + MAIN VERB
linked

- To check comprehension, have students read the sentences with perfect modals in the passive voice from the Grammar Snapshot on page 102, out loud. Make sure students use the proper intonation and link words correctly.

A Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

B Underline . . .

- Have students underline the words that are linked and compare their choices with a partner.
- In pairs, have students practice reading the sentences out loud.

Now practice . . .

- Have students read the sentences out loud and listen for confirmation.

Challenge: Individually, have students underline the words that are stressed and indicate the words that are linked in the examples from the Grammar box on page 102. Have students confirm or correct with a partner. In pairs, have students take turns reading the examples out loud. Encourage partners to correct each other when necessary.

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Reduction and linking in perfect modals in the passive voice

In perfect modals in the passive voice, the modal and the auxiliary verbs have been are said together as one unit. Note that stress falls on the modal and the main verb. In everyday speech, the /h/ sound in the auxilliary have is dropped and /æ/ is reduced to /ə/.

/'kʊdəvbɪn/
They COULD have been **KILLED**.

/'maɪtəvbɪn/
They MIGHT have been **LOST**.

/'məstəvbɪn/
They MUST have been **MOVED**.

/'meɪyəvbɪn/
They MAY have been **DISCOVERED**.

With had to, stress had and the main verb. Say had to and have been as one unit.

/'hætuəvbɪn/
They HAD to have been **STOLEN**.

In negative perfect modals, stress falls on the modal, the word not, and the main verb. In everyday speech, not and the auxiliary verbs have been are generally said as one unit.

/'natəvbɪn/
They **MIGHT** NOT have been **LOST**.
They **MUST** NOT have been **MOVED**.

A 5-25 Listen and practice.

1. They could have been killed.
2. They might have been lost.
3. They must have been moved.
4. They may have been discovered.
5. They had to have been stolen.
6. They might not have been lost.
7. They must not have been moved.

B Underline where you think the words should be linked and which sounds should be reduced.

1. The dinosaurs may have been killed by a meteor.
2. The trees could have been destroyed by a fire.
3. The gold figures may not have been lost.
4. The stone balls must have been moved using animals.
5. The drawings must not have been discovered until later.
6. The crater had to have been caused by a meteorite.
7. The trees couldn't have been burned in a fire.

5-26 Now practice reading each sentence aloud, paying attention to reductions. Listen to check.*

Unit 10

Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/

The sound /eɪ/ is longer and is formed by tensing the tongue with the lips spread. The sounds /ɛ/, /æ/, and /ʌ/ are shorter and are formed with the tongue relaxed. Say /eɪ/ and /ɛ/ with the lips spread wide. Say /æ/ with the lips spread slightly and the mouth slightly open. Say /ʌ/ with the tongue and jaw completely relaxed.

/eɪ/	/ɛ/	/æ/	/ʌ/
pain	pen	pan	pun
Dane	den	Dan	done
mate	met	mat	mutt
bait	bet	bat	but

Mouth positions for vowels

tongue tensed (long)	/eɪ/
tongue relaxed (short)	/ɛ/, /æ/, /ʌ/
lips spread	/eɪ/, /ɛ/, /æ/
jaw relaxed	/ʌ/

The vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/ may be represented by these spellings.

/eɪ/	/ɛ/	/æ/	/ʌ/
pay	get	catch	jumping
weigh	sweat	have	nothing
shape	says	laugh	touch
wait	said	half	does
table	friend	guarantee	blood
great	guest	relax	what

A 5:27 Listen and practice.

1.	pain	pen	pan	pun
2.	Dane	den	Dan	done
3.	mate	met	mat	mutt
4.	bait	bet	bat	but

B 5:28 Listen to each word and place it in the correct column.

edge games enough can't bungee rafting nothing chance sweat wait scare

/eɪ/	/ɛ/	/æ/	/ʌ/
games	edge	can't	enough
wait	sweat	rafting	bungee
	scare	chance	nothing

5:28 Now practice reading each word aloud and listen again to check.*

C 5:29 Listen to each sentence and circle the word you hear.

1. Give the money to the (men / man).
2. I think it's (Dan / done).
3. What is that (rag / rug) made of?
4. Do you need this (pen / pan)?
5. He's a perfect (mutt / mate).
6. My (date / debt) is causing me trouble.
7. Could you take that (bug / bag) off the counter?
8. Please put a bandage on the (cut / cat).

Now practice reading the sentences both ways.

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Unit 10

Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/

- Have students study the explanation for each sound, the examples, and the Mouth positions for vowels box.
- On the board, draw the following chart (without the answers):

A	B	C
tongue tensed, lips spread	/eɪ/	*rain, date*
tongue relaxed, lips spread slightly, mouth open slightly	/æ/	*math, cat*
tongue relaxed, lips spread wide	/ɛ/	*wet, send*
tongue and jaw relaxed	/ʌ/	*lump, cut*

To check comprehension, have students write the sounds in the correct row in Column B. Review as a class.

- Add to the board:

lump rain wet date cut math send cat

To check comprehension, have students classify the words in Column C. Review as a class.

Language note: /ə/ and /ʌ/ are the same sound, but /ʌ/ is used for stressed syllables.

Option: Have students add their own examples to the chart. You may want to encourage students to add two examples for each vowel sound. Then have volunteers share their examples with the class. (Possible responses: **/eɪ/:** stain, face; **/æ/:** ran, last; **/ɛ/:** best, lend; **/ʌ/:** stuck, come)

A Listen and practice.

- Refer to the procedure for Exercise A on page TP1.

B Listen to each word . . .

- Have students listen and write the words in each column.
- Then have students compare with a partner.

Now practice . . .

- Have students read the words out loud and listen to confirm their answers or make corrections.
- You may want to have students practice reading the words aloud in pairs.

C Listen to each sentence . . .

- Have students listen and circle the words.
- Then have students listen again to confirm their answers or make corrections.
- As students practice saying the sentences, circulate to offer help as needed. If necessary, remind students how to produce each sound correctly.

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Audioscript

Note: Printable unit audioscripts are also available on ActiveTeach.

UNIT 1

Page 6. Exercise C.

Conversation 1 [M = Korean]

M*: Hey, I just met that new student, Shelly.
F: Really? So, what'd you think?
M: Well, she seems really serious—and smart!
F: Smart? She's one of the most intelligent people I know!

Conversation 2 [F = Spanish]

M: Adrianna, how's the project going?
F: Don't ask. I'll never finish all this work! Peter never lets up!
M: Yeah, he's not exactly an easygoing boss!
F: You can say that again. He always asks me to work faster! I'm going as fast as I can!

Conversation 3

M: Hey, have you met Val's new boyfriend, Paul?
F: Yeah, I have. Very outgoing. Seems like a good guy.
M: That's not the impression I got!
F: What do you mean?
M: Well, he jokes around a lot.
F: What's wrong with that? Sounds like a real people person.
M: Well … his jokes just aren't that funny. He seems to want people to think he's smarter than they are. It's really annoying.

Page 10. Exercises A and B.

Speaker 1 [U.S. regional]

M: What's changed my perspective on life? Hmm … getting married sure changed things.… But the *most* significant experience of my life? Without a doubt, I'd have to say going abroad. Well, one of my most memorable trips was my first—it was the summer I worked in Brussels, in Belgium. It was amazing! So many people from all over the world living and working together in this one city! There's *so* much diversity there, you know! People come to Brussels from all these different countries, and they bring all their own cultures. Seems like everyone has his own unique perspective on life. I was really able to see other people's points of view. Getting to know people who've had such different experiences from mine—it was a real eye-opener for me. Travel has really broadened my horizons.

Speaker 2 [Russian]

F: Definitely, my daughter. When she was born, everything changed. I had to stay home to take care of her full-time, so I had to leave my job. My whole perspective on life changed. It hit me that I was responsible for her—for this other person, and that she needed me for everything. Having a child is definitely a life-altering experience. It's not just that you don't have as much time for yourself, or that you don't have as much freedom; you're simply never the same. It's not always easy, but being a parent has been the most enriching and rewarding experience of my life.

Speaker 3

M: I'll never forget coming home and seeing those flames.… No one was hurt, but a number of apartments were completely destroyed. Ours was one of them. Our life totally changed. Everything we'd worked for was gone. You can be sure, *that* put things in perspective. You know, you go to work day in and day out, you worry about things that seem so important. And all of a sudden, all that seems so insignificant when you think about your life, your family's safety. You start to see the big picture, and what had seemed so important before doesn't really matter after that kind of experience.

Page 13. Exercise A.

Speaker 1 [J = John, British English]

J: Last night I turned on the news … I wish I hadn't. I can't get over everything that's happening in the world right now. Seems like every time you turn around you hear about another war, natural disaster, poverty, terrorism … it's really depressing, and it's just getting worse. In fact, it makes me want to just give up watching the news altogether—I mean, who needs more reasons to get depressed?

Speaker 2 [S = Susan]

S: On my way into work this morning, I heard this report on the radio. They said the economy is not doing very well. And you can't help noticing that everything just keeps getting more expensive—food, gas, housing. Of course, all this bad news makes me a little nervous. I've cut down on a lot on my spending—I've stopped buying lunch every day at the office, and I've put off buying a new car until next year. But, to be honest, I'm not stressing out over it. I mean, things may get better, and if not, well, I'll get by.

Speaker 3 [M = Matt, U.S. regional]

M: I read in the paper today that the unemployment rate is rising. A lot of people I know have lost their jobs over the last couple of years. In fact, both of my sons lost their jobs in the same week. But I think it'll work out in the end. My younger son will have time to go back to school and finish his degree—something he's always wanted to do. And my older son—well, I'm sure opportunity will come his way. When one door closes, another one always opens.

*M refers to a male speaker, and F refers to a female speaker.

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UNIT 2

Page 16. Exercise C.

Song 1

Day after day,
all my thoughts drift away
before they've begun.
I sit in my room
in the darkness and gloom
just waiting for someone
to take me to a tourist town,
with parties in the street and people dancing to a joyful sound.
It's a song that people sing.
It's the laughter that you bring
on an endless holiday.
It's the happiness inside.
It's a roller coaster ride
on an endless holiday . . .

Song 2

Thank you for helping me to survive.
I'm really lucky to be alive.
When I was caught in a freezing snowstorm,
you taught me how to stay warm.
When I was running from a landslide
with no place to hide,
you protected me from injury.
Even the world's biggest tsunami
has got nothing on me,
because you can go faster.
You keep me safe from disaster.
You're like some kind of hero—
you're the best friend that I know.
Thank you for helping me to survive.
I'm really lucky to be alive . . .

Song 3

You've got your digi camera with the Powershot,
four mega pixels and a memory slot.
You've got your e-mail and your Internet.
You send me pictures of your digi pet.
I got the digi dog and the digi cat,
the digi this and the digi that.
I hate to be the one to break the news,
but you're giving me the digi blues,
And you don't know
the way I really feel.
Why'd you have to go and
reinvent the wheel? . . .

Song 4

Wherever you go,
there are things you should know,
so be aware
of the customs and views—
all the do's and taboos—
of people there.
You were just a stranger in a sea of new faces.
Now we're making small talk on a first-name basis.
It's a great day for love, isn't it?
Aren't you the one I was hoping to find?
It's a great day for love, isn't it?
By the time you said hello,
I had already made up my mind . . .

Page 22. Exercise A.

Part 1 [A = Andre; B = Dr. Bettina Schmidt, German]

A: Welcome to tonight's talk. We have with us tonight Dr. Bettina Schmidt from the Schubert Institute. Dr. Schmidt is going to tell us about … well, an unusual use of music. Dr. Schmidt, welcome. Why don't you tell us what you do?
B: Good evening, Andre. Well, I'm a music therapist. I've been doing that for, oh, I'd say about twelve years now.
A: And just what does a music therapist do?
B: Essentially, we try to help people with their problems by using music.
A: And who exactly would benefit from music therapy?
B: We work with all sorts of people—children, teenagers, adults. These are people who have a wide range of problems—sometimes physical, sometimes emotional.
A: And how does music help?
B: Well, often just listening to music can be beneficial. So, in a typical music therapy session, I'll play, maybe, some gentle classical music. This helps my client to relax and feel more comfortable.
A: That's it? Basically it's about using music to relax people?
B: Um, not exactly. Music therapy is much more than that. Music therapists design music sessions for individuals and for groups based on their specific needs.
A: So, what kinds of activities do you do?
B: Well, we often do structured activities—like singing, or listening, playing instruments, composing music, moving to music.
A: And this is in a doctor's office?
B: Not necessarily. We work in all kinds of settings—hospitals, schools, senior centers—all around the community.
A: So, how exactly does music help your clients?
B: Well, there are four main benefits of music therapy: emotional, social, physical, and intellectual.
A: Can you give us some examples?
B: Of course.

Page 22. Exercise B.

Part 2

B: Let's start with the emotional benefits. People who are depressed, for example, have difficulty expressing their feelings. Music creates a safe setting where we can express the feelings inside of us.
A: I see.
B: In a typical session, I'll begin by asking my client to talk about how the music makes him feel. That opens him up. The idea is to help my client feel comfortable sharing his emotions.
A: And what about the other benefits?
B: Well, another benefit of music therapy is tied to the social context music provides. Listening to music in groups—with other people—builds an environment for communication—both verbal and *non*-verbal.
A: But isn't listening to music basically a solitary activity?
B: It can be, but it can also be a social activity—involving sharing. That means that my clients can develop their social skills and will have more confidence in their ability to form relationships.
A: Now you also mentioned physical benefits.

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B: Yes. Music can be stimulating and encourage physical movement. Some of my clients are in hospitals, and many are in serious pain because of an illness or an accident. Moving around is often difficult for them. Listening to music helps them forget their pain for a little while, and at the same time it stimulates them to move.
A: OK. That's three benefits. Didn't you say there were four?
B: That's right. The fourth benefit is intellectual. Some parents come to me because their kids aren't doing well in school. Research has shown that listening to music can help young children improve in math. Other research suggests that among university students, listening to music while studying can improve reading comprehension. We don't know exactly how music improves learning, but perhaps it helps students concentrate, so they can think better. We just know that music improves our ability to learn.
A: Simply amazing! Thank you so much, Dr. Schmidt.

Page 25. Exercise A.

Conversation 1 [M = Chinese (Mandarin)]
F: So what have you been listening to?
M: Well, lately I've been listening to a lot of opera.
F: Really? I can't get into opera. It's too intense.
M: What about Andrea Bocelli? He's got more of a pop sound. I think he's an amazing singer.
F: You know, I'm not really into him either—he's just too loud and overpowering for me.

Conversation 2
M: Have you heard this Gato Barbieri piece before?
F: No, I haven't. Let's give it a listen … wow! I *love* the arrangement!
M: Yeah, me too. He's a great composer.
F: You can say that again.

Conversation 3 [F = U.S. regional]
F: What do you think of Ladysmith Black Mambazo?
M: I don't think I've heard of her.
F: It's not a *her*—it's a group. They're a vocal group from South Africa.
M: Well, I'm not very big on world music.
F: Well, you should definitely check these guys out. They sing *a cappella*—without any musical instruments. They're one of a kind.
M: I don't know. I'm just not into that kind of music.

Conversation 4 [F = French]
F: Wasn't that a great party last night?
M: Yeah, it was really cool—especially that fantastic dance music.
F: Yeah, Beyoncé's music is fabulous. I could have danced to it all night.
M: Well, actually you almost did.
F: Yeah, well, once I started dancing, I couldn't stop!

Conversation 5
M: I can't believe you like Antonio Carlos Jobim so much. Isn't he kind of old-fashioned?
F: Are you kidding? I think his songs are just as beautiful now as they were forty years ago.
M: Well, many of his songs *do* have beautiful words.
F: Absolutely. There aren't many people who can put words to music like Jobim can. I never get tired of listening to his songs.

UNIT 3

Page 30. Exercise C.

Conversation 1
F: Wow, what a great juicer! That's even big enough for *my* family!
M: Actually, I hardly ever use it. It's way too big. I have such a small kitchen.
F: So, why'd you buy it?
M: I got it on sale—at a great price.

Conversation 2
M: I see you bought a digital camera. How do you like it?
F: Well, I might like it if I could figure out how to use it. Truth is, it's a pain in the neck.
M: What do you mean?
F: It has way too many features. Believe me, if I had known you couldn't just point and shoot, I never would have gotten it.

Conversation 3
F1: Hey, I love your new exercise bike! It must be great having one of those.
F2: Well, yes and no.
F1: What does *that* mean?
F2: I like it, but I guess I'm just a couch potato. I just don't use it enough.

Conversation 4
M1: What a cool sound system! You just get it?
M2: Yeah.
M1: Look at all those pieces. When are you going to put it all together?
M2: Well … that's a problem actually. There are so many components. And the instructions don't help *at all*. Look.
M1: Whoa! That looks pretty complicated.
M2: Had I known how complicated it was going to be, I would have gotten a different model.

Conversation 5
M: Love your new car! You must be on cloud nine driving that thing!
F: Oh, it's fun to drive, but I'm not so sure it's worth it.
M: Really? Why?
F: You wouldn't believe it. Between the premium gas and visits to the mechanic … it's costing me an arm and a leg!
M: Ouch!
F: I can't afford to drive it! I probably wouldn't have bought it had I given it more thought.

Page 32. Exercises A and B.

[L = Lara Savino, U.S. regional; S = Steve]
L: Welcome back to *Money Talks*. I'm still your host, Lara Savino. We've got some listeners on the line with financial questions. Let's go to our first caller … Steve, you're on the air. Talk to me.
S: Hi, Lara. I'm afraid I'm really having problems making ends meet.
L: Tell me about it.

S: I earn a good living, but it seems like no matter how much money I make, I can't seem to catch up.
L: Believe me, you're not alone, Steve.
S: Sometimes it feels that way.
L: Let me ask you something. Do you put anything away for a rainy day?
S: You mean savings? No way. There's never enough for that.
L: Well, here's a tip for you, Steve. From now on when you spend money throughout the day …?
S: Uh-hmm.
L: Don't spend any of your change. When you get home every evening, put your loose change in a jar. You'll be surprised how much you'll have saved up in even a few weeks.
S: Wow! I never thought of doing that.
L: And put that change you've saved up in the bank—say, once a month, OK?
S: OK. I'll try that.
L: Steve, what about debt? Are you maxing out on your credit cards?
S: Well, yes, I do use credit cards, if that's what you mean.
L: Do you pay your bills on time?
S: I try to.
L: Do you pay the minimum, or do you pay off the whole thing each time?
S: Well, it kind of depends on how much it is.
L: Well, are you drowning in credit card bills, or have they been fairly reasonable so far?
S: Well … I guess I'd have to say I've been drowning in debt.
L: OK, Steve. Here's what I want you to do. How many credit cards do you have?
S: Maybe ten or twelve.
L: Steve, that's a lot of cards. Decide which two you want to use regularly, OK?
S: OK.
L: Take all the other cards and cut them up.
S: Cut them up?
L: You heard me. Cut them up. You can get along just fine with two credit cards. If you're using ten or twelve credit cards, Steve, that tells me there's something wrong with this picture. You see what I mean?
S: Well, I'm not sure.
L: Steve, if you want to keep your head above water, you've got to live within your means. That means spending less than you're making, not more.
S: Oh.
L: OK, Steve. Here's one other thing I'd like you to do.
S: Yeah?
L: Sit down and plan a budget for yourself.
S: A budget?
L: That's right. If you feel like your finances are out of control, then you need to take the bull by the horns and take control of your finances. You follow me?
S: I think so.
L: Sit down and make a list of all your regular expenses. Keep track of how much you're spending on everything—and I mean *everything*, OK? Try that for three months and see if it doesn't help you out.
S: OK, I'll give it a try.
L: And Steve.
S: Yeah?
L: When you plan that budget, make sure you treat yourself to something nice once in a while, OK?
S: Really?
L: You bet. If your budget is nothing but don't spend, don't spend, it isn't going to work. Know what I mean?
S: I hear you.
L: Good luck, Steve. Next caller. You're on the air! Talk to me!

Page 37. Exercise A.

Conversation 1

F: Didn't you tell me you bought a new computer table?
M: Uh … yeah, I did.
F: So, where is it?
M: Well, I hate to admit it, but I just can't figure out how to assemble it. You wouldn't believe how many pieces there are!
F: So you're just going to let it sit around in a box collecting dust?
M: No, no. I'm going to take it back to the store and get my money back. I shouldn't have bought it in the first place.

Conversation 2

M: Hey, you want to go out to dinner?
F: Uh, I don't think so. I'm trying to save money.
M: I just got a big raise! C'mon! Let's celebrate!
F: I'm sorry, but I just don't have the cash right now.
M: Don't worry about it—it's on me.
F: No, I couldn't let you pay for dinner.
M: Forget about it! It's my pleasure.
F: Thanks! That's really nice of you.

Conversation 3

M: Hey! A new flat-screen TV! It's fabulous!
F: Thanks. I'm really happy with it.
M: That must've been pretty expensive. How'd you manage?
F: Well, I saved up for it. I put away a little bit every month.
M: Wish I could do that. Everything's gone by the end of the month. I never can seem to save any money.
F: Yeah, it can be tough.

UNIT 4

Page 41. Exercise F.

Conversation 1 [M = French]

M: Are you going to the end-of-year party this weekend?
F: Yeah, I was planning on it. Why?
M: Do you know if you're supposed to wear a suit?
F: Oh, I really don't think it matters. A lot of people will probably dress casually, but if you *want* to wear a suit …
M: Actually, I'd rather not.
F: Well, I'm sure that'll be fine. As long as you aren't *too* casual.

Conversation 2

F: Honey, I'm ready to go.
M: You're not going to wear that, are you?
F: Uh. What do you mean?
M: Well, look what I'm wearing.
F: We're just going to your parents' house. I don't want to be overdressed.
M: Yeah, but it's a special occasion. We should look nice.

Conversation 3

M: I wish I didn't have to wear a tie tonight. I've been wearing it all day at work.
F: Who says you have to wear a tie?

M: The head of the company is going to be there.
F: I thought you said it was a casual event.
M: They *say* casual, but you know what that means. Everyone shows up dressed to the nines.
F: *Now* you tell me. OK, I'm going to have to go change. Just give me a few minutes.

Conversation 4

F: What time's the party again?
M: I'm pretty sure Jackie said to come after nine.
F: Well, I'm going to put on my new slacks and a nice sweater. What are you going to wear?
M: Well, I'm not sure.... Aren't you going to wear a dress? I thought we were supposed to get dressed up.
F: I never said that. I mean I *could* wear a dress. But I don't think Sid and Jackie would ever expect people to dress formally.
M: Oh. OK. I'll go put on something casual.

Page 42. Exercise C.

Conversation 1

F1: What magazine are you reading?
F2: *Metropolitan*. Want to have a look?
F1: Do you mind?
F2: Not at all.
F1: These purses are fantastic!
F2: Which ones? Oh yeah. Everybody's getting those now.
F1: I've got to have one.
F2: Better hurry before they go out of style!

Conversation 2

M1: Hey, Jim.
M2: Hey, Carl. Whoa! That's some jacket you've got on.
M1: Oh, yeah. It's my "Look at me" jacket.
M2: It's very ... yellow.
M1: Hey, yellow gets attention.
M2: OK, if you say so.

Conversation 3

F1: Oh, look at that. I don't believe it.
F2: Where?
F1: That kid over there. What on earth has she done to her hair? What is she, thirteen?
F2: Sounds about right. Oh, that hair!
F1: I just can't believe it.
F2: Me neither.

Conversation 4 [M2 = U.S. regional]

M1: Mr. Spano! How can I help you today?
M2: I want to get my wife something nice, you know, for her birthday.
M1: Of course! What did you have in mind?
M2: Well, actually I was thinking about—I don't know—a nice dress.
M1: Oh, I see! Are you thinking about a party dress?
M2: Sounds good.
M1: May I suggest this simple black silk dress?
M2: Hmm, nice. Very tasteful.
M1: Very nice. I think your wife will find it very attractive.
M2: Yeah, I like it very much. But I want to look around and see what else you've got.

Conversation 5 [F2 = U.S. regional]

F1: Stacy, thanks so much for coming over to help. You're a real friend.
F2: Hey, I understand. It's hard to clean out your closet alone.
F1: OK. Let's start with this blouse.
F2: All righty then. Hold it up so I can see it.... Whoa! When did you get that?
F1: Must have been about ... oh, maybe eight years ago.
F2: Uh, I think that one can go.
F1: Toss it?
F2: Yup. No one's wearing that anymore.

Page 44. Exercise A.

Part 1 [C = Chuck Sims, host; S = Susan Yigal, Australian English]

C: Chuck Sims here, and you're listening to *In Style*. Today we welcome Susan Yigal, a hairstylist who does a lot of work for the film industry. Susan has won *numerous* awards for her *beautiful* work.
S: Oh, thanks.
C: Susan, I love your work. So many movies. So many gorgeous actors.
S: Thank you, Chuck. Great to be here.
C: Susan is an expert on the history of hairstyles, and today we're going to focus on men's hairstyles. Susan, tell us something about how men's hairstyles changed in the twentieth century.
S: Absolutely. But before I do, let's not forget some of the styles that were in fashion *before* the twentieth century. Remember that back in the seventeenth and eighteenth centuries, among the European upper classes, the wig was a fashion must. Everyone wore one.
C: Think wigs will ever come back?
S: These days, you never know. Do you know why they became so fashionable?
C: Not really.
S: Well, you see, in the seventeenth century, King Louis XIV of France was going bald—so he had a staff of about forty wig makers working on long curly wigs for him to wear.
C: Forty wig makers!
S: Yes. And of course it then became the rage for all men to wear long curly wigs—until the nineteenth century. At that time, the style changed, and men stopped wearing wigs by the beginning of the nineteenth century. After that, they generally wore their own hair fairly long, and most men wore very long beards or sideburns.
C: Which we see in some of the very early photos from that time.
S: Right. But by the early twentieth century, that had changed. The norm for men was to wear their hair cut very, very short. And beards were something only grandfathers wore. If a man wore a mustache at all, it was cut very short.
C: Until the 1960s and '70s, of course.
S: Of course.

Page 44. Exercises B and C.

Part 2

S: By the 1960s, in Europe and throughout the Americas, men began to wear their hair long, and they grew beards and mustaches—pretty much as a protest against decades of what they saw as a very conservative culture.
C: I remember that.
S: At that time there had been an unwritten fashion code that said any man who didn't wear his hair very short—or who had a beard—was a radical.
C: That's hard to believe today.
S: But that's how it was. In the UK and the U.S. rock musicians led the way with hair, beards, and mustaches seeming to get longer each year.
C: Men today don't always realize what an incredible change that was. Isn't that true?
S: Absolutely. How a man wore his hair was a social and political statement. But today, men's hair fashions are all over the place—which was certainly not true back then. Men can wear their hair either long *or* short. Anything goes.
C: Ponytails. Braids.
S: Yup. A short beard or moustache.
C: The goatee has been the beard of choice for a number of years now.
S: *And,* of course, the bald look has become very popular now. Who would have thought twenty years ago that men would actually *choose* to shave off all their hair! No way!
C: Any other trends worth looking at?
S: Well, we haven't said anything yet about men dyeing their hair. Over the last decade some men have chosen to dye their hair bright blond, red, yellow—even green or purple.
C: Yeah, as a matter of fact, I saw that last time I was in Tokyo.
S: That's right. I've heard that in Japan this is a kind of social statement in response to strict school dress codes.
C: Well, thank you, Susan, for … ahem … letting your hair down about a very interesting subject.
S: Good one, Chuck. Thanks for having me.

Page 49. Exercise A.

Conversation 1 [F and M = U.S. regional]

F: What do you think of that suit?
M: Whoa! You've got to be kidding.
F: What do you mean? You think it's tacky?
M: It's not that it's tacky. It's just … who wears anything like that anymore?
F: Well, I guess that's true.

Conversation 2 [M = Italian]

M: Wow! Look at that dress!
F: Don't you find it a little strange?
M: Strange? Not at all. I think it's fantastic!
F: You've got to be kidding. The colors are way too bright.
M: I think it's beautiful.
F: I guess it's just not my style.

Conversation 3

M: Hey, what do you think of this tie?
F: It's kind of wild.
M: Really? Actually I think it's pretty nice.
F: Well, to each his own.
M: I think I'm going to get it.

Conversation 4

F: Whoa! Check out those shoes!
M: Yeah. So?
F: They're incredible.
M: Yeah?
F: Yeah. You know *everyone's* wearing them now.
M: Hmm.
F: I don't care what you think. I'm getting them.

UNIT 5

Page 56. Exercise C.

Part 1

M: Reg and Maggie Green were on vacation with their children on the island of Sicily in southern Italy. It was a long way from their home in California in the United States. They had just spent the day sightseeing and were driving on a highway back to their hotel. It was evening, and their seven-year-old son, Nicholas, and four-year-old daughter, Eleanor, were fast asleep in the back seat.

Suddenly, another car with two men pulled up beside them. The man on the passenger side had a gun, and he was screaming at them through the window. As Reg Green stepped on the accelerator and drove away quickly, he could hear gunshots. He drove as fast as he could to the nearest town. Maggie was relieved to see that the children were still sleeping. But when they stopped, they both realized that Nicholas had been shot, and they rushed him to a hospital. Sadly, after two days in the hospital, Nicholas died.

One can only imagine the grief and sadness Reg and Maggie Green must have felt at that moment. But they made a decision that touched the lives of many people and the hearts of millions around the world. They decided to donate Nicholas's organs to Italians who were very sick and needed them. By giving them Nicholas's organs, Reg and Maggie felt that they could help others. Nicholas's future had been taken away, so the Greens wanted to give a future to someone else.

Their gift turned a senseless tragedy into a lesson in giving. Italians were very moved. They could not believe that visitors from another country—who had suffered such a terrible loss—could be so giving at such a terrible moment.

Page 56. Exercise D.

Part 2

M: Within days the Green family's personal experience erupted into a worldwide story. In Italy, strangers walked up to them on the street, with tears in their eyes, to say thank you. People started naming streets, schools, and hospitals for Nicholas Green.

When the Greens returned home, they received letters from thousands of people around the world. The letters told how the Greens' decision changed their attitudes about donating organs. In Italy, the number of people who were willing to become organ donors increased by three to four hundred percent—they called it "The Nicholas Effect."

The Green family returned to Italy more than a dozen times after Nicholas's death. And they met all of the people who received Nicholas's organs—seven people in all.

A fifteen-year-old boy got Nicholas's heart. During his illness, he had weighed only 27 kilograms and had spent half his life in hospitals. After the surgery, he was healthy and full of energy.

One girl was two days from death—the doctors had given up on her. But with one of Nicholas's organs, she got better. She later got married, and she gave birth to two babies—one a boy, whom she named Nicholas.

A woman who had never seen her own child's face now can see—thanks to the corneas from Nicholas's eyes.

An eight-year-old boy was arriving at the hospital for his surgery to get one of Nicholas's organs. He was asked to think about something nice. He said, "I'm thinking of Nicholas."

The Greens say that the love of life these people have shown—and the looks on their families' faces—is a wonderful reward. They often talk about how comforting it has been to know that people who would have died by now are leading normal lives, and that another who would have been blind can now see.

Maggie and Reg Green have become very busy doing work to support organ donation. While it doesn't take away the pain of Nicholas's senseless death, it helps the Greens to believe that something good has come out of the tragedy.

Page 61. Exercise A.

Conversation 1 [M = Chinese (Mandarin)]

M: Have I ever told you that when I was growing up in China I was sent to live in the countryside?
F: No, you never have. How was that?
M: Oh, it was terrible. Not only was the poverty hard to take, but it was also really boring. There was nothing to do but work.
F: Didn't you have a choice?
M: Actually, no. Everybody pretty much had to go.
F: It must have been very hard.
M: For this city boy? You have no idea.

Conversation 2 [F = Spanish]

M: So by the time we got back, we were pretty tired.
F: Wow. Your telling me about your trip reminds me of the time I lived in Los Angeles.
M: Really? You never told me about that.
F: Didn't I? I guess I didn't really have many positive things to say.
M: You didn't like it?
F: Well, I couldn't get used to either the pollution or the crime. Maybe it was just the neighborhood I lived in. I've heard it's pretty nice in other places.
M: Too bad you didn't have a good experience.

Conversation 3

F: Hey! You never told me you were in Singapore!
M: Yeah, I was. I lived there for about a year.
F: Was it great?
M: Yeah, it was fascinating. It's unbelievably clean. Not only is there no graffiti, but at that time they actually banned chewing gum. It was against the law!
F: They banned chewing gum? Sounds a little extreme.
M: Well, I guess it's a trade-off.

Conversation 4 [F = Australian English]

M: Didn't you live in Paris for a few years?
F: That's right. That was back in '03. I mean, I came back that year.
M: What was it like?
F: Paris is a wonderful city—so much to do and see. But I'll tell you, the people were neither friendly nor considerate. But I guess I just got used to it.
M: Hmm. I've heard that about a number of big cities, actually.
F: It's true. They're all the same.

UNIT 6

Page 66. Exercise C.

Conversation 1

M: What do you think about getting a nice pet?
F: A pet? Depends. What kind of a pet are we talking about?
M: Well, you remember Frank—the guy who works in the mailroom at my office?
F: Tall guy? Mustache?
M: That's him. Well, he wants to find a good home for his cat. So I was thinking—what about us?
F: Oh … gee, I don't know. I've heard their hair gets everywhere—on the furniture … clothing …
M: OK, hair can be a problem. But generally they're pretty clean. Carl tells me they're really easy to take care of.
F: Well, my grandmother used to have one. I have to admit he could be sweet, and he was very loving with her. He would sit in her lap for hours.
M: So, are you convinced?
F: Let's sleep on it, OK? We can decide tomorrow.

Conversation 2 [F = Australian English]

F: Just look at her. She's a real cutie.
M: I guess.
F: They're really easygoing.
M: Are you sure?
F: Look at her! Those long ears! Aren't you a cute, fuzzy wittle wabbit?
M: Look. I really don't know if I want to keep a rabbit in the house.
F: C'mon! The kids would love her.
M: Yeah, but rabbits chew things. I don't want to have to worry about what it's going to do to the furniture, OK?
F: But you keep it in a cage. She'd be no trouble at all. She won't chew or destroy anything. You know the kids have always wanted one.
M: Well, I've heard they *are* good with children.
F: And the kids having a pet to take care of would teach them a little responsibility. Don't you think?
M: I suppose so.

Conversation 3

F: I'm thinking about getting us a pet.
M: You are? Like what?
F: Well, I was thinking about a parrot. I think they're really gorgeous.
M: Well, they *can* be beautiful. But aren't they pretty dirty? And don't they bite? That's all I need. Some noisy, dirty animal around the house who's always trying to bite me.

F: Oh, please. They're really intelligent. As a matter of fact, *you* could teach it to talk.
M: Me? Well ... I've heard that you have to spend a lot of time with them or they get really, really noisy.
F: It's true, they need a lot of attention, but they make great pets. They love being around people.
M: The noise would drive me crazy, you know.
F: Let's just go to the pet store and check them out. OK?
M: OK. I'll look. But that's it.

Conversation 4 [M = U.S. regional]
M: Look at these pictures. Red betas, electric yellows, silver angelfish. The colors are incredible, aren't they?
F: Yeah, nice. But you can't play with them. What good are they?
M: If you wanna play, get a dog. But if you want something interesting to watch, you can't beat tropical fish.
F: But they don't *do* anything.
M: What do you mean? They swim around and look great. It's fun watching them swim. Very relaxing.
F: You know, you'll have to keep the aquarium very clean. You can't get lazy about that ... or they might die. It's a lot of work.
M: I can do that.
F: And they're expensive.
M: Well, if they're as fascinating as I think they'll be, it'll be worth it.

Page 68. Exercise C.

[F = British English]
F: The Fox and the Crow
One morning, a hungry fox was walking in the forest. The fox saw a crow in a tree. The crow had a piece of cheese in his mouth. "I'd love to eat that cheese for breakfast," thought the fox. He sat under the tree and looked up at the crow.

"What a beautiful bird you are!" the fox said. "Your feathers are as black as night. Your eyes are as yellow as the sun. But I've heard that you can't sing. That's too bad. If only you could sing, you would be the most beautiful bird of all!"

The crow listened and thought, "The fox is right. I *am* beautiful! But what does he *mean* I can't sing? I can sing as well as other birds." Then the crow opened its mouth and went "Caw, caw!"

The cheese fell to the ground, and the fox ate it. "Thank you for breakfast!" the fox called. "I see you have a voice, but where is your brain?"

Page 69. Exercise D.

M: The Peacock's Tail
A long time ago, the peacock used to fly higher than any other bird. And his feathers were short and brown—not like they are today. One day after flying around, the peacock rested next to a lake. The peacock saw his reflection in the water. He was disappointed. "I wish I were beautiful," the peacock thought. "If only I could be beautiful, I would pay any price." The peacock fell asleep, feeling sad.

When the peacock woke up the next day, he had beautiful feathers of blue and green. He had a long tail that he could open like a fan. The peacock walked through the forest, showing his beautiful feathers to all the other birds. Then the peacock thought, "Everyone must see me! I'll fly high above the trees and show my beautiful feathers to everyone." He tried to fly, but his long tail was too heavy. He couldn't do it.

A small brown sparrow sat in a tree watching the peacock. "You are very beautiful," the sparrow said. "But is being beautiful worth such a high price?" Before the peacock could answer, the little sparrow flew away.

Page 73. Exercise A.

Part 1 [A = male announcer; T = Tina Rotenburg]
A: As part of our four-part series on animal-assisted therapy, today's report by Tina Rotenburg focuses on some special human and animal relationships.
T: When people become quadriplegics, they lose more than control of their arms and legs; they lose control of their lives. Each day is a challenge to regain more control and become more independent. Many quadriplegics use an electric wheelchair to move around, but family or friends cannot always be there to assist them.

In recent years, Capuchin monkeys have been trained to help improve their lives. These intelligent and dexterous monkeys have hands similar to human hands. They assist quadriplegics by performing practical tasks such as serving food, opening and closing doors, turning lights on and off, and retrieving objects. Capuchins are dependable and devoted helpmates, giving their partners independence, dignity, and companionship.

Page 73. Exercise B.

Part 2
T: Children who have autism, Down's syndrome, and other mental or physical conditions are often not responsive and have difficulty interacting with people and learning to talk. But in Miami, Florida, children like these are swimming with dolphins in a special program that is showing some promising results.

Dolphins are extremely intelligent and gentle animals and they show a special fondness for children. When the children swim with them, the dolphins are playful and they make noises that sound like singing. Scientists theorize that, because children have a natural capacity for joy and playfulness, this time spent together helps the children relax and open up. After swimming with dolphins just two or three times, some children can speak their first words. Many of these children have also become more interactive and have responded better to people after therapy.

UNIT 7

Page 76. Exercise C.

Conversation 1
M: What a terrific deal on this sweater!
F: Let me see.... Wow! That's a steal!
M: I'll bet it would cost a lot more at one of those stores downtown.
F: I would imagine. You should get it. It's definitely you.
M: You were right about this place. Why pay more than you have to?
F: You know me—I can't pass up a good deal!

Conversation 2 [F = British English]

F: Look what I found. A Casanti watch!
M: Haven't you been looking for one of those?
F: I sure have. But you know, the price is a bit steep.
M: Well, why don't we check online and see if we can find a better deal?
F: Good idea.

Conversation 3

F1: Look at those funky mirrors! Aren't they great? This shop is a real find, isn't it?
F2: Very nice.... But you know something, I don't want to buy anything on our first day here. I think I'll just look around and see what's nice.
F1: Me, too.
M: Can I help you with anything?
F1: No thanks.
F2: Just looking.

Conversation 4

F: Look at those sunglasses.
M: Which ones?
F: The ones in the back with the round frames.
M: Oh, yeah. They're nice.
F: Hard to see from here, but it looks like they're 30 percent off.
M: That's a good deal. Feel like going in and trying them on?
F: No, I don't think so. I'm in the mood for looking—not buying. Let's just keep walking and see what other shops they've got down the street.

Conversation 5 [F2 = Spanish]

F1: I like this rug, but the price is a little high.
F2: Why don't you ask the clerk for a discount?
F1: Do you think he can drop the price?
F2: I don't know. Let's try. The worst he can do is say no.
F1: You're right. I'll ask. Excuse me ...

Page 81. Exercise C.

Ad number 1

F: Honey, you're going to be late for the meeting!
M1: Bye-bye, sweetie.
F: Bye-bye.... Hey, wait a minute. Oh, phew! Your breath! I hate to ask you this, but did you remember to brush your teeth this morning?
M1: Sure I did. What's wrong?
F: You can't go to the meeting like that. You'll lose your job!
M1: Maybe it was something I ate.
M2: Morning mouth. And he didn't even know. Don't let bad breath get in your way—don't let bad breath spoil your day. Nice-Mouth Mouthwash, five times a day, will make your breath smell fresh!
F: Honey, you're going to be late for the meeting!
M1: Take care, sweetie.
F: Mmm. Much better.
M1: Thank you, Nice-Mouth.
M2: Nice-Mouth Mouthwash. Ninety percent of dentists surveyed worldwide say that regular use of Nice-Mouth freshens breath better—and longer—than other brands. So, what are you waiting for?

Ad number 2

F: Picture this. You're at the beach. The sun is shining, and there's a cool breeze blowing through your hair. The palm trees are swaying, and they're playing your favorite song. And you're drinking a tall glass of Leon's Lemonade. Mmm-mm. Talk about paradise!
M: Hello.
F: Aren't you ...?
M: Sean Connery. Or maybe you know me better as Bond. James Bond.
F: You're my favorite actor!
M: Is that a Leon's Lemonade you're drinking?
F: Uh, yes.
M: I *always* drink Leon's Lemonade. May I have one too?
F: Of course.
M: Ah! Nice. Very nice.
F: As I was saying. Talk about paradise ...

Ad number 3

M: You've been working very hard.
F: Yes, it's true.
M: And you're ready for something new.
F: How true.
M: And you're tired of driving what *everyone else* is driving.
F: Very true.
M: You want to live the good life now.
F: It's so true.
M: And you're ready to make your move.
F: Yes, yes! It's true!
M: Then isn't it time you drove a Bernard?
F: A Bernard?
M: Refined elegance. Classic looks. Beauty and grace. Not *everyone* drives a Bernard. But why shouldn't *you*? Are you ready?
F: Yes, I am.

Page 85. Exercise A.

Conversation 1

F: Hey, look at this vase!
M: That's gorgeous. I wonder how much it is.... You've got to be kidding!
F: It's not *that* much. In fact, I think it's pretty cheap.
M: You call that cheap?! Let's keep looking.
F: You're impossible.
M: Don't worry. We'll find something.
F: What about this one?
M: Nice. How much?
F: See for yourself.
M: Well, that's a *bit* better. But still not great.
F: Look, it's beautiful, and it's a fair price.
M: OK. I guess I can live with that.

Conversation 2

M: Ta-dah!
F: Where did that come from?
M: I just bought it at Freeman's ... it's the X-30 exercise bike we've been talking about. You're going to love it.
F: Uh-oh. I'm afraid to ask how much it cost.
M: Aha! That's why you're going to be surprised. Not as expensive as you might think! Here's the receipt.
F: *What!* I can't believe you paid this much! Don't you remember the ad I showed you from Mason's? They have the exact same bike for a lot less!
M: A lot less? That's impossible.
F: Yes, a *lot* less. Let's face it—you got taken.
M: Where's that ad from Mason's?
F: Look.

M: Wow! That *is* cheap.

Conversation 3 [M2 = Italian]

F: Let's go inside. I love their jewelry.
M1: I thought we were just window shopping.
F: We're just browsing. Come on. Maybe they'll have some good deals.
M1: Hey, that's not browsing.
F: Look at that necklace. Isn't it stunning?
M1: And look at that price! *That's* stunning too.
F: For *this* necklace? This is an amazing price.
M1: No way! Hey, those earrings are really nice.
F: They are. You've got great taste.
M1: Probably means they're pretty expensive. I'll find out. Excuse me.
M2: How can I help you?
M1: These earrings don't seem to have a price on them.
M2: Let me get them out for you. Here you are. The price is on the back.
M1: That's all?
F: That's *all*? The price seems a little high to me.
M1: We'll take them.
F: You're getting them for me?
M1: You bet. Enough with the browsing. I'm ready to buy.

UNIT 8

Page 89. Exercise E.

Speaker 1 [F = Indian]

F: There is a strong relationship between the education women get and the quality of medical care they receive. Research shows that mothers with more education are likely to receive better medical care when they have children. In Egypt, for example, about 75 percent of women with a secondary education receive medical care before having children. By contrast, only about 33 percent of women without an education receive medical care.

Speaker 2

F: In Japan, the average age that men get married is twenty-eight, and for women, it's around twenty-six. Compared to other countries in the world, Japanese men and women seem to be getting married at a later age. According to a government study, the main reason Japanese marry at an older age is that they date each other longer. The study shows that, over the past fifteen years, the gap between a couple's first date and the time they get married has increased from two to three years.

Speaker 3 [M = Portuguese]

M: New studies show a direct relationship between the number of years one stays in school and life expectancy. Worldwide, for every year beyond the age of sixteen that students stay in school, they live an average of two additional years. According to a new United Nations report, this is compelling evidence for compulsory education past middle school.

Page 91. Exercise D.

Conversation 1

M: I believe in setting limits. When kids break the rules, you punish them immediately—no excuses. No ifs, ands, or buts about it.
F: I think that's a little harsh, Stan. Sometimes there are reasons for breaking the rules. I think you have to take this on a case-by-case basis.

Conversation 2

M: I think it's only fair that my parents buy me a new computer. I mean, my friends' parents love their kids enough to get them whatever they want, so why shouldn't mine?
F: Jason! You already *have* a pretty decent computer. Don't be so selfish.

Conversation 3

F: I'm not overly concerned about my kids. I think they can be trusted to behave without my watching over them all the time like a mother hen. Kids should be allowed to make their own decisions—what's the point in worrying? They'll figure it out as they go along.
M: Well, that's not how I see it. You need to be watching your kids all the time or they'll just get themselves into trouble.

Conversation 4

M: That boyfriend of yours is a troublemaker.
F: Why don't you have any respect for my friends? What do you know, anyway? Just because you're an adult doesn't mean you know everything.
M: Young lady, I don't like that tone of voice. You're grounded!

Conversation 5 [F = Arabic]

F: I'm so worried about my daughter.
M: Uh-oh. What's going on?
F: Well, she wants to learn how to drive.
M: Oh, yeah? How old is she?
F: Nineteen.
M: Then what's the problem?
F: Oh, I don't know. What does she need to drive for? I mean—what if she gets in an accident?
M: But she's nineteen. Don't you think she's old enough to start learning how to take care of herself? Like driving herself to work or going shopping?
F: I'm just not comfortable with it. I could drive her anywhere she needs to go.
M: You know, you have to let your kids be adults at some point.

Conversation 6

M: Wanna go to the late show? There's a cool movie tonight.
F: Uh, Ryan, don't you have to be home by 11:00 on school nights?
M: Yeah. But I'm sick and tired of being told what to do. I'm not a kid anymore. I'm almost sixteen. I'll go home when I feel like it!
F: Well, I have an eleven o'clock curfew too—and *I'm* going home. What are you trying to prove? Your parents aren't so strict.

Page 92. Exercises C and D.

Part 1 [M = Lithuanian]

M: My name's Rimas Vilkas and I come from Vilnius, the capital city of Lithuania. I live in Chicago now, but I grew up in Vilnius in the '80s and '90s in a house with my immediate family—my sister, my mother, and my father, and of course, me!

My parents, however, didn't grow up in Vilnius. They grew up in a small village in the east. Both my parents came from very large families. And they both lived with their extended families when they were growing up. At that time it was the common expectation that three generations would live together in a house: children, parents, and grandparents.

My mother said that everyone—her seven brothers and sisters, her parents, and her grandparents—all ate dinner together every night of the week. This kind of togetherness was pretty different from the way my family grew up. When I was growing up, my sister and I usually ate with our parents. But sometimes, when they had to work, we didn't. We'd have to eat by ourselves.

This may be why my father says that families were closer back then—he says there was more parental involvement in teenagers' lives. My dad thinks that closeness is the reason why teenagers had fewer problems. He says it was rare for a teenager to be a troublemaker at school—he thinks rebelliousness and disrespect are more modern teen problems. In his day, he says, that kind of disobedience would have been highly unusual.

Page 93. Exercise E.

Part 2

M: A lot of other things were different when my parents were growing up. Lithuania was still a part of the Soviet Union, and life was very limited in some ways. My parents dealt with a lot of difficulties. Back then, they didn't have as many choices—you know, for things like what direction your career would take, or traveling abroad—not so many opportunities. And it was very rare that someone would move away and live somewhere else. Because of that, when my parents were teenagers, they really didn't know much about life outside the Soviet Union—at least firsthand. Most people got married at about the same age and had children shortly afterward. And they usually had one job for their whole life. For all those reasons, I would say there was a difference in the world view that teenagers had then—different from the one I had when I was growing up, which was, of course, during the breakup of the Soviet Union.

By the time I was in my teens, a generation gap had pretty much opened up. Teenagers began to develop different tastes in music … the way they dressed. It's not surprising when you think about it—a lot of the food Lithuanians eat now, a lot of the movies they watch, even some of the fashions, come from Western Europe or the U.S. Before, in my parents' generation, it used to be a big deal if somebody left their small village and moved to Vilnius! But today a lot of my friends have moved away from Lithuania altogether. I have friends living all over Europe, some in the States, and even a friend in New Zealand. That was almost unheard of for my parents' generation. My parents can't understand that kind of independence—why anyone would want to move so far away. So, mobility is a huge difference.

So, some of the changes I'm describing shouldn't be too surprising: Young people are leaving home earlier; they're more likely to move far away, marry later, and choose a career instead of having children right away.

I still consider myself close to my parents, but I can't deny that there is a generation gap. My parents find it hard to understand why I live far away from them, why my wife and I don't have children yet.… And they can't figure out how it is that I've had so many different jobs over the years. It's hard for me to explain to them. Sometimes it's so frustrating! They worry about me, about my security—like parents have always worried about their kids. And I think they worry a lot about whether I'll be able to handle the responsibility of taking care of them in their old age the way they took care of their own parents.

Page 97. Exercise A.

Conversation 1 [F and M = U.S. regional]

F: Just look at this e-mail from Philip's English teacher! It says Philip's missing his last two book reports.

M: No way. Every time I see him in front of the computer, he tells me he's doing homework.

F: He's probably spending hours on the Internet. That's it. No more Internet until he shapes up at school.

Conversation 2 [F2 = U.S. regional]

F1: I'm really getting worried about Sandi. I don't know what to do.

F2: Sandi? She's such a good kid. What's up?

F1: Well, ever since she got her driver's license last month, she's been staying out later and later. Last night she didn't come home until after eleven. She's no baby, but I worry about her. I'm losing sleep!

F2: Well, you need your sleep. Why don't you give her a curfew? Tell her if she gets in one minute late, she's grounded.

Conversation 3

M: Hey, Jill, what's up?

F: I'm grounded. I can't go to the concert.

M: What did you do?

F: Absolutely nothing. My dad told me to take off all my makeup before I went to school, and I told him he was being ridiculous.

M: You told him that?

F: Yeah. He's just so annoying. Next time he tells me I can't wear makeup, I think I'll get a tattoo. That'll show him!

Conversation 4

F1: You know, Jen, Mom and Dad aren't that bad. Now that I think back on how much trouble we gave them, I appreciate them more.

F2: Me, too. I used to think they were so dumb. But it turns out they were pretty smart. You know, I hope when I have kids, I'll be as smart about kids as Mom and Dad.

UNIT 9

Page 104. Exercise C.

Part 1 [H = male host; J = Professor John Morgan, British English]

H: Our guest tonight is John Morgan, professor of Russian history at Cambridge University. Professor Morgan, the murder of Czar Nicholas II and the royal family of Russia in 1918 is one of the great mysteries of the twentieth century. Tell us the basic story of what happened.

J: Well, in 1917, during the Russian Revolution—with the end of the Russian monarchy—the czar's family was moved from St. Petersburg east to the Ural Mountains, supposedly for their protection. There was, of course, the czar … his wife Alexandra … and their children—four daughters and a son, Alexei, who would have been the next czar—and also the family doctor and several servants. According to the story, late one evening, they were all brought into a room and told that they were going to have their photograph taken. But to their surprise, soldiers suddenly came into the room firing guns and the entire family was murdered.

H: And what makes this story such an enduring mystery?

J: Well to begin with, until 1991 at least, no one had ever found the bodies. Stories spread about how the son, Alexei, and maybe also Anastasia, the youngest daughter, had escaped the execution and were still alive. Several women claimed to have been Anastasia—the most famous person who claimed to have been Anastasia was an Anna Anderson, in Berlin in 1920. Many people found her story very believable, including other members of the Russian royal family. Anna Anderson—or Anastasia, if you believed her—died in the United States in 1984.

Page 104. Exercise D.

Part 2

H: Professor Morgan, you mentioned no one had a clue where the bodies were until 1991. Tell us about that.

J: Well, people assumed that the bodies must have been lost forever, until 1991, when researchers found nine bodies in the Ural Mountains. Through medical testing they were able to confirm that five of the bodies had to have been Czar Nicholas, his wife, and three of their four daughters.

H: That must've been pretty exciting news for a lot of people.

J: No doubt about it. And they were able to conclude that the other four bodies were definitely *not* members of the czar's family. Instead, it was believed that they were most likely the bodies of the doctor and three of the servants. But the bodies of the son, Alexei, and one daughter were still missing.

H: Well, what about Anna Anderson, who claimed to be their daughter, Anastasia? Wouldn't her story have been provable through medical testing too?

J: Yes—and it was. After they found the bodies of the royal family in 1991, medical testing on Anna Anderson's body proved that she was *not* a member of the royal family. As a matter of fact, it proved that she wasn't even Russian!

H: How do you like that! Well, that's *one* mystery solved.

J: Right. But just when we thought the mystery of what happened to their bodies was solved, a team of scientists have recently argued that the results of the medical testing done on the nine bodies in the 1990s was highly questionable—poorly done and full of errors, and it might not have proved without a doubt that the bodies were the royal family after all.

H: Well, I guess some mysteries just never die, do they?

J: Not this one. It might just be an unsolvable case.

H: Well, thank you Professor Morgan. That was very interesting.

J: Thank you for having me.

Page 109. Exercise A.

Conversation 1 [F = Korean]

M: Where's Bill?

F: I don't know. I haven't seen him.

M: He was supposed to be here an hour ago.

F: He might've overslept. I heard he stayed out pretty late last night.

M: That's what you heard?

F: Yeah. But who knows. Maybe something else happened to him.

Conversation 2 [F and M = U.S. regional]

F: Whose wallet is this?

M: Beats me.

F: Well, you were sitting here. Didn't you see anyone come by?

M: Yeah. But I was too busy to notice.

F: I'll bet Gina forgot it.

M: Why would you think that?

F: Well, it's a red wallet, and she *always* wears red.

M: Hmm. You're that certain?

F: You bet.

Conversation 3

M: Did you read the newspaper today?

F: Uh-huh. Why?

M: Did you read about the latest bank scandal? Sounds like the president is in big trouble now.

F: Yeah, I read about it. But don't you think it's a little premature to claim that the president himself was involved?

M: What? You can't be serious.

F: Where's the evidence?

M: How much more evidence do you need? It's in the paper!

F: C'mon. You can't believe everything you read in the paper.

Conversation 4

F: Did you watch the *News Hour* last night?

M: No. Was there something interesting I missed?

F: Oh, yeah. Some guy in Italy says he saw a large, hairy animal that looked kind of like a human eating pasta in the Roman Coliseum.

M: Get out of here!

F: No, for real!

M: The guy must have been drinking.

F: Don't be such a skeptic! There are a lot of things out there we just can't understand.

M: Right. And I can't understand how someone so smart could possibly fall for a story like that!

UNIT 10

Page 118. Exercise A.

[I = male interviewer; S = Sue Franklin]

I: When you stop to think about it, people do a lot of strange stuff. We actually *pay money* for the thrill of watching scary movies. We enjoy going to amusement parks to ride roller coasters and other crazy rides for the thrill of going at high speeds and getting turned upside down. And the list of wacky extreme sports, where the adventurous face their fears—bungee jumping, skydiving, extreme skiing—seems to get longer every year. And then of course, there are those of us—the faint of heart—who

wouldn't *dare* do any of these things. Well, Sue Franklin is an expert on this topic, and she's here to tell us about two personality types—the person who loves thrills and can't get enough of them—known as the "big T" personality—and the person who hates thrills and prefers to avoid them—the "small t" personality. Welcome Sue Franklin.

S: Thank you.

I: You call this the type-T analysis. What is that, and what does it tell us about human nature?

S: Well, it's based on the work of psychologist Frank Farley, and it's a way of studying a person's risk-taking behavior. It indicates how comfortable a person is with taking chances—living on the edge. What Farley calls a big T personality is a person who likes risk. A big T likes thrills, whereas a small t does not. In fact, it's more like a continuum—from risk-taking to risk-avoidance. Most of us are willing to take *some* risks from time to time—but we may still tend to avoid risk in general. So *generally* speaking, if you like to take risks, do new things, then you're a big T. If you prefer certainty and routine, then you're a small t.

I: What's the motivation for seeking thrills?

S: Much of it is for the adrenaline rush that comes with going right up to the edge. Actually, big Ts may physically need a higher level of stimulation than other people do—and they need to take risks in order to get that stimulation.

I: So do big T types have an important role to play socially?

S: Absolutely. Farley believes that human progress depends on big T–type behavior. These are people who are not afraid of danger or pushing the limits.

I: Is there another side to big T behavior?

S: Definitely. There are both positive and negative sides. There's the healthy, constructive risk-taking that you see in most creative fields—like science, for example. But there's a negative side as well—crime, drinking and driving … crazy risk-taking in general. As a matter of fact, big Ts have twice as many highway accidents as small ts because they take more chances and put themselves in danger more often.

I: I love riding on roller coasters at the amusement park. Does that make me a big T?

S: Not necessarily. One of the great things about roller coasters is that they allow people who are afraid of taking risks to feel like they're really taking a big risk by riding one—because they're so scary. But everyone also knows that roller coasters are pretty safe. But if you told me you'd *never* ride on them, I'd tell you you were a small t for sure. The big T personality is the one standing up in the front seat.

Page 121. Exercise A.

Conversation 1 [F2 = Russian]

F1: So what do you do to relax?

F2: Me? Well this might sound a little strange, but I collect soda cans from around the world. I keep my eye out for nice ones when I'm traveling.

F1: That doesn't sound strange. I think it could be pretty interesting.

F2: Well, *I* think it is.

Conversation 2 [F = Spanish]

F: I've been thinking about taking up something called kalaripayattu.

M: Kalaripa-what?

F: It's a form of fighting—from India— and it's supposed to help you develop spiritually.

M: Oh. So it's a kind of martial art then?

F: Right. They say it's really challenging both physically *and* mentally.

M: Well, you can't beat that.

Conversation 3 [M = Punjabi]

M: Have you ever played awari?

F: No. Where's it from?

M: West Africa. It's a lot of fun.

F: Oh, yeah? How do you play?

M: Well, you have to move small stones across the board from hole to hole. It involves a lot of counting. You win when you've captured twenty-five of the other player's stones.

F: Well, let's play sometime.

M: OK. Sounds good.

Conversation 4

M: Wow! That's beautiful! Who made it?

F: My mom, believe it or not. She's been working on it for years.

M: She cut up all those pieces of cloth?

F: Uh-hum. And she sewed all the pieces together by hand.

M: Wow. She's something else. Very creative.

www.majazionline.ir - Edditor:MR mohammad khaleghi

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For some general guidelines on using the *Summit TV* interviews and documentaries, see the Teaching Ideas document in the *Summit TV* Activity Worksheets folder on ActiveTeach. **Note:** The Answer Keys provide answers to the Activity Worksheets exercises from ActiveTeach. Printable unit video scripts are also available on ActiveTeach.

UNIT 1
Personality Types

On-the-Street Interviews: *I'm very outgoing . . .*

PREVIEW

- Ask students to brainstorm adjectives to describe personalities, and write them on the board—for example, *funny, outgoing, smart, talkative, impolite.* Then ask:
  Which of these adjectives are positive? Which are negative?
  Which of these words best describes your personality?

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Ask students to listen for adjectives the interviewees use to describe themselves.
- Ask students to listen for examples the interviewees give to describe their personalities.
- Ask students to listen for how the first two interviewees describe the way others see them.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary. (Answers may vary—some possible answers are included here.)
  Which person says she will basically talk to anyone about anything? (Catherine)
  Which person describes herself as sarcastic? (San)
  Which person loves the city? Why? (Angelique; because you get to meet so many new people)
  Which two people say that they are outgoing sometimes and shy other times? (Catherine and San)
  What does Catherine say about her shyness? (that it takes her a while to get comfortable in new surroundings, but once she's comfortable, she opens up and is OK)
  What does San say about her shyness? (that it balances out her outgoing qualities)
  What example does Catherine use to show that she's easy to talk to? (People she doesn't know sit down next to her on the subway and tell her their life stories.)
  How does Catherine think other people see her? (as a little more confident than she sees herself; overall as a sincere and trustworthy person)
  How does Angelique think other people see her? (as generally outgoing)
  What does Angelique say helps her to be optimistic? (She smiles all the time; she's upbeat and doesn't let things get her down.)

EXTENSION

Oral work

- Pair work: interviews. Write interview questions on the board:
  How would you describe your personality?
  How do you think other people see you?

  Have students take turns asking and answering the questions with a partner. Then have them compare how their personalities are similar and how they are different.
- Discussion. Have students discuss the interviewees' descriptions of their personalities. Then ask students to say which interviewee they are most like.

Written work

- Write on the board: *Does your personality depend on your environment (the situation or surroundings)?* Discuss with the class what this means. Use as an example San, who says that she is sometimes off the wall and sometimes reserved, depending on her environment. Then ask students to write a paragraph answering the question and using examples.
- Have students write a description of the personality of someone they know well. They should use several adjectives and give examples.

LANGUAGE NOTES: *Gregarious* means outgoing.

Upbeat means positive, cheerful.

Off the wall means a little crazy, exhibiting unusual behavior.

VIDEO SCRIPT

Interviewer: How would you describe your personality? Are you talkative or quiet? Friendly or shy? Old-fashioned, serious, hardworking, romantic, fun? Are you basically an optimist or a pessimist?

Catherine: Oh, wow! I'm very talkative. I'm pretty open with people. Gregarious, I guess, some people would describe me as. I'm very honest. I will basically talk to anybody about anything, if they ask me. Yeah, I am a romantic. I can be shy. Takes me a little while to get comfortable in new surroundings. But then once I'm comfortable, I kind of open up and I'm OK. I'm pretty easy to talk to. I have people sit down next to me on the subway and will tell me their life story, and I don't even know them. I have that effect.

Interviewer: How do you think other people see you?

Catherine: They see me a little bit differently, I think, than I do. They see me a little more confident than I feel inside. But overall, no, I think they see me as a very sincere, trustworthy person.

Angelique: I would say talkative, not shy, optimistic. I try to be optimistic. I think . . . I think that's probably what comes off the most . . . is that I smile all the time. I try to, and it just helps . . . make you happier anyway, so, yeah, I'm generally a happy person. I try to stay upbeat and not let that much get me down, and I'm very talkative. I like to meet new people. I love the city because you get to meet so many new people. Just walking down the street you meet new people and friends, and things like that. So, yeah, pretty outgoing in general.

Interviewer: And do you think other people see you that way, too?

Angelique: Yeah. I really do. I probably see myself a little bit differently than other people see me, but only in terms of, 'cause I know my full self and people just see what they see, you know. But I think it's generally outgoing is what everybody would say.

San: I am very outgoing. I'm . . . fun. I'm very sarcastic. And . . . gosh . . . I'm . . . sometimes I can be introverted. I think I have a lot of qualities that an outgoing person would have, but I also have qualities that maybe a shy person would have, so it kind of balances me out. Sometimes it depends on the environment; sometimes I'm off the wall, other times I'm a little more reserved.

ANSWER KEY

A. 1. talkative, honest, shy 2. talkative, happy, outgoing 3. outgoing, fun, shy
B. 1. False 2. False 3. False 4. False 5. True 6. True
C. 1. confident 2. sincere 3. trustworthy
D. *Answers will vary.*

UNIT 2
The Creative Musician

TV Documentary: *Beck*

PART 1

PREVIEW

- Ask students the following questions:
  Which musical artists do you think have their own unique sound or their own unique approach to music?
  What makes them unique or different from other musical artists?

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Write on the board: *voice, lyrics, sound, melodies, beat, other* _____. Ask students to listen for which topics are discussed in Part 1.
- Write on the board: *hip-hop, rock, jazz, classical, Latin, other* _____. Ask students to listen for which musical styles are part of Beck's music.
- Ask students to listen for how the neighborhood in which Beck grew up influenced his music.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 1, or segments of Part 1, again if necessary. (Answers may vary—some possible answers are included here.)
  What are some adjectives the report uses to describe Beck and his music? (fascinating, compelling)
  What does the report say is unique about Beck's music? (He mixes different styles of music to create his own unique sound.)
  What is new about the lyrics on Beck's most recent album, Guero*?* (They are more autobiographical than his earlier lyrics.)

What musical styles are part of the music Beck writes and performs? (rock, hip-hop, traditional, folk-blues, and probably Latin, since his neighborhood had a strong influence on his music)

What are some examples of how successful his music has been? (He has appeared on television, his CD sells at Starbucks, *Guero* entered the Billboard chart at number two.)

Why did Beck name his album Guero*?* (It means "white boy," and it was something he heard a lot in the neighborhood in which he grew up.)

How did the neighborhood in which Beck grew up influence his music? (His neighborhood was a mix of different cultures. His music is also a mix.)

LANGUAGE NOTES: A *maverick* is a person who does things his or her own way rather than follow popular opinion or styles.

The term *slacker* is used to describe young people in the United States who don't see hard work or success as a high priority.

A *one-hit wonder* is a term used to describe a musical artist who has had only one highly successful song.

CULTURE NOTES: *Saturday Night Live* is a very popular TV comedy program in the United States that has been broadcast every Saturday night since the 1970s. Every show features a musical guest.

Billboard is a popular U.S. music magazine that publishes charts that list the most popular songs, albums, and artists.

OOPS! John Flansburgh uses the term *traditional musics*. He means to say *traditional music*. *Music* is a non-count noun and does not have a plural form.

VIDEO SCRIPT

George Stephanopoulos: I'm George Stephanopoulos and this is *Nightline*. Tonight, one of the most fascinating figures in popular music. Tonight, Beck. A musical maverick meets his moment.

John Flansburgh: It's been more than a decade since Beck arrived with *Loser*, a surreal homemade hit that rode a hip-hop beat to become a slacker anthem. It could have turned him into a one-hit wonder. Instead, over the course of seven albums and a non-stop chorus of acclaim, Beck has grown into one of the most compelling figures in rock music. And with his talent for collage, he's created a free-wheeling mix of rock, hip-hop, traditional musics, and some sounds that usually only come out of video games. Now his latest recording, *Guero*, finds him stretching further still.

Beck is now thirty-four years old, married, and a new father. On his new album, *Guero*, he returns to his signature sound of combining electronic loops and beats with acoustic folk-blues songwriting. But his lyrics are clearly more autobiographical, often dealing directly with disillusionment and loss.

We first caught up with Beck last month at a packed London club, on the eve of the new album's release, and an open-ended touring schedule, and the biggest marketing offensive of his career—from an appearance on *Saturday Night Live*; to a so-called "Beck-isode" on the hugely popular nighttime soap *The O.C.*, scored exclusively with his new music; to Starbucks, where you can have your Beck to go.

Nic Harcourt: My guest is Beck. He's got his band with him. He's got a new record.

John Flansburgh: And it's paying off. *Guero* entered the *Billboard* chart at number two, the highest position of Beck's career. Can you explain the meaning of "guero"?

Beck: "Guero" is . . . it means *white boy*. It's kind of a slang word. It's something that I would hear growing up. You know, something I'd hear on the street, walking to school, get called "guero." It's just a . . . it's just a word that always stuck in my head, and I wanted to do something with that at some point. And I think I ended up, in the end, just kind of doing this almost journalistic kind of look at that whole time.

John Flansburgh: The vibrant culture clash of the poor Los Angeles neighborhood where Beck grew up seems to have inspired a love of collage, of mixing and contrasting unlikely combinations.

Beck: I grew up near MacArthur Park, which is right next to downtown. And I guess it's kind of the old . . . the L.A. of the '30s and '40s. And, and, but, you know, by the time I was born, it was a little more dilapidated and, and a lot of stuff was getting torn down. It was mostly immigrant neighborhood, especially at that time, you know, Salvadoran, Guatemalan, Mexican, there are some Korean. And just kind of a . . . a mix of everything.

ANSWER KEY

A. Beck's sound, Beck's lyrics, Beck's neighborhood

B. 1. the most fascinating figures in popular music 2. sound, beats, lyrics

C. a, b, c, e, f, j

D. *Individual responses should include variations on the following:*
1. It means "white boy." 2. He was called *guero* when he was growing up. The album looks back at that time and the culturally mixed neighborhood in which Beck grew up. 3. The neighborhood was a mix of different cultures. His music is a mix of different cultures as well.

PART 2

PREVIEW

- Ask students *What additional aspects of Beck or his music do you think Part 2 might talk about?*

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Ask students to listen for what other aspects of Beck and his music this part of the report talks about.
- Ask students to listen for additional information that supports the idea that Beck is "an original."
- Write on the board: *How did Beck learn to dance? How does Beck view the connection between his music and his videos?* Ask students to listen for the answers to these questions.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 2, or segments of Part 2, again if necessary. (Answers may vary—some possible answers are included here.)
  What additional aspects of Beck's music does this part of the report talk about? (his dancing during performances, his music videos)
  What additional musical influences on Beck's music does the report mention? (Brazilian music from the '60s, punk rock, the Beatles)
  How did Beck learn to dance? (He taught himself on the job.)
  How does Beck view the connection between his music and his videos? (He sees the visual as an extension of his music.)
  Why does Jenny Eliscu think Beck's music is so unique? (No one else sounds like him; no one else does what he does as well as he does; few other musicians mix styles so that you can still hear them clearly in the music.)

EXTENSION

Oral work

- Group work. Have students work with one or more classmates to prepare a report on a musician they admire. Ask groups to present their reports to the class.
- Pair work: role play. Have students role-play an interview between a musical artist they are familiar with and a news reporter.
- Pair work. Have students work with a partner to prepare ten questions about Beck, based on the information from the report. They can then test their classmates to see how many they can answer correctly.

Written work

- Ask students to write about a musical artist who they think has a unique sound or a unique approach to his or her music. They should explain why they think he or she is so unique.
- Have students describe another musical artist who combines other skills with his or her music, such as dance, visuals, or other media.
- Have students write an imaginary interview with a musical artist—historical or contemporary—whom they admire.
- Tell students to write a letter to ABC News either praising or questioning the report on Beck. They should state whether or not they agree with the report's assessment of Beck's talent.

LANGUAGE NOTES: *Hard-hitting questions* are the kinds of tough questions reporters sometimes ask. In this case he is joking, because the question isn't tough at all.

Chasing a fad means to change what you do in order to follow whatever is currently in style.

His course is true and *follows his own compass* are expressions that mean *to be original and to not just follow what other people do.*

CULTURE NOTES: *Rolling Stone* is a popular U.S. music magazine.

The *Carter Family* was a U.S. country music group who performed in the 1930s and '40s. Their music became popular again in the 1960s.

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VIDEO SCRIPT

Jenny Eliscu: Plenty of critically acclaimed artists, at least, have as many influences and as wide a range of influences as Beck does. But they don't reveal them all. They're not able to mine all of their influences as well as Beck. There are few artists who can reveal a love for the Carter Family and, you know, sort of Brazilian music from the '60s and hip-hop and punk rock and the Beatles, and take all these things and put them together so that you can find those things in the songs. But that's the essential nature of collage, is . . . is picking up something that belonged to someone else and making it into something entirely new.

John Flansburgh: Because we're on *Nightline*, I have to ask the . . . the hard-hitting questions. I need to really drill down; I need to get some facts on this.

Beck: All right.

John Flansburgh: Where did you learn to dance?

Beck: I didn't learn. It was really on-the-job training, so to speak. And just being on stage and trying to figure out what to do with myself.

John Flansburgh: Beck also puts a remarkable amount of creative energy into the visual aspects of his output. You make amazing videos and do almost sort of experimental packaging with your albums. Do you see yourself as a pop artist, as well as just a musician?

Beck: The visual is definitely something that's really important, that I just think of it as an extension from the music. When I first started making records, I just thought it was such an opportunity to bring maybe something art minded or, you know, something in film that interested me.

John Flansburgh: Do you feel like he's original?

Jenny Eliscu: Definitely, yeah. You know, I'll answer the question with a question. Can you name any other artist currently on the radio who sounds anything like him? Or who's done anything that he's done, nearly as well as he's done it, or nearly as authentically?

John Flansburgh: Beck may still be finding his way through the pop marketplace, but artistically, his course is true. While the music industry chases every new fad, Beck shows us just how far a musician can get by following his own compass. I'm John Flansburgh, for *Nightline* in New York.

ANSWER KEY

A. Beck's sound, Beck's dancing, Beck's videos
B. b
C. 1. False 2. True 3. True 4. Not enough info 5. Not enough info
D. a
E. *Answers will vary.*
F. *Answers will vary.*

UNIT 3
Saving Money

On-the-Street Interviews: *I'm a little better about saving . . .*

PREVIEW

- Take a poll. Ask *Who is good at saving money? Who is bad at saving money?* Then ask individual students to share financial plans or goals that they might have.

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Ask students to listen for how Deepti is different from her sister.
- Ask students to summarize each person's saving habits.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - *What did Deepti learn from her parents about money when she was young?* (that she could buy things whenever she wanted them)
  - *Why was it hard for Deepti to start saving money while she was living in Singapore?* (She didn't know how to save; she was used to getting anything she wanted whenever she wanted it.)
  - *What made Deepti want to change her spending ways?* (the realization that she had to take care of herself—both in the present and in the future)
  - *How is Deepti different from her sister?* (Deepti's sister is more responsible with money.)
  - *How good is Joe at handling money?* (He is good at it—he maintains a good balance between saving and spending.)

What is Lisa's savings plan? (She regularly puts a certain amount of money aside to save before she can spend it.)
How is her savings plan working? (It's working well.)

EXTENSION

Oral work

- Discussion. Replay Joe's comment about money: "But I do feel that you should spend money that you have while you have it and while you're here, as opposed to saving it for a rainy day that never comes." Ask:
  What is Joe's outlook on money? (He thinks it's important both to spend and to save wisely; he sees the value of spending money, not just saving it all for a situation that may never occur.)
  What are some examples of "a rainy day"? (unexpected medical expenses, home repairs, car repairs, etc.)
  Who saves money for a rainy day? Have you ever had to use this money? What for?
  Do you agree with Joe's outlook about spending money "while you have it and while you're here"?
- Pair work: role play. Ask *What advice could you give Deepti to help her become more responsible with her money?* Write student tips on the board. Then have students work in pairs to role-play Deepti and a financial consultant. Tell students to use information from the video segment and tips from the board in their role plays.

Written work

- Write on the board: *Do you think parents can have an influence on the way their children handle money when they grow up? What should parents do to teach their children to handle money well?* Tell students to write a paragraph responding to these questions. Encourage them to refer to the example of Deepti and her sister, as well as to give examples from their own lives and the lives of people they know.
- Have students write a paragraph describing which interviewee they are most like. Tell students to give examples of how they are similar. If they are unlike any of the interviewees, have them explain how their spending or saving habits differ from those of the interviewees. As students work, write the following questions on the board: *Are you comfortable with your spending and saving habits? Explain your answer. What could you do to improve your spending and saving habits?* Have students write a second paragraph answering these questions.

LANGUAGE NOTES: To *blow all your money* means to spend it all.

To *spoil children* means to indulge them, to let them have anything they want.

To *save for a rainy day* means to save for a possible emergency situation when you might need money.

VIDEO SCRIPT

Interviewer: So tell me a little bit about you and money—whether you are good at saving, or can you save for something special. Do you just blow all your money as soon as you have it?

Deepti: Well, when I was growing up in India, my parents were, you know, very open and free with money. So if I wanted something, they would say, "OK, you can go ahead and take this." And I think that spoiled me a little bit, because I would just, whatever I wanted, I'd take the money and go buy it, and I didn't really realize the importance of saving money. So when I grew up, I was twenty-two, and I left India to go to Singapore, and I was on my own, and I had a scholarship, and my father would, on the phone, he would ask me, "So, how much money have you saved?" And I was like, "What are you talking about? I'm not saving any money." And he got worried, and he wanted me to start saving money. It was very hard for me to save money because I would go out and walk past a shop that had clothes and I would look at the clothes and go, "Oh, I want that," and I would go in, get it, and be really happy. It made me happy, you know. But, I think after a year or so when I realized that I had to take care of myself, not only now, but let's say a year from now, and a year from now I might not have the money that I'm getting now, so I have to start saving so that I'm not, you know, on the streets without any money. So I started saving, but I still had a hard time with it. My sister is very good. She is very stingy with money, you know. And when I was in India, I would tell her, "Oh come on, go on, spend the money. You know, if you want something, go get it." And she would always tell me, "You should think about our parents. They're making all this money for us, but we shouldn't spend it just like that." I think now I am a little better about saving, but not very good. Not as good as I could be.

Joe: I think I'm very good at handling money. I save when I need to; I spend when I would like to. I try to keep control of my funds so that I don't end up in situations where I don't have money to pay for basic necessities. But I do feel that you should spend money that you

have while you have it and while you're here, as opposed to saving it for a rainy day that never comes.

Interviewer: And saving, what are you trying to do to save? Have you made a plan?

Lisa: I have made a plan. I, what I do now is just take out a certain amount of money at the beginning and save it. I just put it away before I even really see it. So that way I can like build up and spend whatever else I have.

Interviewer: And is that working?

Lisa: It's going pretty well. It's going pretty well. I have a little bit of something saved up.

ANSWER KEY

A. 1. b 2. c 3. b 4. a

B. 1. Joe 2. Deepti 3. Deepti 4. Joe 5. Deepti 6. Lisa

C. *Individual responses should include variations on the following:*
1. were very free with money and let her buy anything she wanted. 2. she didn't know how. She was used to buying whatever she wanted whenever she wanted. 3. she realized she had to start taking care of herself, both now and in the future. She didn't want to end up on the street without any money. 4. better than it used to be, but it's not as good as it could be.

D. *Answers will vary.*

UNIT 4
The Way People Perceive You

TV Documentary: *Selling Them Short*

PART 1

PREVIEW

- Ask *Do you think being short can cause any problems in a person's life? Would it be any different for men than for women?*

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Ask students to listen for specific difficulties that short men face, according to the report.
- Write on the board: *When Chris is taller . . .* and *When Chris is shorter . . .* Ask students to listen for adjectives used to describe Chris in each situation in the experiment.
- Write on the board: *Rob.* Ask students to listen for the false information the women were told about Rob during the experiment.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 1, or segments of Part 1, again if necessary.
  What are some specific difficulties the report mentions for short men? (buying clothes, being in crowded elevators, driving cars, seeing the movie screen, getting dates)
  Which of the men prefers dating taller women? (Rob)
  Which of the men is going to marry a shorter woman? (David)
  Which man is the shortest in the experiment? (Stu)
  What adjectives are used to describe Chris when he's taller in the photo? (mature and respected)
  What adjectives are used to describe Chris when he's shorter? (submissive, childish, weak)
  What do you think the experiment shows? (that people judge tall and short men differently)
  During the experiment with Rob, what false information are the women told about him? (that he is a doctor, best-selling author, champion skier who built his own ski house, chief of staff at a hospital, gourmet cook, and that he loves children)
  What do you think the experiment with Rob shows? (that most women aren't attracted to short men or don't take short men seriously)

LANGUAGE NOTES: *M.D.* is the abbreviation for Doctor of Medicine.

A *chief of staff* at a hospital is a doctor who is responsible for managing all medical staff.

VIDEO SCRIPT

Lynn Sherr: Imagine a world where nothing fits. Where pants are too long.

Craig: The crotches are down to here, the seat's down to here, the pants are up to there.

Lynn Sherr: Where elevators are filled with giants.

Rob: You kind of get cramped. And you know, it's kind of hard to breathe sometimes.

Lynn Sherr: Where driving a car means your feet don't reach the pedals.

David: You have to fumble down here, and some have bars underneath and some have these little electronic things on the side you have to figure out.

Lynn Sherr: And where you can't see the movie screen, let alone find a date to take there.

1st woman: I don't care hair color, eye color, skin color—they need to be tall. Sorry.

Lynn Sherr: Welcome to the world of short men. Ralph Keyes, 5'7", wrote a book about height.

Ralph Keyes: We just assume anybody we're looking up to has power . . . has power over us.

Lynn Sherr: We put Chris and Debbie, colleagues here at ABC News, in front of our camera, posing at different heights. Half the shots showed Chris as the taller of the pair.

Chris: The air's kind of thin up here.

Lynn Sherr: In the other half, Debbie was taller. Then we gave the photos to students at Fairleigh Dickinson University, and asked them to tell us a story about what was going on. When Chris was taller, the adjectives used to describe him were mature and respected. When Chris was shorter than Debbie, they called him submissive, childish, weak. Andrea McGinty, who runs a dating service in Chicago, knows all the tricks. We asked her to help us construct an experiment to test just how willing women are to date shorter men. And we found three brave volunteers. Stu is the shortest. How tall are you?

Stu: I'm 5 foot. And 5'5" with the Afro.

Lynn Sherr: Rob is 5'3". He prefers taller women.

Rob: I kind of enjoy it. I mean, I think there are some serious advantages to being a little bit, having a woman who's a little bit taller.

Lynn Sherr: David is getting married this fall.

David: She is 5 feet tall.

Lynn Sherr: And you are?

David: I am 5'6".

Lynn Sherr: Oh, well.

David: Giant, right.

Lynn Sherr: We recruited other men about the same age as David, Stu, and Rob, but taller. We asked them all to dress in jeans and a sweater, then we did something cruel. We put them in lineups, five at a time, behind a two-way mirror. The men couldn't see or hear what was going on in the next room. That's where we invited groups of women to look at the men and choose a date. In this case, we wanted to see if anyone would pick 5'3" Rob. When Andrea told us women like doctors, we gave him an M.D. Their choice?

2nd woman: Andrew.

3rd woman: I would say Matt.

Lynn Sherr: No Rob. We piled on some more assets. We said, besides being a doctor, he was also a best-selling author and champion skier who just built his own ski house.

Andrea McGinty: Does that affect your choices?

4th woman: He's still short.

Lynn Sherr: Then we gave Rob a promotion. We made him chief of staff at a prestigious hospital.

Andrea McGinty: Who would you pick, Kim?

5th woman: Andrew's probably the closest to who I'd pick.

6th woman: I'd pick Matt.

7th woman: Jeffrey, the pilot.

Lynn Sherr: What would it take? Now we said Rob was also a gourmet cook who loves children.

8th woman: Oh, definitely I would take him in a minute, then. Height, no problem.

7th woman: I wouldn't, because I would think I don't want short, little kids. I was thinking that!

Lynn Sherr: Well, at least someone liked Rob. But if it was this harsh for him at 5'3", what would it take to get a date for Stu at just 5 feet?

ANSWER KEY

A. buying clothes, getting a date, seeing around people in elevators, seeing a movie screen, driving cars

B. 1. c 2. b 3. a 4. d

C. 1. mature and respected 2. submissive, childish, weak

D. *The following statements should be crossed out:* b, d, g, j

E. *Individual responses may include variations on the following:*
1. people judge tall men very differently than they do short men. 2. women consider height an extremely important factor in choosing a man.

PART 2

PREVIEW

- Ask students the following questions:
  What do you think will happen when Stu is in the experiment?
  Do you think more women might choose him? Why?

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Write on the board: *Stu.* Ask students to listen for information that might change the women's minds about dating him.
- Write on the board: *David.* Ask students to listen for what is different about the women's responses to him and their responses to Stu.
- Ask students to listen for the men's reactions to the results of the experiments.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 2, or segments of Part 2, again if necessary.
  What information are the women told about Stu? (that he's an actor and a millionaire)
  According to the women, what information would have changed their minds about dating Stu? (If the taller men had been criminals, they would have dated Stu.)
  Aside from the fact that he's short, what do the women think of Stu? (He's cute and has a nice smile.)
  What information are the women told about David? (He's a chief surgeon, has just published a book, loves kids, is a gourmet cook, and is extremely wealthy.)
  What information are the women told about the other men in the experiment with David? (that one of them has been unemployed for two years and another is a high school gym teacher)
  Does any of this information make a difference? (Sometimes. Some women changed to David right away. Others didn't.)
  What happened to the three men shortly after the experiment? (David got married, but the other two were still single.)

EXTENSION

Oral work

- Group work. Have students work in small groups to recreate the experiment with Chris and Debbie in Part 1. They should take two similar photos of a man and woman and survey other students at the school, if possible. Then ask students to present their findings to the class.
- Discussion. Ask:
  Do you agree with the report that women discriminate against short men?
  Do you think men discriminate against women in similar ways?

  Encourage students to support their points of view with specific examples.
- Pair work: role play. Tell pairs of students to imagine that they are one of the men and one of the women from one of the experiments. Have them describe to the class how the experiment felt from each point of view.

Written work

- Instruct students to write a summary of each experiment from the report. They should describe how each experiment was done and what it demonstrates.
- Ask students to write a description of the difficulties that a short person might face that other people don't have to worry about.
- Have students write a letter to one of the men in the experiment. They should explain their point of view and give advice if possible.
- Have students write a letter to one of the women in the experiment. They should explain their point of view and give advice if possible.

LANGUAGE NOTES: *Darn* (informal) is a more polite way to say *damn*—used to emphasize that something is bad or annoying.

When Tara says *"I'm going to bag the gym teacher . . . ,"* *bag* (informal) is used to mean that she has decided not to do something.

CULTURE NOTE: *Tarzan* is a character introduced in the novel, *Tarzan of the Apes* (1912), by Edgar Rice Burroughs and later made famous in movies and other media. Tarzan, a European, is raised by apes in Africa and grows up to be strong and athletic. He later meets and marries a European woman named Jane.

VIDEO SCRIPT

Lynn Sherr: What would it take to get a date for Stu at just 5 feet? First, we made him an up-and-coming actor.

9th woman: No.

10th woman: No.

11th woman: Not.

Lynn Sherr: Then we said Stu had made millions by age 25.

12th woman: No.

13th woman: No.

14th woman: Not for me.

Lynn Sherr: Nothing worked.

Andrea McGinty: How come nobody picked Stu?

15th woman: He's too short.

Andrea McGinty: He's too short?

Lynn Sherr: We asked if there was anything we could add to make Stu irresistible.

15th woman: Maybe the only thing you could say is that the other four are murderers.

16th woman: Right, are convicted of some crime.

17th woman: Child molesters.

16th woman: Rapists.

15th woman: Psychotic . . . Exactly. And then we would say, "Oh, OK. Hello, Stu!" I mean, nothing bad towards him. He's got a nice smile; he's cute.

Lynn Sherr: But no takers. So we replaced Stu with David to see if 5'6" made a difference. We brought in one last group of women. When they all picked this fellow, we told them he'd been unemployed for two years, but that our David was a chief surgeon.

18th woman: I guess it would be David for me.

Lynn Sherr: Two took David right away. But Tara chose Jim, whom we'd made a high school gym teacher.

Andrea McGinty: Would it change anything if I told you that David, besides being a chief surgeon, had just published a book, that he was a gourmet cook, loved kids, and extremely wealthy?

Tara: I'd switch to David real quick. I mean, let's be realistic. I'm going to bag the gym teacher now.

Lynn Sherr: So what's going on here? You had to make those short guys almost like God to make them desirable, right?

Andrea McGinty: We finally made them God, and that's when they chose.

Les Martel: And this surprises you?

Lynn Sherr: It obviously doesn't surprise you.

Les Martel: No.

Lynn Sherr: Yale psychologist Les Martel is 5'5".

Les Martel: It goes back to caveman times. We simply judge people, particularly men, based on their height, on their size, on their physical presence.

Lynn Sherr: Why is that? We asked several of the women to come back and tell us.

7th woman: I feel short men make great best friends because they're very enthusiastic, caring, because they have to make up for their height.

Lynn Sherr: But you have no interest in going out with someone shorter?

7th woman: No.

19th woman: I'm just attracted to taller men. I'm only 5'5" myself, but I just . . . I just like tall men.

Lynn Sherr: I have to tell you, and it breaks my heart to tell you this, it turned out that being short was not good. Does that surprise anybody?

Rob: I don't think so.

Stu: Absolutely not.

Lynn Sherr: Tell me what you were thinking while you were standing out there with the taller guys.

David: Sure aren't picking us.

20th woman: You want to look up into his eyes, and you want it to be like a movie.

David: There's a stereotype in society that says when you find your mate, the man is bigger and the woman is smaller, you know, Tarzan, Jane. And we didn't get to speak, so . . .

Lynn Sherr: Well, you didn't get to speak, but we spoke on your behalf.

David: Oh, thanks.

Lynn Sherr: And we made you doctors, chief surgeons, best-selling authors. Stuart, we made you a venture capitalist who made millions by the age of 25. You were a gourmet cook, you loved children, you had ski houses that you built all by yourself. Sometimes all this worked, but most of the time, fellas . . .

David: It didn't do a darn thing.

Stu: It didn't do a thing.

Rob: Well, I guess that says something about people.

Lynn Sherr: What does it say to you?

Rob: Maybe the average person isn't giving us the credit that we deserve.

Lynn Sherr: Does it bother you?

Stu: You know what it's like to maybe hurt. I think you know what it's like to, you know,

maybe to have more setbacks than taller people.

Lynn Sherr: David, you're nodding your head. Do you think that's true?

David: Sure, oh yeah. Growing up you take a lot of abuse, you know, always being the short one and getting picked on and name calling. It happens.

Barbara Walters: What has happened to these three nice guys from the early experiment? Any women in their lives?

Lynn Sherr: Well, Dave, whom we told you was getting married has gotten married, so he's . . . that's all fine. Stu and Rob are still available, however. Women of America, tall or short, they're out there.

ANSWER KEY

A. c
B. 1. unemployed 2. surgeon 3. money
C. *Answers will vary.*
D. 1. height, size, physical 2. best friends, height 3. the credit 4. hurt, taller people 5. being the short one
E. 1. *Individual responses may include variations on the following:* More women probably chose David than Stu because he's taller. 2. *Answers will vary.*

UNIT 5
Urban Life vs. Suburban Life

On-the-Street Interviews: *I enjoy living in the city because . . .*

PREVIEW

- Ask students *Which do you think is better—life in the city or life in the suburbs? Why?*

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Ask students to listen for whether the interviewees prefer living in the city or the suburbs.
- Ask students to listen for what arguments each interviewee makes to support his or her opinion.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  Where does Jessica live—in the city or in the suburbs? (in the city)
  Why did she move to the city from the suburbs? (She felt she needed to grow up.)
  Which does she prefer? (She doesn't think one is better than the other; each has its benefits.)
  Why does Chris think a lot of people live in the city? (because of work)
  How does he compare people in cities to people in the suburbs? (He says people in cities can come across as more rude than people in the suburbs, but once you get to know them, they are as nice as people anywhere else.)
  How does Emma describe the city where she lives? (Depending on the time of day, it's quiet; there are many families with children; people of different cultures live there; the people are hard-working; it's a nice community; it's clean; there are many stores for shopping and a little family theater.)
  Why does Emma enjoy living in her city? (She has quick access to everything; she doesn't have to travel by car to go shopping.)
  Does Natalie like living in the city? (yes) *Why?* (Because it's busy and there's always something to do; there are bars and restaurants everywhere; there are interesting people to meet.)
  How long is Natalie's commute to work? (20 minutes)

EXTENSION

Oral work

- Discussion. Create two columns on the board titled *City* and *Suburbs*. Have students recall the advantages of life in each that were mentioned. Write these on the board. Then ask *What disadvantages of living in the city were mentioned?* (people may seem more rude; the city can be kind of messy; it can get a little too busy.) Have students suggest additional advantages and disadvantages and write them on the board. Encourage students to discuss whether they agree or disagree with their classmates. Point out that what may seem like an advantage to one person may seem like a disadvantage to someone else.
- Pair work. Replay Emma's description of her city. Write these questions on the board for students to discuss:
  Does Emma's city sound like a place you would like to live?

What in her description appeals to you? What doesn't sound good to you?

Then have students describe where they live in detail for their partners.

Written work

- Replay Chris's comments about people who live in cities and the suburbs. On the board write: *Do you agree with Chris that people in the city differ from people in the suburbs?* Tell students to write a response, explaining their answers and referring to people they know who live in the city and in the suburbs.
- Tell students to imagine that a close friend is thinking about moving to their city or town. Have them write an e-mail discussing the advantages and disadvantages of living in this city or town. They can either encourage or discourage the friend from moving there. Refer students to the interviews for ideas.

OOPS! Jessica refers to being *in the nature*. She means to say *being in nature*.

Jessica says *Both sites is very good*. She means to say *Both sites are very good*.

Chris says that people in the suburbs have *less pressures* on them. He means to say *less pressure*. *Pressure* is a non-count noun and does not have a plural form.

VIDEO SCRIPT

Interviewer: Do you live right in the city or are you in a suburb?

Jessica: I used to live in the suburbs with my parents 'til I was seventeen years old. And then, as I thought I have to grow up, I moved into the city, and I lived in the center.

Interviewer: So which do you prefer?

Jessica: That's difficult because both sites have their, like, advantages. In the city you're around your friends, and it's much easier to, yeah, to go out and to meet people, and you're at home in ten minutes because you can walk. And if you live in the suburbs, it's more quiet and yeah, you're more in the countryside, and more in the nature with the, yeah with your family, so it's like . . . I wouldn't say one is better than the other one. It has . . . both sites is very good, so I like both.

Chris: I think most people in the city are there because of work, a lot of the times, so a lot of people are rushing, and they've got deadlines and appointments to meet. So they can come across as a bit more rude than perhaps people in the suburbs who have less pressures on them, it seems to me. But I think once you get talking to people in the city, when they've got time, they're just as nice as anyone else.

Interviewer: Tell me where you live.

Emma: I live in the city. Where I live is kind of quiet, but it depends on the time of the day, and sometimes there is like a little restaurant in the area, and people tend to go there. So sometimes you hear when people are coming out when it's really late, but it's not noisy all the time. It's OK; it's a medium kind of sound there. There's lots of children there—families, a lot of families. Different cultures, hard-working people. It's a very nice community. It's very clean, which is kind of different from the city because the city's kind of messy, but they maintain it, and they keep it very nice. So lots of stores, shopping, a little family theater area where kids can go watch shows with their family. So it's a very nice area . . . I enjoy living in the city because I get, it's quick access to, like, food or, you know, you don't have to travel in a car or go down an hour or two to the mall. I mean, you can just walk up to any store and get an outfit and you're gone. Like, it doesn't take a lot of work to go somewhere.

Natalie: I live in the city, and I really enjoy living in the city because it's very busy, and there's always something to do. It gets a bit too busy sometimes, and so you . . . it's nice to take vacations. But I like living in the city because there's always bars to go to, there's restaurants, there's plenty to do. The commute to work is very short—it only takes me about twenty minutes to get to work by public transportation. And, yeah, I really like it, because there's lots of people with similar interests and very interesting people to speak to all the time.

ANSWER KEY

A. 1. b 2. c 3. a 4. b 5. c

B. 1. Emma 2. Natalie 3. Jessica 4. Natalie 5. Emma 6. Chris

C. lots of children, different cultures, hard-working people, lots of stores, a family theater area, a very nice community

D. *Individual responses should include variations on the following:*
Advantages: It's very busy; there's always something to do; there are always bars and restaurants to go to; the commute to work is very short; there are lots of people with similar interests.
Disadvantage: It gets too busy sometimes.

E. *Answers will vary.*

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UNIT 6
Pets

TV Documentary: *Pecking Order*

PART 1

PREVIEW

- Ask students the following questions:
  Has anyone ever had a bird as a pet?
  Has anyone known someone who had one? What was it like?
  Do you think owning a parrot would be easy or difficult? Why or why not?
  In what ways do you think owning a parrot would compare with owning other types of pets?

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Ask students to listen for details about what might make a parrot a difficult pet to own—and what might make a parrot a great pet.
- Ask students to listen for the main idea of the report—specifically, what is the report trying to tell us about owning a parrot?
- Ask students to listen for how dogs and cats are different from parrots as house pets.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 1, or segments of Part 1, again if necessary.
  What are some reasons why parrots make great pets? (They're beautiful, very intelligent, entertaining, and they can talk.)
  What are some reasons they are difficult pets? (They can be destructive, make a lot of noise, demand attention, require special care, and sometimes bite.)
  How are parrots like two-year-old children? (They require constant attention and they scream. They are as intelligent as two-year-old children.)
  How many parrots are kept as pets in the United States? (over 15 million)
  What do parrots require every day? (They need light for four hours, fresh vegetables, and fresh water.)
  How are parrots different from dogs and cats as house pets? (Dogs and cats have been bred as pets for thousands of years. Parrots have only been bred as pets for less than 100 years, so they bring their natural instincts into the home.)
  What does Layne Dicker, the bird expert, suggest for dealing with bad bird behavior? (Make the bird feel secure. Punishment only makes the behavior worse because it makes the bird feel less secure.)

LANGUAGE NOTES: *Parakeets* are small parrots with long flat tails. The most popular birds sold as pets are Australian parakeets, which are also called *budgerigars*.

Macaws are very large and colorful parrots.

An *avian behaviorist* is an expert who specializes in bird behavior.

The word *ain't* in *They ain't easy* is a very colloquial way to say *isn't*. It is considered poor grammar but is often used, even by educated speakers, to emphasize a point.

To *put something down* is to say something insulting about it.

What's the big deal? is an expression that means one doesn't understand why so much attention is being paid to something.

VIDEO SCRIPT

Diane Sawyer: Millions of people have parrots. That's a family name that includes all kinds of birds from parakeets to macaws to amazons. But many owners don't understand bird behavior. As we showed you once before, these creatures can be entertaining and talkative, but they can also be, well, flighty and temperamental. What does their behavior mean? Perri Peltz has some insights into the mind of your bird.

Perri Peltz: They can't dance . . .

Pet bird in the shower: Row, row, row your boat gently down the stream.

Perri Peltz: . . . but some of them can really sing . . .

Pet bird in the shower: We wish you a Merry Christmas and a happy New Year.

Perri Peltz: . . . and talk.

1st pet bird: Hi.

2nd pet bird: Are you OK?

1st pet bird: Such a good bird!

Perri Peltz: It is this amazing ability to communicate with us in our own language

along with spectacular beauty that make parrots so extraordinary.

2nd pet bird: Good girl. Good girl.

1st pet bird: God bless you.

Perri Peltz: Some say their keen intelligence and ability to bond to humans are the reasons Americans keep more than 15 million parrots as pets. And, according to experts, parrots can be just as smart as your two- to three-year-old child.

3rd pet bird: I'm a smart bird!

Perri Peltz: But just as your toddler goes through the terrible twos, so can parrots.

Lisa Mee: No bite.

2nd pet bird: No, no. Don't!

4th pet bird: I'm a bad bird!

Perri Peltz: In fact, parrot behavior can be a constant source of frustration for many parrot owners. Layne Dicker is a popular lecturer on the bird seminar circuit. He is staff avian behaviorist at Wilshire Animal Hospital in Santa Monica.

Layne Dicker: You have to be willing to learn what you need to know about parrots because they're not like goldfish. They're not like dogs. They're not like cats. They're wonderful. They ain't easy.

Perri Peltz: I don't want to put your job down, but what's the big deal, Layne? They sound like really easy animals to have. They don't bark, you don't have to take them out for a walk. I mean, what's the big deal? You throw a little bit of seed at them.

Layne Dicker: They don't bark, but they scream. They don't really need to be taken out for a walk, but they need full spectrum light for at least four hours a day. You don't throw them a handful of seed. They need fresh vegetables every day. Fresh water every time it gets soiled.

Perri Peltz: Why is owning a parrot so different than having a pet dog or cat? You see, dogs and cats have been bred for thousands of years to be companion animals. Most parrots have been bred for less than 100 years, so that means parrots bring their own natural instincts into your home. Parrots in the wild live in flocks, so your pet parrot considers you his flock member. He expects to eat with you and interact with you most of the day. When you don't give him the attention he expects, he may start demanding it by acting out or screaming. Birds can also be destructive. Parrots, especially macaws, will chew anything in their path. What about biting? Parrots don't bite each other in the wild, but as pets, parrots can bite when they feel threatened, or when they don't want your fingers in their cage. Or even when they want your undivided attention.

Lisa Mee: Ah, ah, ah. No, let go. Let go.

Perri Peltz: With all the behavior problems, why not just punish a bird?

Layne Dicker: If I can tell any parrot owner something about their parrot, it would be make them feel safe and secure. I hear about hitting, squirting with water, screaming at. Anything that makes a parrot feel insecure will break down the level of trust he has with you. And unless a parrot trusts you, all the negative behaviors are just going to get worse. You have to do everything with a parrot in a loving, supportive way. Yes, you're so good. Yes.

ANSWER KEY

A. They're temperamental, they're noisy, they demand attention, they need special care, they're destructive, they bite.

B. *Individual responses may include variations on the following:* They're entertaining, beautiful, communicative, smart, and able to bond with humans.

C. 1. OK 2. good bird 3. smart bird 4. bad bird

D. 1. a 2. b 3. a

E. *Individual responses should include variations on the following:*
1. Dogs and cats have been bred for thousands of years as domestic pets. Parrots have been bred for less than 100 years as domestic pets, so they still have many instincts of wild animals. 2. He thinks it's important to make them feel secure and that they trust you. They behave badly when they feel insecure.

PART 2

PREVIEW

- Ask students the following questions:
  What do you think usually attracts people to buying a parrot as a pet?
  What would you do with a pet parrot that made too much noise or was destructive to your furniture?

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Write on the board: *Ruth Hanessian.* Ask students to listen for the things she says pet owners need to know about birds.

- Write on the board: *Connie Pavlinac.* Ask students to listen for what she does to care for her three birds.
- Ask students if they remember the small green parrot called a *conure.* Have them listen for what happened to that bird.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 2, or segments of Part 2, again if necessary.
  - *What does Ruth Hanessian think pet owners need to know about birds before buying one?* (They make noise, they can take charge of your life if you let them, they may repeat things you don't want them to, and they require lots of attention.)
  - *How long can a parrot live?* (The bigger ones can live up to 100 years.)
  - *How much time does Connie Pavlinac spend preparing meals each day for her three birds?* (at least an hour and a half)
  - *How much time does she spend cleaning their cages?* (another hour and a half)
  - *How often does she have to give them showers?* (twice a week)
  - *What else does she need to do for them?* (She has to meet their emotional needs, talking to them and playing with them.)
  - *What does Bonnie Kenk do?* (She runs an organization that takes in unwanted birds.)
  - *What happened to the conure she is taking care of?* (Its owner couldn't stand the noise, so it was kept in a covered cage in a dark room. The bird started to pull out its feathers.)
  - *Why does Layne Dicker say parrots are "the worst impulse purchase in the world"?* (They are so beautiful and appealing that when people see them in pet stores, they buy them. Then when they get home, they are unable to provide the care that is required or to deal with the problems that parrots can present.)

EXTENSION

Oral work

- Have students prepare an oral report on the advantages and disadvantages of owning a particular type of pet.
- Pair work: role play. Have students role-play a conversation between a person who owns a parrot and a bird behaviorist. The parrot is causing many problems for the pet owner.
- Pair work. Have students work with a partner to create a ten-question quiz about the TV documentary. They can then ask their classmates the questions.

Written work

- Instruct students to choose a type of pet and to describe the advantages and disadvantages of owning one.
- Have students write a short script of a conversation between a person who owns a parrot and a bird behaviorist. The parrot is causing many problems for the pet owner.
- Tell students to imagine that they own a bird. Have them write a letter to Layne Dicker or Ruth Hanessian describing some problems they are having with their bird.

LANGUAGE NOTES: The title of Ruth Hanessian's book is *Birds on the Couch: The Bird Shrink's Guide to Keeping Polly from Going Crackers and You Out of the Cuckoo's Nest.* The title is a play on words: *On the couch* means *seeing a psychotherapist. Shrink* is a colloquial word for *psychotherapist. Going crackers* means *going crazy. Polly want a cracker* is a traditional sentence that used to be associated with parrot speech. *Cuckoo* is a colloquial word for *crazy.*

To *freak out* means to get upset.

When someone says *you're pushing it,* it means *you've gone too far.*

A *co-dependent* is someone who thinks he or she cannot be happy without someone else around. It is a term that is often used to describe spouses of alcoholics and drug abusers.

CULTURE NOTE: The song and music that is heard at the beginning of Part 1 and the ending of Part 2 is called "Singin' in the Rain." It was made popular in a movie musical of the same name starring Gene Kelly (1952).

VIDEO SCRIPT

Perri Peltz: For the past twenty years, Ruth Hanessian has been a bird breeder and pet store owner in Rockville, Maryland. She's now written a book called *Birds on the Couch: The Bird Shrink's Guide to Keeping Polly from Going Crackers and You Out of the Cuckoo's Nest.* If you could put a little red warning label on each parrot cage, what would it say?

Ruth Hanessian: I am a bird. I have my own thoughts. I have my own way of expressing myself. I'm verbal. I will make noise. I will see

what's going on in your household and have an opinion about it.

1st pet bird: Tarzan. Stop it. You behave yourself.

Ruth Hanessian: I will be in charge of your life if you let me be.

Perri Peltz: You write, "Will you freak out if Polly screams during dinner parties? What if she learns to mimic your lovemaking cries and repeats them when your mother-in-law comes for a visit?" Can't be.

Ruth Hanessian: Oh, can be. If you decide to get a bird, you have to watch what you say around it, because they will pick up the things that you really don't want them to say.

1st pet bird: Oh, stop!

Perri Peltz: Now, Ruth, you're pushing it on the next one. Birds can be co-dependents? What are we talking about here?

Ruth Hanessian: They get very involved with you, and they get very upset when you're not there. It's like having a two-year-old child for the rest of your life.

Perri Peltz: And by the way, the rest of their lives can be a very long time. If taken care of properly, the bigger birds can live up to 100 years. And that's just fine with Connie Pavlinac. She and her husband, Gary, are the proud parents of three birds. And Connie makes sure all of her birds' needs are taken care of. First, their meals. Connie spends at least an hour and a half each day chopping fruits and vegetables for the older birds. Then mixing formula for the baby, making sure it's not too hot, and hand-feeding him. Then another hour and a half sweeping floors and scrubbing and cleaning cages. And twice a week, there are the showers, followed by a fluff dry. And they have emotional needs.

5th pet bird: Hi.

Connie Pavlinac: Hi. They need to be talked to. They need to be held. They need to be stimulated, so if we talk to them, we entertain them with toys.

Perri Peltz: Bonnie Kenk runs the Parrot Education and Adoption Center in San Diego. In the last two years, she has taken in more than 100 unwanted birds, including this conure, whose owner couldn't tolerate her constant screaming and kept her in a covered cage in a dark room for six years. You see, birds become quiet in the dark. With nothing to do and nothing to see, little Audrey turned on herself and started plucking out her own feathers.

Bonnie Kenk: It's really very, very sad that people just don't . . . they don't understand what they're getting into when they get . . . when they get a bird. Conures are relatively noisy birds.

Perri Peltz: How often, Bonnie, do you see a problem result because of an impulse purchase?

Bonnie Kenk: Daily. That's how we end up with most of our birds.

Layne Dicker: Parrots are the worst impulse purchase in the world, and they're so frequently purchased on impulse because they're so beautiful and they're so endearing in pet stores. You need to do your homework before buying a parrot. They are very, very, very smart.

6th pet bird: Hello.

Layne Dicker: They have very, very long memories.

1st pet bird: OK, thank you, bye-bye.

Layne Dicker: They're amazing animals. Good night.

7th pet bird: Good night.

Layne Dicker: Good night, birds.

7th pet bird: Good night.

Layne Dicker: Good night.

ANSWER KEY

A. They will make noise, they may say things you don't want them to say, they may behave like very young children.

B. 1. False: She spends an hour and a half.
2. False: She spends an hour and a half.
3. False: She gives them showers twice a week.
4. True

C. 1. She was kept in a covered cage in a dark room for six years. 2. Because she made noise. 3. She began pulling out her own feathers.

D. 1. c 2. c 3. a

E. *Answers will vary.*

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UNIT 7
Advertising

On-the-Street Interviews: *I think there's too much of it . . .*

PREVIEW

- Tell students *Think of an ad you have seen recently that has had an impact on you. Did it have a positive or a negative impact?* Invite students to share what types of ads appeal to them. Then ask *Do ads influence the types of products you buy? In what way?*

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Ask students to listen for which interviewees react negatively to advertising and which have mixed reactions.
- Ask students to listen for the negative aspects of advertising discussed by the interviewees.
- Ask students to listen for the positive aspects of advertising discussed by the interviewees.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  What impact do ads have on Elli? (She likes them for their creativity, but they don't influence her to buy specific products.)
  What is Blanche's opinion of advertising? (She thinks there is too much advertising; she doesn't pay attention to commercials on TV.)
  What problems does Herb see with advertising today? (He thinks that there are too many commercials and that they are too hypnotic and repetitive.)
  According to Herb, how were commercials different in the past? (In the past there were fewer of them; they were more informative and less repetitive.)
  What two types of advertising does Stephan talk about? (ads that are direct about trying to sell a product and the more artistic ads)
  Which ads appeal to Stephan more? Why? (the more artistic ads; he sees them more as works of art.)
  How does Matt react to advertising? (If an ad is funny, he'll chuckle, but he won't necessarily buy the product.)
  How does Rita react to commercials? (She pays no attention to them, even if they are for products that she uses.)

EXTENSION

Oral work

- Pair work. On the board, write the interview question *What do you think about advertising in today's world?* Have students work in pairs to discuss their own views on advertising. Then bring the class together and ask students to share their views. Encourage students to provide examples of the impact advertising has on them.
- Discussion. Replay Stephan's comments about different types of advertising. Then ask:
  What are some examples of ads that are very direct about trying to sell a product?
  Do you find these ads offensive, like Stephan does?
  Can you think of examples of the more artistic type of ad Stephan talks about?
  Which type of ad do you think is more effective?

Written work

- Ask *Do you agree with Herb that advertising is hypnotic and repetitive?* On the board, write: *What are the possible benefits of making advertising hypnotic and repetitive?* Have students write a paragraph responding to this question, giving examples of advertisements they have seen.
- Pair work. Have students work in pairs to write short summaries of what each interviewee said. Tell students they can group interviewees who had similar opinions (e.g., Elli and Stephan; Blanche and Rita). Then have students write a few sentences specifying which person or people they most agree with and tell them to explain why.

LANGUAGE NOTES: To *become enamored of something* means to become captivated by something.

When something has *an impact* on you, it has an effect or influence on you.

When Herb talks about advertising being *hypnotic,* he means that it's repetitive to the point of making a consumer start believing the message.

Pop-ups are ads that appear or "pop up" on your computer screen while you are surfing on the Internet.

When Stephan says he gets *turned off* by certain types of commercials, he means that he does not like them.

To *chuckle* means to laugh quietly to oneself.

When Matt says some commercials *resonate* with something in his history, he means that they remind him of something that he has experienced.

OOPS! Elli says she becomes *enamored with* ads. She means to say she becomes *enamored of* ads.

VIDEO SCRIPT

Interviewer: Tell me your thoughts on advertising in today's world.

Elli: OK. Well, I have often become enamored with ads that I thought were just brilliant creatively. But I never remember what the product is. So I doubt that they're very effective in my case, as a consumer, even though I might love them and think they're brilliant. So there's a huge impact, but I don't think it impacts my buying. It impacts me creatively, it impacts my sense of humor.

Blanche: You want my opinion, I think there's too much of it. And I don't pay too much attention to it, and I never look for the things that they advertise. And I usually turn myself off when that's on the TV.

Herb: Yeah, well, I just find it . . . it's not as informative as it used to be. It's more hypnotic. And it's constant repetition. And it sort of explains why, you know, why . . . how people act during elections also. They get used to that kind of message instead of, you know, what's real. So I really don't like them, and there are too many of them. They used to be just a few for each program. Now they just go on and on, and they repeat each other too. So it can't be that they're giving you information. They've already given it to you, you know. It's just repeat and repeat 'til you get the message.

Stephan: I think there's different types of advertising that affect me in different ways. There's the very direct sort of offensive type that I see in pop-ups, that I see on television and that I see as a very direct way of selling product, go out and buy this product. And I just get very turned off by that. And this sort of other advertising that, for example, doesn't even place a product in the ad, whether it's a magazine ad or a TV ad. And it's more about a way of living, a sort of a lifestyle sort of choice. And those ads work better because a lot of them come across as a form of art. They get sort of famous directors or stars to be in the ad. And I can see that as more of a work of art. And having studied media myself, I really believe that advertising can be a beautiful way of, you know, a creative way of media and art combined. So if I kind of turn off the business aspect of it, then I can really enjoy the creative, artistic aspect of it. So this, the two kinds of advertising, so one of them turns me off; the other I can enjoy and appreciate.

Matt: The way I personally react to it is, if I see something on TV and it's funny, I'll chuckle. Not necessarily buy the product, but I'll say it's funny and remember it. But I think more of the advertising that touches me is the things that kind of hit you deep below inside and that kind of resonate with something in your history.

Rita: I pay no attention to the commercials. I've already made up my mind. And it could be a commercial about a product that I use. But I don't want to waste time listening to it.

ANSWER KEY

A. 1. c 2. b 3. d 4. a

B. 1. False 2. True 3. True 4. False 5. True 6. True

C. *Individual responses may include variations on the following:*

1. Elli says that she is captivated by ads that are creative. She doesn't always necessarily remember what products the advertisements are for, so they don't influence her to buy the product. 2. Stephan has a great respect for ads that are more artistic and subtle, rather than ads that obviously place a product. He thinks it's possible for advertising to be a form of art.

D. *Answers will vary.*

UNIT 8
Parenting

TV Documentary: *Being a Better Parent*

PART 1

PREVIEW

- Ask students the following questions:

How effective do you think it is for parents to scream at young children when they are behaving badly?
How about hitting or spanking them?
What do you think is the best way to handle a young child who is behaving badly?

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Tell the students they are going to see a father talking about punishing his children. Ask students to listen for the reasons the father spanks his children.
- Write on the board: *spanking* and *punishment*. Ask students to listen for the expert's views on spanking and punishment.
- Write on the board: *time out*. Ask students to listen for what the expert's views are on using time outs to discipline children. (See the Culture Note for a definition of *time out*.)

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 1, or segments of Part 1, again if necessary.
  - *According to the father, what are the events that usually lead up to his spanking his children?* (The children fight with each other and one or both start crying, so he loses control and spanks them.)
  - *According to the report, why does the father scream at his children and spank them?* (Because it's what his parents did to him.)
  - *Why does Dr. Kutner think spanking is not a good response to bad behavior?* (It doesn't teach children anything except to fear the parent.)
  - *What is a temper tantrum?* (It's when a child loses control and screams.)
  - *What does Dr. Kutner suggest doing when a child has a temper tantrum?* (He suggests staying calm and physically moving the child.)
  - *Why does he suggest this?* (Because it lets the child know the parent is in control.)
  - *According to Dr. Kutner, what is the difference between punishment and discipline?* (Punishment is just a response to bad behavior. Discipline is about teaching.)
  - *What is Dr. Kutner's view on using "time outs" for disciplining children?* (It helps calm down both the child and parent. He thinks it's most effective if the time out is short.)

LANGUAGE NOTE: *Lousy* is a colloquial way of saying *very bad*.

CULTURE NOTE: *Time out* is a popular disciplining technique among parents in the United States and Canada, in which children are sent to their room or to another place in the house to be alone for a while until they've calmed down.

VIDEO SCRIPT

Jay Schadler: Parenting may be the most challenging and important job we'll ever face. It's certainly the most mysterious. Our children come with no instruction manuals, no blueprints guaranteeing success. And so we puzzle over the great riddle of raising our kids. Dr. Lawrence Kutner, a clinical psychologist, teaches at Harvard Medical School and is a columnist for *Parents* magazine.

Dr. Kutner: What makes it difficult now is that the problems faced by parents of this generation are quite different from the problems faced by parents of one or two generations ago.

Jay Schadler: We begin with Barry and Barbara Cohen, who've been fighting with their two sons, ages nine and seven, about everything from homework to bedtime. Unsure of what to do, Dad does what was done to him.

Barry Cohen: I spanked one of my children so hard, I hated myself. I said . . . I looked, I said, "What am I doing?" I knew I couldn't continue like that.

Barbara Cohen: Is Daddy a good parent?

Child: No. No! Turn it off!

Barbara Cohen: And why is he not a good parent?

Child: Because he yells at me! He hits me. He punishes me. He makes me go to bed early.

Barbara Cohen: And why does he do that?

Child: Because he's mean!

Jay Schadler: Tell me an episode when you lost control.

Barry Cohen: The two of them would be fighting. I would tell them five minutes before, "Don't even look at each other. Don't sit near each other. Just stay away from each other." A minute later, one of them is crying or both of them is, are crying. I would be so upset myself that I would lose control. I'd wind up spanking them. Everybody would be crying.

Jay Schadler: And where do you think you got that idea to do that, in the first place?

Barry Cohen: My father was a screamer. My mother was a screamer.

Jay Schadler: Barry comes from a long line of screamers.

Dr. Kutner: And that's what he grew up with and that's what he knows and that's what he's perpetuating. Even if it doesn't work, that's

the one technique he's comfortable with, so he keeps doing it.

Jay Schadler: Yeah, but you can't always be explaining to kids.

Dr. Kutner: Well, no, you can't always be explaining to kids, but you can say, "You guys are acting out too much. You're going to have to quiet down. I want you in your room until you can quiet down." That's very different from the, "You in your room, you in your room."

Jay Schadler: Do you believe in spanking?

Dr. Kutner: By itself it's a lousy technique. It doesn't teach the child anything new, except to fear you.

Jay Schadler: Kerry and Michael Pollack have two sons, seven-year-old Zachary and four-year-old Dylan. Capturing the chaos on tape is easy compared to calming the storm. What would you do?

Kerry Pollack: Go upstairs until you stop crying and . . . when you can be quiet.

Dr. Kutner: That's an absolutely classic temper tantrum. The kid is unable to express in words the intensity of the emotion that he or she feels, and so it comes out with flailing arms and kicking legs and screams. They're completely out of control. So what you want to do is you stay calm. Your child needs to borrow your calmness.

Jay Schadler: I like that idea.

Dr. Kutner: What you do is you walk over and physically move your child, even if it's only two or three feet.

Jay Schadler: Why?

Dr. Kutner: It shows that you are in control of the situation.

Jay Schadler: There are times, are there not, when punishment is absolutely called for?

Dr. Kutner: Well, discipline is different from punishment. Discipline has to do with teaching. And yes, there are times when a kid needs to see the consequences of behavior. What I like having is natural consequences of things. Your child loses his baseball mitt all the time, you don't go out and buy another one.

Jay Schadler: How about time outs? What do you think about time outs? Pretty effective?

Dr. Kutner: There are two purposes to time outs. One is your child has to calm down, get back in control. The other is the parent has time to calm down and get back into control. What we found with time out is that the shortest period possible is the best.

ANSWER KEY

A. Spanking is rarely a good idea, children sometimes need to be disciplined, children need their parents to be in control.

B. 1. He hits me. 2. He punishes me. 3. He makes me go to bed early. 4. Because he's mean!

C. *Individual responses should include variations on the following:* 1. His children start fighting. He tells them to stop, but minutes later they're fighting and crying again. 2. Because it's what he grew up with. It's what he knows. 3. It doesn't teach the child anything but to fear the parent. 4. He suggests staying calm and physically moving the child so that the child can see that the parent is in control. 5. It allows both the child and parent to calm down and get in control again.

D. *Answers will vary.*

PART 2

PREVIEW

- Ask students the following questions:
  How is raising a teenager different from raising young children?
  How much independence do you think parents should give teenagers?

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Write on the board: *Marilyn McLaughlin* and *Bill and Ellen Owens*. Ask students to listen for the specific problem the parents are having with their teenagers.
- Ask students to listen for the advice the expert offers for each family.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 2, or segments of Part 2, again if necessary.
  What does Marilyn McLaughlin's daughter want from her mother? (She wants to be allowed to hang out with her friends after school.)
  How does her mother feel about this? (She is worried about her daughter's safety and doesn't agree to let her do it.)

What does Dr. Kutner think the daughter is really asking for? (She's asking for more independence.)

What does he think the mother should do? (He thinks she should try to find a way to allow her daughter to have more independence but in a way that she feels will keep her daughter safe.)

What does Patrick Owens want from his parents? (He wants to be allowed to go to a rock concert.)

How do his parents feel about this? (They are worried that he might get hurt, and they don't want him to go.)

What does Dr. Kutner think the parents should do? (He thinks they should find a way to allow him to go but in a way that they can be sure he is safe. Or they should find something else new for him to do.)

Why does Dr. Kutner think this is important? (Because if they always say no, their son will keep pushing more and more to do unsafe things.)

EXTENSION

Oral work

- Discussion. As a class, discuss whether students agree or disagree with Dr. Kutner's views on raising young children and teenagers.
- Group work. Divide the class into two groups: one supporting spanking young children, the other against. Have groups discuss their differing views.
- Pair work: role play. Have students act out a conversation between a parent and a teenager in which the teenager asks for more independence.

Written work

- Tell students to write about their views on how to deal with bad behavior in young children. They should include whether they agree or disagree with Dr. Kutner's views.
- Tell students to write about their views on how much independence to give teenagers. They should include whether they agree or disagree with Dr. Kutner's views.
- Have students write a letter to one of the parents in the report. Tell them to give advice or encouragement.
- Have students write a letter to one of the children or teenagers in the report. Tell them to give advice or encouragement.
- Ask students to write a conversation between a parent and teenager in which the teenager asks for more independence.

LANGUAGE NOTES: A *balancing act* is trying to find a compromise position between two difficult choices.

To *meet in the middle* is to compromise.

To *push the boundaries* or to *push the envelope* can mean to try to do something you're not usually allowed to do.

Damned right is a strong colloquial expression meaning *You're absolutely right.* It is often used antagonistically.

CULTURE NOTE: The *mosh pit* is a phenomenon that began at rock concerts in the 1980s in which the audience closest to the stage danced by jumping and pushing each other. Sometimes a performer or spectator would "surf" over the crowd—being passed over the heads of audience members one to another. At some concerts people have been hurt, and some have even died, dancing in mosh pits.

Note: On-screen captions are provided in two short sections of Part 2 to increase the comprehensibility of the speakers in authentic home videos.

OOPS! Marilyn McLaughlin says . . . *your lung sounds good.* She means to say *your lungs sound good.*

VIDEO SCRIPT

Jay Schadler: Of course, as children grow older, the menu of parenting problems becomes more complex. How do you give your child a taste of independence without risking their safety? It's a balancing act Marilyn McLaughlin struggles with every day . . .

Marilyn McLaughlin: No, your lung sounds pretty good.

Jay Schadler: . . . as a single working mom with two girls, thirteen-year-old Erin and eleven-year-old Melee. Here's what happens when Melee, her eleven-year-old, asks to have thirty extra minutes after school to hang out with friends.

Marilyn McLaughlin: I do not approve of you being out on the streets without adult supervision for that length of time by yourself.

Melee: I don't hang out on the streets.

Marilyn McLaughlin: Melee, where do you hang out and talk to your friends?

Melee: In school.

Erin: In the schoolyard.

Marilyn McLaughlin: No, you . . .

Melee: There's a lot of people play basketball and we sit around and talk.

Marilyn McLaughlin: But there's no adult supervision over there.

Melee: There's a guard.

Marilyn McLaughlin: No. The guard is not looking out for you. He doesn't care what's going on.

Melee: He stands by the gate until, like, six o'clock at night.

Marilyn McLaughlin: The whole matter . . .

Erin: Also, Miss Golden's out there watching us.

Marilyn McLaughlin: The whole matter of fact is this, that I feel very uncomfortable . . .

Erin: She's . . . she's just in the schoolyard!

Marilyn McLaughlin: How do I know she's just in the schoolyard? I'm supposed to trust you to say you're just in the schoolyard?

Melee: Yes! You are!

Dr. Kutner: Here we have the daughter, who is telling her, "This is what I need. I need more independence."

Jay Schadler: Right.

Dr. Kutner: "I need more time."

Jay Schadler: Maybe we can . . .

Dr. Kutner: The mother is saying, "I don't want you to spend time on the street." They haven't met in the middle to say, "I know you need more independence, more autonomy. Maybe we can find someplace that isn't home, but where there is adult supervision. Maybe there's an after-school program where I, as your mother, will feel more comfortable, and you'll get to be with some of your friends and there are going to be adults around."

Jay Schadler: It's natural for kids to keep pushing the boundaries, testing the limits of their freedom. For Bill and Ellen Owens and their twelve-year-old son, Patrick, a rock concert has drawn the borderline between them. The argument moves to their living room, where both parents and child slip into their well-worn roles.

Patrick: When was the last rock concert you were at, Dad?

Bill Owens: Thirty-five years ago.

Patrick: Exactly!

Ellen Owens: But Patrick, they weren't in the papers thirty-five years ago saying that people were seriously hurt at concerts.

Patrick: The Promise concert was not in the newspaper either.

Bill Owens: Yeah, but we're not going to know the next one that's going to blow up into a riot with the mosh pits, people are going to get hurt and killed and call the ambulances if someone's going to bring a gun. Yeah, we are scared. You're right. Damned right.

Jay Schadler: This is a twelve-year-old boy.

Dr. Kutner: Right.

Jay Schadler: Is that too young to go to a concert?

Dr. Kutner: There's no age cutoff either way. What's important is that if this is such a big deal for the child, how can the parents see that their main need, the child's safety, is addressed? That could be with a chaperone. If they're scared that he's going to get injured in moshing, how could he avoid it? If he finds himself surrounded by this . . . if people are grabbing at him, what does he do?

Jay Schadler: If they decide not to let him go to this concert, should there be other options given at this point?

Dr. Kutner: Yes, they should let him do something different; otherwise he's going to keep on pushing the envelope, keep on pushing for more.

Jay Schadler: As diaper changes and midnight feedings inevitably give way to first dates and late night parties, the best advice may be to remember that the ultimate goal is not about making carbon copies of ourselves, but a healthy, happy original.

Kerry Pollack: I'd like my kids—our kids—to feel really good about themselves, and I think if they can feel that way that they can accomplish whatever they want.

Bill Owens: I'd like my kids to grow up and move out.

ANSWER KEY

A. 3

B. 2, 4

C. *Individual responses should include variations on the following:*

1. find a way to allow her more independence and that will assure you she is still safe.

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2. find a way to allow him to do it, or something different, in such a way that you can be assured he is safe.

D. *Answers will vary.*

UNIT 9
News Sources

On-the-Street Interviews: *I don't believe everything I read . . .*

PREVIEW

- Ask students to brainstorm different news sources. Write them on the board. (TV, the Internet, newspapers, magazines, etc.) Then take a poll. Ask *Which of these sources do you think are most reliable? Least reliable?* Invite students to explain their choices.

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Ask students to listen for the news sources each interviewee uses.
- Ask students to listen for which interviewees they think are more skeptical about news sources and which are less skeptical.
- Ask students to listen for how each interviewee determines if the news he or she is getting is trustworthy.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.

Does Mauro trust information from the Internet to be true? (No; he says you can never fully trust any information, not even from newspapers.)

Why does Mauro say you can't fully trust information, not even from newspapers? (Because if a source is wrong, even a newspaper can print information that is not true.)

According to Maiko, what is the benefit of the Internet? (the speed at which people can get information)

How does Maiko compare the credibility of the Internet, TV, and newspapers? (She says the level of credibility is almost the same.)

What do Rob and Christiane do to evaluate if what they are reading is the truth? (They use various sources to get their news.)

What countries does Christiane get her news from? (Austria, the USA, and Great Britain)

Does Lorayn think there are any credible sources on the Internet? (yes) *What example does she give of a reputable source?* (The *New York Times*)

EXTENSION

Oral work

- Pair work: role play. On the board, write the following interview question: *Do you feel that you can trust information from the Internet to be true?* Have students work with a partner and take turns role-playing the interviewer and the interviewees. Then have partners interview each other.
- Discussion. Ask students *When you read something from a credible source, do you tend to believe it, like Lorayn?* Then on the board write *Credible news sources*. Underneath, create three columns: *Print media, Internet*, and *Television*. Have students name specific newspapers, magazines, web sites, and TV programs they think are credible. Invite students to respond with their own opinions about their classmates' choices.

Written work

- Replay Mauro's comment about newspapers sometimes printing information that is not true. On the board, write *Do you think newspapers check their information more carefully than other news sources do?* Have students write a paragraph responding to this question, giving examples from their experience.
- Tell students to think of something they heard or read in the news that later turned out to be incorrect. Have them write a letter to the editor or news director pointing out the error and explaining how they came to the conclusion that the information was incorrect.

LANGUAGE NOTES: When Rob says he probably *puts too much faith in* what he reads, he means that he believes it too readily.

Spam is unsolicited e-mail.

OOPS! Maiko says that she gets news *from Internet*. She means to say *from the Internet*.

Christiane says that she can evaluate *which news are really the real news*. She means to say *which news is really the real news*. *News* is a singular noun.

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VIDEO SCRIPT

Interviewer: Do you use the Internet at all?

Mauro: Yes I do. Quite a lot, in fact.

Interviewer: Do you use it to gather news, to . . . like a newspaper, but . . . ?

Mauro: Well, I surf around a lot, actually. I tend to look for new sites and get information that is not so common in newspapers, for example.

Interviewer: And do you feel that when you get information from the Internet, that you can trust it to be true? Do you feel comfortable that it's real?

Mauro: You can never trust information, even from the newspapers. The newspapers sometimes print information that is not true for the mere fact that it comes from sources that are not true. And the same goes for the Internet.

Maiko: I get news from Internet more than a newspaper or watching TV. I think it's, in terms of speed in how fast it gets to people, I think Internet is very good. In terms of credibility, I think, well, I think it's almost the same thing, Internet, newspaper, and news on TV.

Rob: I probably put too much faith in what I read although I try to use various sources in getting my news. That's one way I judge to know if what I'm reading is . . . is, you know, the truth or not.

Christiane: I get my news over the Internet every day. I actually get three different newsletters on a daily basis. I get one from Austria, I get one from the USA, and I get one from Great Britain. So I get international news and thus can also evaluate which news are really, in the end, the real news, because I get them from all different sources.

Lorayn: I don't believe everything I read, whether it's on the Internet or a newspaper or if I listen to it on TV. I do believe that there are credible sources out there, and if I've heard . . . if I've heard something or read something on the Internet, if it comes from a credible source, then I tend to believe it. There's a lot out there that's not too credible. You have to be very careful.

Interviewer: And how do you try to be careful?

Lorayn: If it's spam e-mail that comes or something that's from a source that I don't know, I tend not to . . . not to put 100 percent trust into it. If it comes from the *New York Times* or if it comes from a reputable source, I tend to take that for 100 percent.

ANSWER KEY

A. 1. False 2. False 3. True 4. False 5. True

B. 1. the Internet, newspapers, television
2. newspapers 3. Austria, the USA, Great Britain 4. spam, *or* unknown sources

C. *Individual responses may include variations on the following:*
All five speakers agree that you cannot fully trust any form of news reporting—be it TV, newspapers, or the Internet. Although people tend to think newspapers are more reliable than the Internet, newspapers can also print false information if the sources are incorrect. Several of the interviewees said the way to make sure what they are reading is true is to get their news from several sources.

UNIT 10
Work and Leisure

TV Documentary: *The Work Obsession*

PART 1

PREVIEW

- Ask students the following questions:
  How well do you think you balance work time and free time?
  Can a person work too much?
  What's the difference between a person who works hard and a person who works too much?

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Write two column heads on the board: *Robin Cohen* and *Chad Emrick*. Ask students to listen for what each person does on a typical work day. Write student responses on the board.
- Ask students to listen for how Robin Cohen and Chad Emrick each describe their attitudes about work.
- Write on the board: *Children of workaholics*. Ask students to listen for the problems that children of workaholics often have.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 1, or segments of Part 1, again if necessary.
  - *What is Robin Cohen's typical work day like?* (She gets up early in the morning, goes to the gym, showers at the gym, and goes to work. She works from twelve to fourteen hours each day.)
  - *What is Chad Emrick's typical work day like?* (He goes to work at 4:00 A.M. He showers at work and keeps his clothes there. He works until late at night.)
  - *How many days a week does Chad Emrick take off?* (He doesn't take any days off.)
  - *How long has Chad Emrick been working like this?* (for at least ten years)
  - *What effect have his work habits had on his family life?* (He was separated from his wife and he has damaged his relationship with his children.)
  - *How is Bryan Robinson's work unique?* (He is the first person to study the children of workaholics.)
  - *What does Bryan Robinson compare workaholism to?* (He compares it to alcoholism.)
  - *According to Bryan Robinson, what effect do the work habits of workaholics have on their children?* (Their children suffer from depression, anxiety, and other emotional problems.)

VIDEO SCRIPT

Cynthia McFadden: Robin Cohen gets going early.

Robin Cohen: Go to a spinning class. I'll shower, get out of the club. Taxi! I'll head towards work.

Cynthia McFadden: She pretty much never stops.

Robin Cohen: Hi, Jerry. It's Robin. I'm OK. I'm in a cab.

Robin's receptionist: Good morning, Robin Cohen's office.

Cynthia McFadden: Cohen is a highly charged New York lawyer.

Robin Cohen: Robin Cohen. It's Robin Cohen.

Robin's receptionist: Can I put you on hold for a second?

Robin Cohen: I'll be here for at least fifteen minutes.

Cynthia McFadden: She works twelve to fourteen hours a day. Job requirement or your requirement?

Robin Cohen: It's definitely not a job requirement.

Cynthia McFadden: You love it.

Robin Cohen: I love what I do.

Cynthia McFadden: But if she works a lot, clinical psychologist Chad Emrick works even more. It's 4:00 A.M. in Denver, and Emrick is already on his way into the office.

Chad Emrick: I would say, in a sense, work is my life. It's most all of my life.

Cynthia McFadden: Emrick finds work to do even though his first patient won't show up for hours.

Chad Emrick: I am here early in the morning 'til late at night. I, most of the time, shower here. I keep my clothes here so that when I change clothes for the day, I do that here.

Chad's receptionist: Does he ever take a day off? No. He's usually here every day.

Cynthia McFadden: He sees patient . . .

Chad Emrick: Let's do it.

Cynthia McFadden: . . . after patient, long into the night.

Chad Emrick: It's been pretty much this way for at least ten years. But I love doing what I'm doing.

Cynthia McFadden: The question for him and anyone that works crazy hours because they say they love it is this—at what cost? Emrick was separated from his wife for over a year and believes he also damaged his relationships with his other children due to his work.

Jason Emrick: I bet you he feels that way, that he lost his family. He just kind of disappeared. You know, he was just at work.

Cynthia McFadden: Professor Bryan Robinson of the University of North Carolina, Charlotte, is the first person to ever study the children of workaholics. He wrote about it in this book called *Chained to the Desk.*

Bryan Robinson: My office is filled with adults who come from workaholic homes, who have this hole. And the hole is usually, "I never really had my father or my mother there. They were always too busy working." And the feeling is, "I wasn't important enough in their life."

Cynthia McFadden: Robinson is convinced people can become addicted to work just like they can to alcohol. Regardless of what that does to their lives, his groundbreaking research shows that their children can suffer the same sorts of problems that have been previously reported for children of alcoholics. Far beyond just wishing daddy or mommy was home more, Robinson is talking about depression, anxiety, and other disorders that he believes can emotionally cripple these kids later in

life—all caused by their parents' attitudes towards work. Robinson has been nationally recognized for his research, yet he still faces a lot of skepticism about his conclusion that workaholism is a disease of the mind. But he maintains that is exactly what separates workaholics headed for trouble from people who are just hard workers. So what about Chad Emrick and Robin Cohen, who agreed to let Robinson review their attitudes about work?

ANSWER KEY

A. 1. Cohen 2. Emrick 3. both 4. Emrick 5. Emrick 6. Cohen 7. Emrick
B. 2, 4
C. 1. a 2. c 3. a
D. *Answers will vary.*

PART 2

PREVIEW

- Ask students the following questions:
  Do you think Robin Cohen and Chad Emrick just work hard, or do you think they work too much?
  Do you notice any differences between their work habits?

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Write on the board, in two columns: *Robin Cohen* and *Chad Emrick*. Ask students to listen for how Bryan Robinson describes each person's work habits.
- Ask students to listen for how Robin Cohen and Chad Emrick each describe their attitudes about free time.
- Ask students to listen for how Bryan Robinson distinguishes between a person who works hard and a person who is a workaholic.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

- Ask comprehension questions. Play Part 2, or segments of Part 2, again if necessary.
  How does Bryan Robinson describe Robin Cohen's work habits? (She knows how to turn off work and enjoy doing things outside of work, such as going to the gym, going out with her husband, and taking vacations.)
  How does Bryan Robinson describe Chad Emrick's work habits? (He doesn't know how to turn off work. He works from 4:00 A.M. until 11:00 P.M. and never takes vacations. He never does anything outside of work, including interacting with other people.)
  How does Robin Cohen describe her attitude about free time? (She admits she works hard, but she also likes to play hard.)
  How does Chad Emrick describe his attitude about free time? (He says he would be bored by the kinds of activities that most people do in their free time. He prefers to spend all of his time at work.)
  How does Bryan Robinson distinguish between a person who works hard and a person who is a workaholic? (A workaholic doesn't know how to turn off work and enjoy life outside of work. A workaholic not only doesn't take vacations, but he or she is also afraid to take them.)
  According to Bryan Robinson, what would most people think if Chad Emrick abused alcohol at the same level that he overworks? (They would think he had a big problem.)
  What advice does Bryan Robinson have for Robin Cohen if she has children? (To be careful about balancing work and family time.)

EXTENSION

Oral work

- Group work: role play. Ask students to work in small groups to prepare a conversation between a workaholic and his or her family members. Students can then perform their conversations for the class.
- Discussion. Discuss the importance of work time, free time, or other areas in a person's life. Encourage students to share their ideas of what makes a balanced life.
- Pair work. Have students work in pairs to interview classmates on their attitudes about work versus free time. Then ask students to share what they found out with the class.

Written work

- Ask students to write a paragraph or two comparing Robin Cohen's and Chad Emrick's work habits and attitudes about work and free time. Students should make an argument to support whether they think Cohen's and Emrick's work habits and attitudes are essentially the same or very different.

- Tell students to imagine that they are Chad Emrick's son. Have them write a letter to their father explaining how they feel about his work habits and the effect it has had on their life.
- Have students create a script for a conversation between a workaholic and his or her family members.

LANGUAGE NOTES: To *tinker around* means to do small repair jobs.

That's the clincher is an informal expression meaning that new information has finally proved a point or ended any further argument.

To *cut back* means to do less.

VIDEO SCRIPT

Cynthia McFadden: So what about Chad Emrick and Robin Cohen, who agreed to let Robinson review their attitudes about work? As much as they may seem the same, when we showed tapes of the two to Robinson, he saw a big difference. In general, how hard do you work? That's because he says workaholism has nothing to do with how many hours you work.

Bryan Robinson: There's nothing wrong with long hours. It's not about long hours. It's about inability to turn it off, the obsession.

Cynthia McFadden: While we were there, Chad Emrick never turned work off. From 4:00 in the morning to 11:00 at night, the only non-work we saw was a quick stop to buy frozen food.

Chad Emrick: How are you tonight?

Cashier: Pretty good, how are you doing?

Chad Emrick: OK, thanks.

Cynthia McFadden: He had virtually no interaction with people that was not work related.

Robin Cohen: How could you not say a $50 million loss is a loss?

Cynthia McFadden: Robin Cohen, on the other hand, while working very long hours, started her day in an exercise class and ended it with enough time left over for her husband.

Robin Cohen: How was your day?

Husband: Great.

Robin Cohen: I definitely work hard, but I think I play hard. I think I do pursue things I want to do outside of work.

Chad Emrick: I know that there are people who put in an eight-hour day, and then they go home and they watch television or tinker around in the garage or do other things that they enjoy doing. To me, I would be rather bored by that.

Bryan Robinson: He's eliminated such huge chunks of what makes life for most of us important. He's totally defining himself in terms of his work.

Chad Emrick: There are a lot of things that people do that enhance their lives in wonderful ways, and I'm all for it. That's just not the way that I live my life.

Bryan Robinson: If this were alcohol and it were this excessive, it would be clear to us, to probably everyone watching, man, this guy's got a big problem. The woman, she seems more balanced to me. She desires to have other things in her life.

Cynthia McFadden: Do you take vacations?

Robin Cohen: Yeah, I do. I work really hard, and I don't feel bad about taking a vacation at all.

Bryan Robinson: Well, that's the clincher. Workaholics wouldn't have taken that vacation to begin with. Someone who's really a serious workaholic would have been terrified to take that vacation.

Chad Emrick: The last time I took a vacation where I didn't have any work that I focused on while I was on the vacation was in 1983. That's been a long time.

Cynthia McFadden: Are you thinking about having children?

Robin Cohen: Yeah, we want to have children.

Cynthia McFadden: That's why Robinson believes even a hard-working, non-workaholic like Robin Cohen needs to watch it if she ever does have children, that she keeps the balance that she now has. Can you keep doing it and have a baby?

Robin Cohen: I think that I'll probably have to cut back.

Cynthia McFadden: Dr. Robinson agrees. But cutting back is the one thing Chad Emrick has never been able to do.

Bryan Robinson: The one thing I just want people to know is that this is serious. It's devastating—not just for the workaholic—for the people around them. It's a devastating disorder.

ANSWER KEY

A. 1. Cohen 2. Emrick 3. both 4. Emrick 5. Emrick 6. Cohen 7. Emrick 8. Cohen
B. 1. c 2. a
C. 1. b 2. a 3. c 4. b
D. *Answers will vary.*

سایت مجازی آنلاین اولین سایت ارائه دهنده محتویات کتابهای زبان انگلیسی در ایران

www.majazionline.ir

majazionline1@gmail.com

mohammad khaleghi

Summit ActiveTeach DVD-ROM

For Windows:

- Insert the **Summit ActiveTeach** disc into the DVD-ROM drive of your computer. On most computers, the ActiveTeach menu will open automatically. On most computers, the DVD video program will also open automatically (using your default DVD software player). Close the application you do not want to use.

If *ActiveTeach* does not begin automatically:

- Open "**My Computer**."
- Right-click on the Summit_1_ActiveTeach icon. Click on **Open**.
- Double-click on the Summit_1_ActiveTeach.exe file to start the application. Do not remove the DVD-ROM from the DVD-ROM drive while using ActiveTeach.
- On the opening screen, click on the book image to start ActiveTeach.
- To watch the DVD video program, open the default DVD Player software installed on your computer.

For MAC:

- Insert the **Summit ActiveTeach** disc into the DVD-ROM drive of your computer.
- Double-click on the Summit_1_ActiveTeach icon on your desktop.
- Double click on the Summit_1_ActiveTeach launch file. Do not remove the DVD-ROM from the DVD-ROM drive while using ActiveTeach.
- On the opening screen, click on the book image to start ActiveTeach.
- To watch the DVD video program, open the default DVD Player software installed on your computer.

Note: The original *Summit ActiveTeach* disc must be in the DVD-ROM drive when you use this application. This application cannot be copied or used without the original DVD-ROM.

ON A DVD PLAYER

You can also watch the video program using a DVD player connected to a TV.

ActiveTeach System Requirements		
	For PC-Compatible Computers	**For Macintosh Computers**
Operating System	Microsoft Windows® XP, Vista, Windows 7	Mac OSX v. 10.4.x
Processor	Intel Pentium® IV 1000MHz or faster processor (or equivalent)	PowerPC & Intel processor 500MHz or faster processor (or equivalent)
RAM	512 MB RAM minimum or higher	512 MB RAM minimum or higher
Internet Browser	Microsoft Internet Explorer® 7.x or Mozilla Firefox™ 4.x, or higher	Safari® 3.x, Mozilla Firefox™ 4.x, or higher
Plug-ins	Adobe PDF 8	Adobe PDF 8
Hardware	Computer DVD-ROM drive, Sound card and speakers or headphones. External DVD Player can also be used to watch available video.	Computer DVD-ROM drive, Sound card and speakers or headphones. External DVD Player can also be used to watch available video.
Monitor Resolution	1024x768	1024x768

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