

UAE Edition

NEW

# INTERACTIONS

## GRADE 9 GENERAL

2025–2026

READING AND WRITING

Mc  
Graw  
Hill

Pamela Hartmann  
James Mentel

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Grade  
General

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Graw  
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## **UAE Edition, New Interactions Grade 9 General Reading and Writing**

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By Pamela Hartmann,  
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# SCOPE AND SEQUENCE

| Chapter                                                                        | Reading                                                                                                                                                                                                                | Writing                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b></p> <p>Living Together,<br/>Learning Together</p> <p>p<b>2</b></p> | <p>Prereading: thinking about the topic</p> <p>Making predictions</p> <p>Previewing vocabulary</p> <p>Identifying main ideas and details in a reading text</p> <p>Identifying places on a map</p>                      | <p>Organizing, drafting, editing, and writing an email</p> <p>Researching and documenting</p> <p>Conducting peer reviews</p>                                                                                                           |
| <p><b>2</b></p> <p>Shop Till You Drop!</p> <p>p<b>22</b></p>                   | <p>Prereading: thinking about the topic</p> <p>Previewing vocabulary</p> <p>Understanding new words: using punctuation clues</p> <p>Identifying main ideas and details in a reading text</p>                           | <p>Organizing, drafting, editing, and writing a summary</p> <p>Researching and documenting</p> <p>Conducting peer reviews</p> <p>Summarizing and making notes</p>                                                                      |
| <p><b>3</b></p> <p>Nearest and Dearest</p> <p>p<b>42</b></p>                   | <p>Prereading: thinking about the topic</p> <p>Skimming a text using headings, subheadings, and images</p> <p>Previewing vocabulary</p> <p>Identifying main ideas and details</p> <p>Identifying text organization</p> | <p>Organizing, drafting, editing, and writing an essay</p> <p>Brainstorming and making notes on pros and cons</p> <p>Using a graphic organizer to organize ideas</p> <p>Researching and documenting</p> <p>Conducting peer reviews</p> |

| Critical Thinking                                     | Vocabulary                                                                                 | Language Focus              |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------|
| Making predictions                                    | Previewing vocabulary                                                                      | Using large numbers         |
| Synthesizing and discussing ideas from a reading text | Understanding new words with <i>is</i> , <i>are</i> , <i>is like</i> , and <i>are like</i> | Using prepositions          |
|                                                       | Developing vocabulary strategies                                                           | Word groups: grouping words |
|                                                       | Understanding prepositions                                                                 |                             |
| Evaluating a summary                                  | Previewing vocabulary                                                                      | Using verb tenses           |
| Synthesizing and discussing ideas from a reading text | Using punctuation clues                                                                    | Identifying irregular verbs |
| Analyzing and discussing predictions                  | Understanding new words from examples                                                      |                             |
| Synthesizing and discussing ideas from a reading text | Previewing vocabulary                                                                      | Conducting a survey         |
| Analyzing images and forming opinions                 | Understanding new words: using pictures                                                    | Understanding pronouns      |
|                                                       | Using a print dictionary: alphabetical order                                               |                             |



# SCOPE AND SEQUENCE

| Chapter                                                   | Reading                                                                                                                                                                                                                                    | Writing                                                                                                                                                                                         |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>4</b></p> <p>Get Well Soon!</p> <p>p<b>62</b></p>   | <p>Prereading: thinking about the topic</p> <p>Previewing vocabulary</p> <p>Identifying main ideas and details</p> <p>Making predictions</p> <p>Organizing information: using a flowchart</p> <p>Reading and answering a questionnaire</p> | <p>Organizing, drafting, editing, and writing a questionnaire</p> <p>Conducting peer reviews</p> <p>Writing a paragraph using the words <i>should</i> and <i>shouldn't</i></p>                  |
| <p><b>5</b></p> <p>Our World!</p> <p>p<b>82</b></p>       | <p>Prereading: thinking about the topic</p> <p>Previewing vocabulary</p> <p>Reading and understanding graphs</p> <p>Identifying main ideas and details</p> <p>Identifying a good summary</p> <p>Reading faster: reading in phrases</p>     | <p>Organizing, drafting, editing, and writing a summary</p> <p>Summarizing facts and ideas in a written text</p> <p>Recognizing and writing conclusions</p> <p>Conducting peer reviews</p>      |
| <p><b>6</b></p> <p>In Your Dreams!</p> <p>p<b>102</b></p> | <p>Prereading: thinking about the topic</p> <p>Previewing vocabulary</p> <p>Identifying main ideas and details</p> <p>Understanding mood</p>                                                                                               | <p>Organizing, drafting, editing, and writing a narrative</p> <p>Understanding mood</p> <p>Identifying narrative sequence</p> <p>Researching and documenting</p> <p>Conducting peer reviews</p> |

| Critical Thinking                                                                                                    | Vocabulary                                                                                                                        | Language Focus                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Synthesizing and discussing ideas from a reading text</p> <p>Conducting a survey and interpreting information</p> | <p>Previewing vocabulary</p> <p>Using vocabulary to identify parts of the body</p> <p>Using vocabulary to describe illnesses</p>  | <p>Finding meaning after <i>which</i> or <i>who</i></p> <p>Reviewing pronouns</p> <p>Understanding italics</p> <p>Changing nouns to adjectives</p> |
| <p>Synthesizing and discussing ideas from a reading text</p> <p>Interpreting information in graphs and images</p>    | <p>Previewing vocabulary</p> <p>Understanding new words in a reading text</p> <p>Understanding gender inclusive language</p>      | <p>Using gender-neutral possessive adjectives</p> <p>Using gender inclusive language</p>                                                           |
| <p>Synthesizing and discussing ideas from a reading text</p> <p>Analyzing images and forming opinions</p>            | <p>Previewing vocabulary</p> <p>Understanding words from their parts</p> <p>Finding meaning of words: meaning after <i>or</i></p> | <p>Understanding pronouns and pronoun reference</p>                                                                                                |



# Living Together, Learning Together

## Chapter Goals

- ◆ **Reading:** Making predictions, identifying main ideas and details, understanding large numbers, critical thinking.
- ◆ **Writing:** Organizing, drafting and editing an email.

## Focus on the Image

- ◆ Where do you think these people are?
- ◆ Would you like to be in their place? Why? Why not?
- ◆ Do you notice any clues about the people or the place?

## Brainstorm and Associate

- ◆ Words and phrases about living and learning
- ◆ Ideas and expectations about life and learning

## Think and Comment

*“College is the best time of your life...”*

(Unknown)









## READING 1

## A Whole City on Campus

### Before You Read

- 1 **Topic** Think and discuss. Look at the pictures and answer the following questions.



1. Is your school in the middle of a city or is it in the countryside?
2. Is your school big or small? Which do you think is better? Why?
3. Are the buildings at your school modern, with lots of glass and metal, or are they old, with lots of wooden furniture?
4. Do you like to study in the library? Where else do you like to study? Why?
5. Where else do you like to spend time on campus?
6. Think about other college campuses you have seen. What is different about your campus? What is the same?



### Strategy

#### Making a Prediction About the Topic

Before you read an article, it is useful to have an idea about the topic (the subject of the article). Follow these steps before you begin to read.

- ▶ Look at the title.
- ▶ Look at the pictures and diagrams.





- 2 Vocabulary** Read and listen to the words and phrases and compare them with the keywords you discussed in 1. Circle the words that are the same.

| Nouns                 |                           | Verbs    | Adjectives |
|-----------------------|---------------------------|----------|------------|
| apartment building    | learning-resources center | exercise | different  |
| art gallery           | pizza parlor              | give     | modern     |
| campus/campuses       | population                | go       | several    |
| club                  | restaurants               | happen   | wonderful  |
| college/colleges      | sizes                     | have     |            |
| computers             | snacks                    | help     |            |
| dining hall           | tablets                   | need     |            |
| dormitory/dormitories | tech-support centers      | take     |            |
| entertainment         | transportation            |          |            |
| gifts                 | tutor/tutors              |          |            |
| health center         | university/universities   |          |            |
| laptops               | variety                   |          |            |



## Skills Focus Vocabulary



### Strategy

#### Understanding New Words: Look for *Is*, *Are*, *Is like*, and *Are like*

You do not always need to use a dictionary to find the meaning of a new word. Sometimes you can find the meaning of a new word after the word *is* or *are* in the sentence.

**Example:** Population is the number of people in a city or country.  
(Population = the number of people in a city or country.)  
A campus is the land and buildings of a college.  
(Campus = the land and buildings of a college.)

The words *is like* or *are like* help with the meaning of a word, too. *Like* can mean “similar to” (= almost the same as).

- 3 Predicting and anticipating** Choose three to five words you do not know from the vocabulary list in 2. You will try to find their meanings later when you read the article.
- 4 Thinking and predicting** Read the sentences and circle T (True) or F (False). You can check your answers after you have read the article.
- Cities are places with 1,000,000 or more people. **T / F**
  - Like a city, a college campus has all the things a student needs to live. **T / F**
  - To see an art show or a play, students have to leave the campus. **T / F**
  - The classroom is not the only place where students can ask questions and learn. **T / F**



## While You Read



- 5 **Reading** Read the article and compare your answers in 4 to the information in the article. Underline the words that provide the answers.

### A Whole City on Campus

A college is a wonderful place. It is like a city in several ways. One way is population. Different cities around the world have very different population sizes. Some cities are very small, with fewer than (<) 5,000 people. Others are bigger, with a population of more than (>) 100,000 people. Colleges and universities are also like that. For example, the Claremont McKenna College in California has fewer than 2,000 students. The University of Cambridge in England is bigger, with about 12,000 students. Then there are places like India's Mumbai University, with more than 500,000 students on four campuses! In other ways, too, a modern college is like a small city.

Like a city, many colleges have everything a student needs. There are dormitories, for example. (A dormitory, or dorm, is an apartment building for students.) There are places to eat: dining halls, coffee shops, pizza parlors, and restaurants that sell foods from many different parts of the world. There is a student store, which sells a variety of things you might need: snacks, clothes, books, computers, and gifts. Many campuses have tech-support centers, where students can go if they have problems with their laptops, tablets, or phones. There is a health center, with doctors and dentists. There is often a shuttle for students. (A shuttle is a bus. It takes students from one place on campus to another.)

Like any city, a college campus has entertainment. There is often a radio station or theater. There is a sports center, where students exercise: they run, swim, or play games. They watch sports, too. There are music rooms, where students play the piano for example. There is a student art gallery. There are many clubs where students can spend time with people that enjoy the same things they do, like chess, dance, or video games.

Of course, students go to college for an education. But learning happens in many places, not only a classroom. One important place is the learning-resources center. This is like a library, but it also has computers and tutors. (A tutor is a teacher who helps students with questions or problems.) Another important place is the ESL (English as a Second Language) Center. Here, there is help with the English language.

As you can see, a college is like a small city. It is a place to live. It has food, clothes, doctors, and transportation. It has entertainment but also gives students an education.





## After You Read

- 6 **Comparing vocabulary** Use your vocabulary strategies to find the meanings and definitions of the words you chose from the list in 2. Then, compare and exchange answers in your group.

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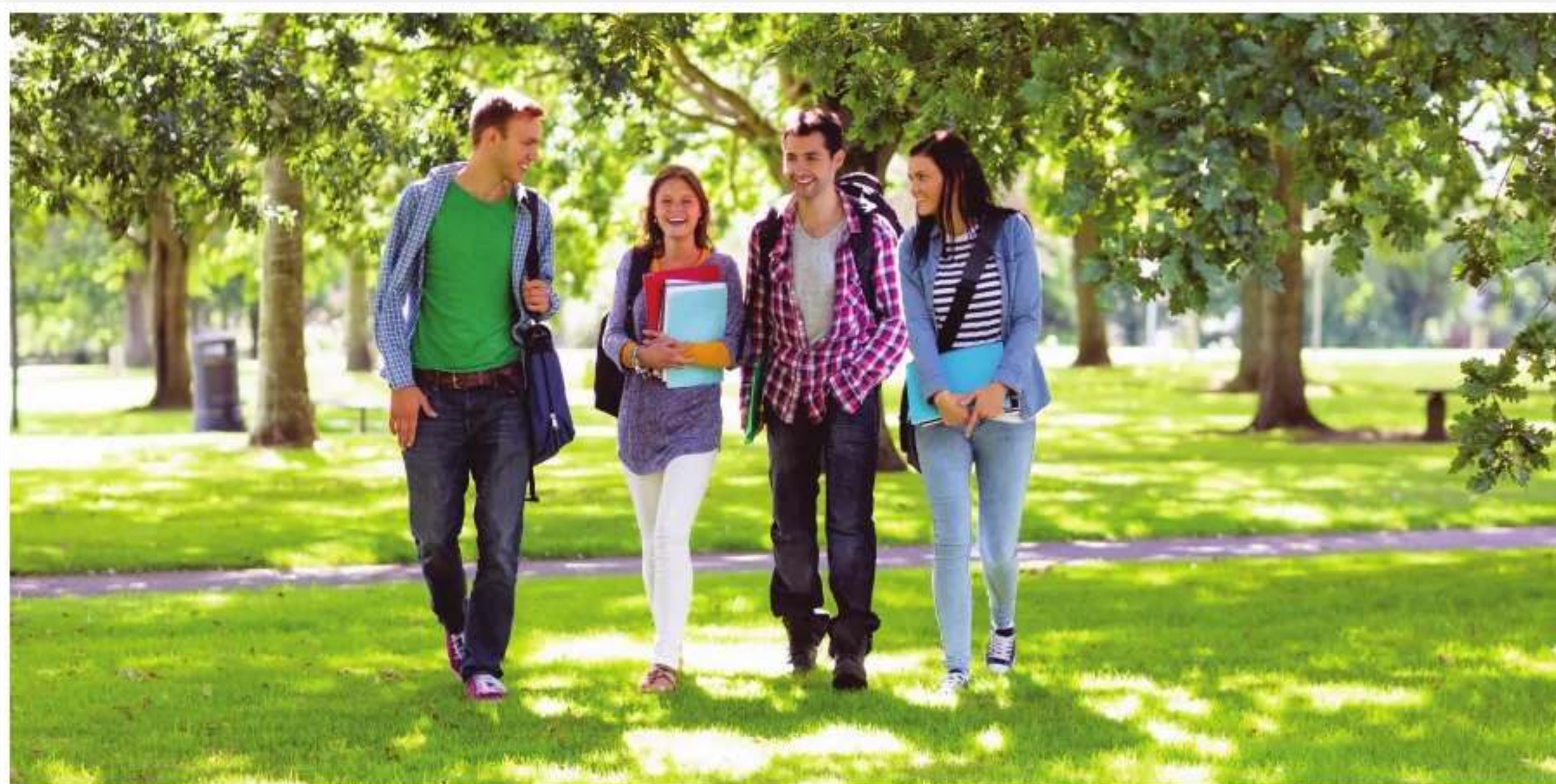
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- 7 **Identifying the main ideas** Complete the sentences.

1. "A Whole City on Campus" is about \_\_\_\_\_.
  - A the population of colleges and universities around the world
  - B how a college campus is similar to a small city
  - C why a college education is important
2. On a college campus, there are places to \_\_\_\_\_.
  - A live and study
  - B have a good time
  - C both A and B
3. In a learning resources center students \_\_\_\_\_.
  - A can use computers
  - B can ask tutors for help
  - C can get help with the English language







## Language Focus Using Large Numbers

- 8 **Reading** Look at the words for large numbers in the box. Then match the numbers (shown in 1–10) with the words (in A–J).

|           |                                              |
|-----------|----------------------------------------------|
| 150       | one hundred and fifty                        |
| 600       | six hundred                                  |
| 2,875     | two thousand, eight hundred and seventy-five |
| 50,500    | fifty thousand, five hundred                 |
| 100,000   | one hundred thousand                         |
| 2,000,000 | two million                                  |

- |                |                                                                                  |
|----------------|----------------------------------------------------------------------------------|
| 1. 827         | A seventy thousand, nine hundred and fifty                                       |
| 2. 6,435       | B seven million, two hundred and twelve thousand, three hundred and forty        |
| 3. 70,950      | C twelve million, five hundred and forty-six thousand, nine hundred              |
| 4. 98,222      | D eight hundred and twenty-seven                                                 |
| 5. 450,854     | E ninety-eight thousand, two hundred and twenty-two                              |
| 6. 1,000,290   | F one million, two hundred and ninety                                            |
| 7. 7,212,340   | G ten million, seven hundred thousand                                            |
| 8. 10,700,000  | H six thousand, four hundred and thirty-five                                     |
| 9. 12,546,900  | I twenty-three million, five hundred and seventy thousand, six hundred and fifty |
| 10. 23,570,650 | J four hundred and fifty thousand, eight hundred and fifty-four.                 |

- 9 **Researching** Work with a partner. Share the countries and cities listed in the chart. Then search and find out about the population of each place. Ask and answer questions to complete the information in your chart. For example, you could ask: “What’s the population of Cairo?”.

|   | Country         | Population | Capital    | Population |
|---|-----------------|------------|------------|------------|
| 1 | Brazil          |            | Brasilia   |            |
| 2 | Canada          |            | Ottawa     |            |
| 3 | Egypt           |            | Cairo      |            |
| 4 | New Zealand     |            | Wellington |            |
| 5 | Norway          |            | Oslo       |            |
| 6 | The Philippines |            | Manila     |            |
| 7 | Russia          |            | Moscow     |            |
| 8 | Spain           |            | Madrid     |            |



## READING 2

## Success in College

### Before You Read

- 1 **Brainstorming** Focus on the images. What do they make you think about? In groups, brainstorm and make a list of all the words, phrases, feelings, and ideas you can think of.



- 2 **Vocabulary** Read and listen to the phrases and compare them with your list of words or phrases from your brainstorming in 1.

successful students  
prepare for class  
homework assignments  
class discussions  
attend (every) class

pay (close) attention  
take notes  
study for an exam  
ask for help  
study routine

have good study skills  
work hard to succeed  
get good grades  
earn a degree

- 3 **Topic** Think about success in college. Use the phrases in 2 to help you to complete the sentences.

Successful students...

1. ...are prepared \_\_\_\_\_.
2. ...follow an organized \_\_\_\_\_.
3. ...know they must work \_\_\_\_\_.
4. ...have good \_\_\_\_\_.
5. ...attend \_\_\_\_\_ and pay \_\_\_\_\_.
6. ...ask their tutors \_\_\_\_\_ when they need it.



## While You Read



4

### Reading

Read the article and fill in the blanks with the six completed sentences from 3.

### WHAT DO YOU NEED TO DO, TO BE SUCCESSFUL IN COLLEGE?

You've entered the exciting new world of college reading and studying. It is a world in which you can be successful – if you do the right things. However, not everyone knows what to do to succeed. One way is simply to do what successful college students do.

What makes a college student successful? There are at least six things that help college students do well. Anyone can do these things. Actually, you may already do several of them. If so, keep doing them! However, there may be things you can do better. If you do, you will become an even more successful student. Anyone who wants to succeed in college must do the things successful college students do.

Here are six characteristics for being a successful college student.

1. \_\_\_\_\_. Preparing for class means much more than completing homework assignments. Successful students read assignments carefully, underlining or highlighting main points and taking notes. They also read through their notes before class. This helps them to understand what the tutor will be talking about and take better notes in class. When students are prepared, they can take part in class discussions and ask questions that help them understand the material.

2. \_\_\_\_\_. They turn off their smartphones, tablets, and smartwatches. They do not text during class. They focus on what the tutor is saying, and they take notes. This helps them understand what information is important when they are studying for an exam.

3. \_\_\_\_\_. They understand that their tutors want them to do well.

4. \_\_\_\_\_. They think about (a) the things they need to do, (b) the things they need to start working on now, and (c) what they can do later. However, they don't stop there. They actually do those things.

5. \_\_\_\_\_. They constantly review what they are learning. To do this, they make review cards, summary notes, charts, or diagrams. This helps them to understand the information and remember it. They start studying early, review the material, and reread all the important points. They ask for help on material they still do not understand.

6. \_\_\_\_\_. They don't go out with their friends or chat on their phones instead of studying, because their schoolwork is important to them and they want to get good grades. They have a clear idea of why they want to earn a college degree (and it is not simply to make money), and they often know what they want to do once they finish college.





**5 Reading again** Look at the six characteristics again and underline the words that tell you how successful students achieve each step to success.

**6 Using your vocabulary skills** Explain the meanings of these words.

1. A tutor is \_\_\_\_\_.
2. Notes are \_\_\_\_\_.
3. Class discussions are \_\_\_\_\_.
4. Homework assignments are \_\_\_\_\_.

## Language Focus Using Prepositions

**7 Using prepositions** Read these sentences from the chapter. Choose the correct preposition from the list to fill in the gaps in the sentences. (You may need to use a preposition more than once.)

|              |            |             |           |           |                |             |
|--------------|------------|-------------|-----------|-----------|----------------|-------------|
| <i>about</i> | <i>for</i> | <i>from</i> | <i>in</i> | <i>on</i> | <i>through</i> | <i>with</i> |
|--------------|------------|-------------|-----------|-----------|----------------|-------------|

1. Students go to college \_\_\_\_\_ an education.
2. A shuttle takes students \_\_\_\_\_ one place on campus to another.
3. Successful students read \_\_\_\_\_ their notes before class.
4. Learning happens \_\_\_\_\_ many places.
5. Students should take part \_\_\_\_\_ class discussions.
6. Tutors can help students \_\_\_\_\_ questions or problems.
7. Students should think \_\_\_\_\_ the things they need to do and then do them.
8. Students should not chat \_\_\_\_\_ their phones instead of studying.

## After You Read

**8 Matching nouns to adjectives** Some adjectives do not work with some nouns. Look at the chart. Put a check (✓) in the box if you can use the adjective with the noun. Put a question mark (?) if you are not sure. Put an (x) if you cannot use the adjective with the noun.

| Adjectives | Nouns    |       |       |            |        |         |
|------------|----------|-------|-------|------------|--------|---------|
|            | building | tutor | snack | smartphone | campus | routine |
| modern     | ✓        |       |       |            |        |         |
| wonderful  | ✓        |       |       |            |        |         |
| important  | ✓        |       |       |            |        |         |
| successful | x        |       |       |            |        |         |
| exciting   | ✓        |       |       |            |        |         |
| organized  | x        |       |       |            |        |         |
| small      | ✓        |       |       |            |        |         |



- 9 Building vocabulary** Complete the crossword puzzle with the nouns (n.), verbs (v.), and adjectives (adj.) from the box.

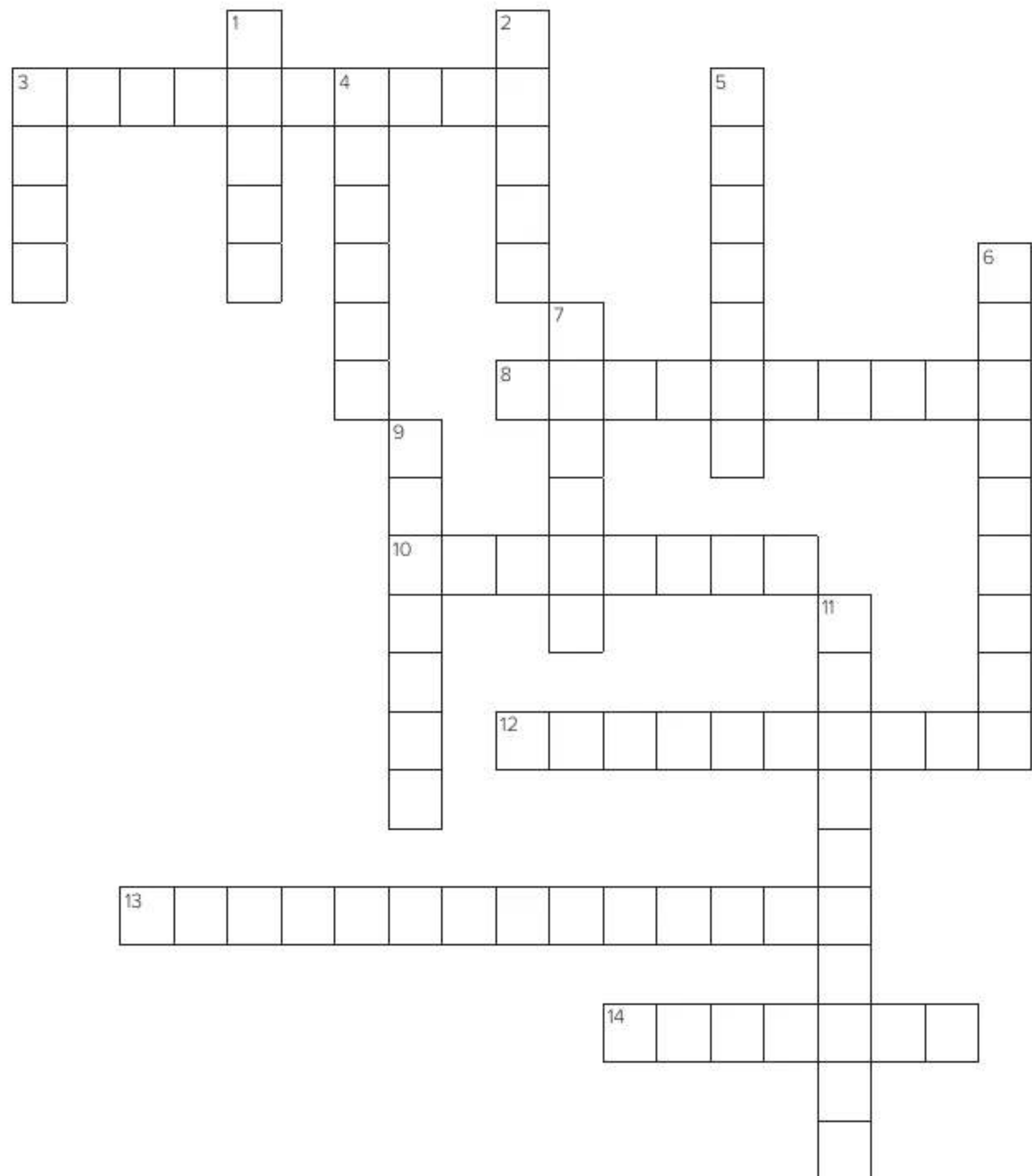
|                   |                 |                   |                   |                       |
|-------------------|-----------------|-------------------|-------------------|-----------------------|
| <i>assignment</i> | <i>exercise</i> | <i>population</i> | <i>skills</i>     | <i>transportation</i> |
| <i>discussion</i> | <i>gallery</i>  | <i>prepare</i>    | <i>snack</i>      | <i>tutor</i>          |
| <i>dorm</i>       | <i>modern</i>   | <i>shuttle</i>    | <i>successful</i> | <i>wonderful</i>      |

**Across**

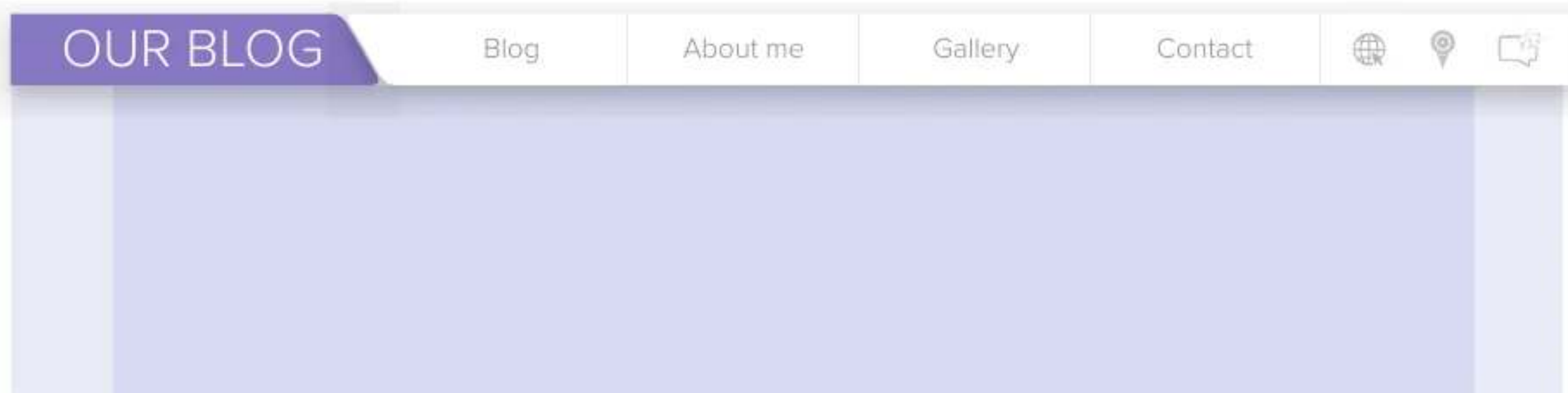
- 3.** Talk about a topic (n.)  
**8.** The number of people in a place (n.)  
**10.** Make your body work (v.)  
**12.** Doing very well (adj.)  
**13.** Cars, buses, trains (n.)  
**14.** Where you can see art (n.)

**Down**

- 1.** Person who helps you learn (n.)  
**2.** A little bit to eat (n.)  
**3.** Students sleep here (n.)  
**4.** Things you do well (n.)  
**5.** A bus that goes around campus (n.)  
**6.** Very good (adj.)  
**7.** Not old-fashioned (adj.)  
**9.** Get ready (v.)  
**11.** A task a tutor gives a student (n.)



- 10 Blogging** Write up your thoughts on what you think you need to do to be successful in college. Post your comments on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on).





## WRITING

### An Email from College

- 1 **Topic** Think and discuss. Look at the images and answer the following questions.



1. Where are the students? What are they doing?
2. What social media apps do you think they are using?
3. When you are in school, do you use apps like WhatsApp or Facetime to video call your family and friends back home?
4. Do you prefer to email your friends or send text messages on your smartphone?
5. Do you think Instagram and Snapchat are a good way to learn about your friends' lives?
6. What social media do you use to keep in touch with your friends and family?



- 2 Brainstorming** Brainstorm and make a list of words and phrases that you would use to tell someone about your college. Use these questions to help you.

1. What buildings and services are there on campus?

---



---

2. Where on campus are these buildings and services?

---



---

3. How do you get from one place to another on campus?

---



---

4. How do you feel about your college?

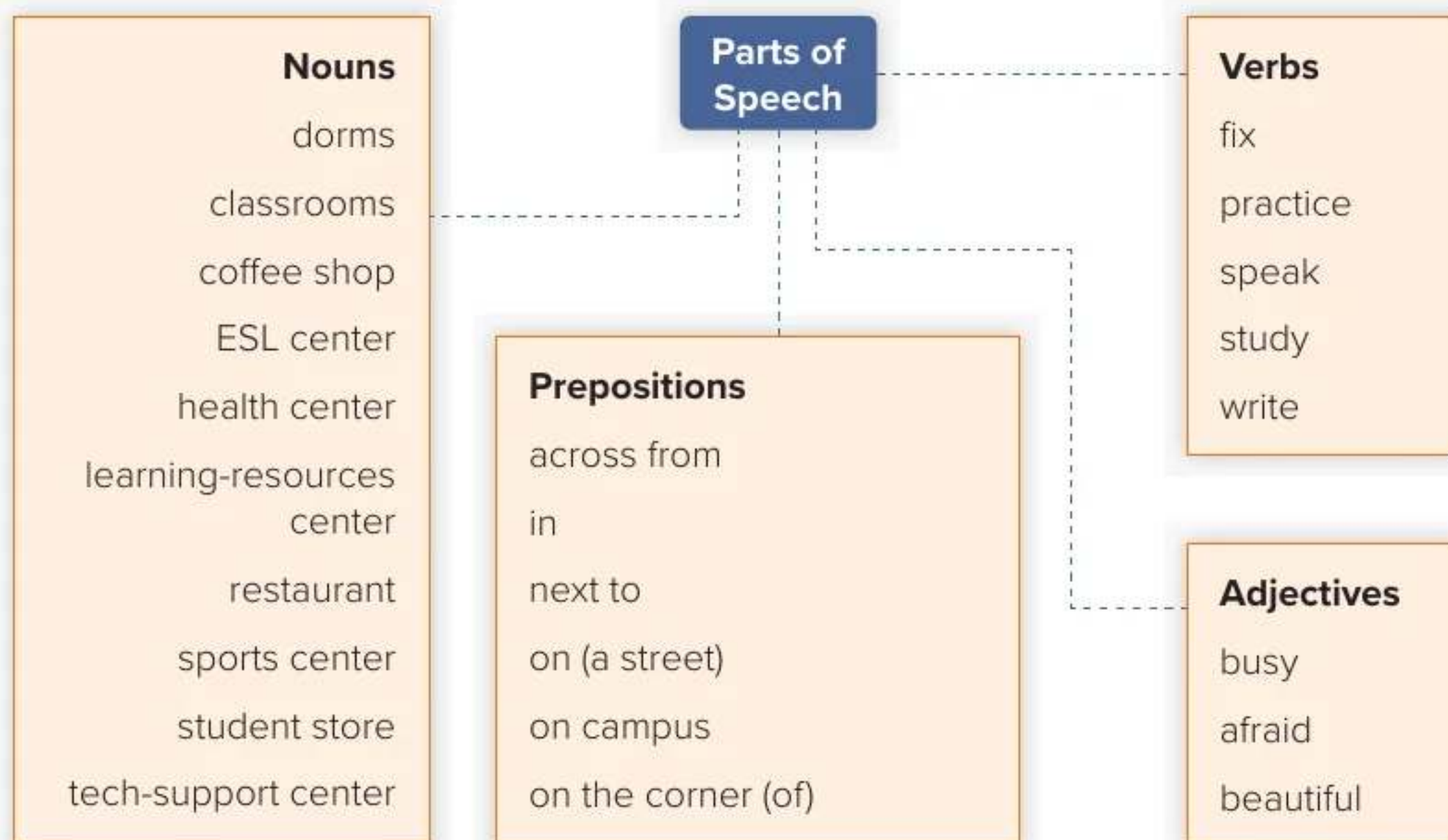
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- 3 Vocabulary** Now read and listen to the following words. Circle the items that you have already listed and put a check mark (✓) next to the words you know but had not thought of earlier.



- 4 Planning and drafting** How would you write an email to your parents or a close friend? Make a list of the things you want to tell them.

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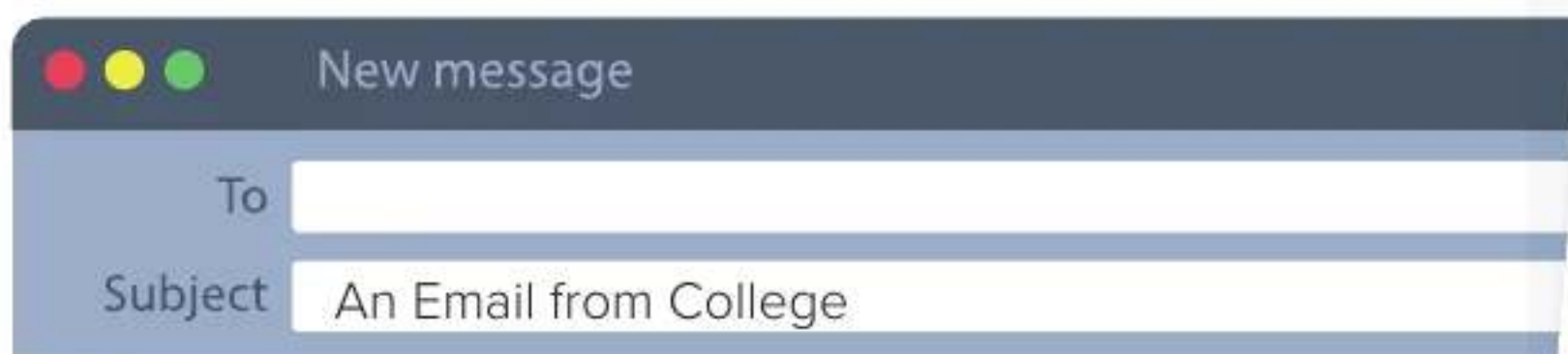


 **5 Reading** Read the email and compare it with your ideas in 4.

**Tip** Emojis (electronic picture messages) show the reader how you feel.

-  happy
-  sad/upset
-  laughing at something
-  laughing so much that you cry
-  crying about something
-  surprised
-  angry

You can also use GIFs (a certain type of electronic file), which are moving images, to show how you feel.

 New message

To

Subject

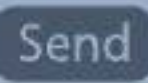
Dear Mom and Dad,

How are you? I hope everything is okay. I'm doing well! 

- A** I'm very busy in my English classes at the ESL Center. My teacher says, "It's important to practice English outside the classroom." That's why I'm writing this email in English!
- B** Sometimes I'm a little afraid to use my English, but people are usually nice. There are many places on campus to practice language. I speak English with other students here in the dorm. (Some students are American. Other students are from Mexico, China, or Egypt.) I speak with students on the shuttle and in the dining hall. I go to a tutor at the learning-resources center. He's Canadian. We have lots of discussions that help me with my English.
- C** This college has everything! It's like a small city. There is a student store next to my dorm. There's a beautiful garden across from the student store. The health center is on the corner, across from my dorm. The sports center is on the corner of College Avenue and Garden Street. There is a tech-support center next to the sports center. My laptop wasn't working well again  last week, so I took it there and they fixed it. There are two coffee shops on College Avenue. There's also a pizza parlor across from the student store on Garden Street.
- D** So, as you can see, I'm learning to speak English well and I have everything I need on campus. But there is one thing the college doesn't have, Mom: your cooking! 

Love,

Sunny

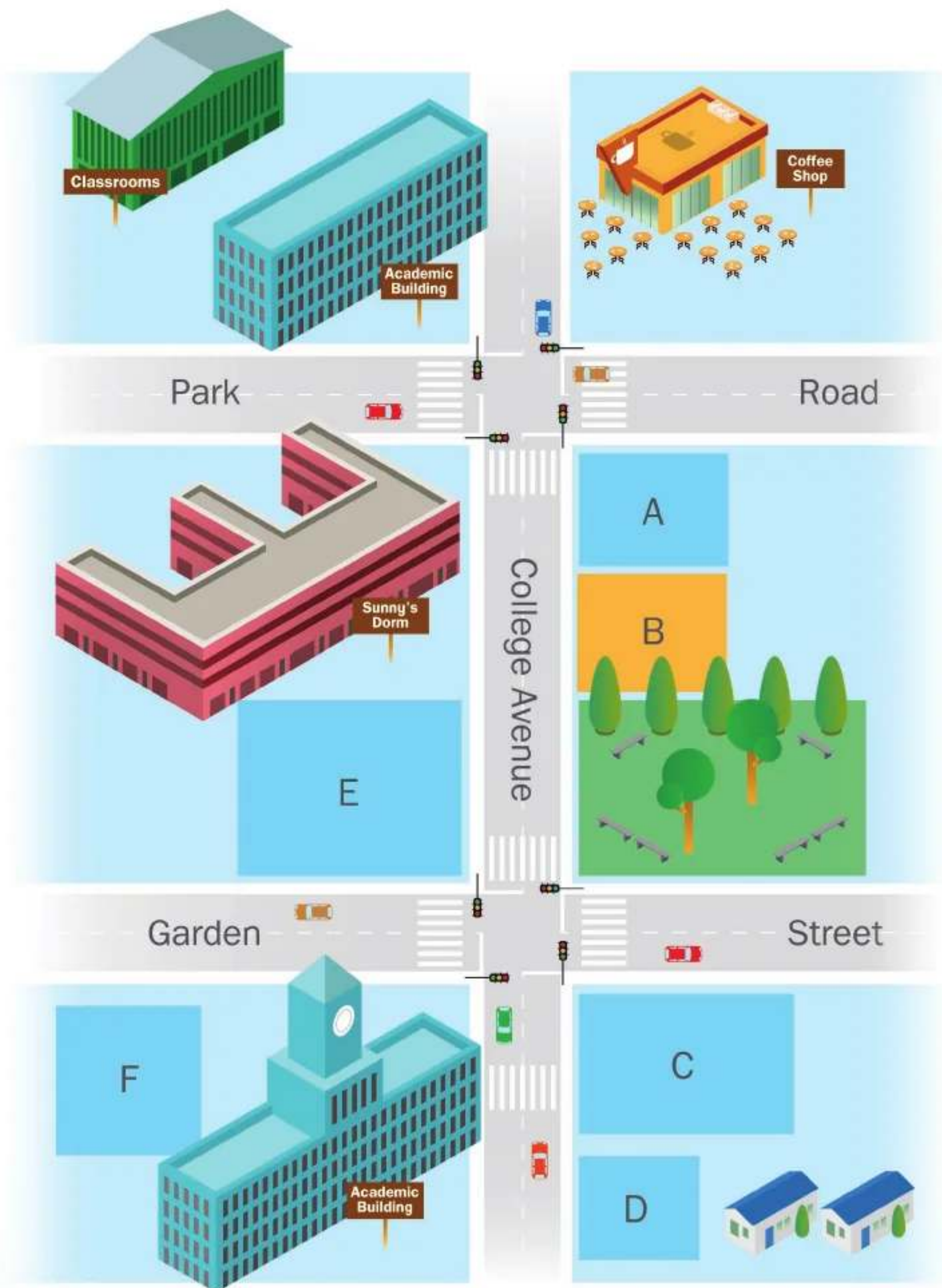


- 6 **Identifying the main topic** What is the main topic of Sunny's email? There is one correct answer.

Sunny's email to her parents is about \_\_\_\_\_.

1. the places where she practices English
2. the buildings on her college campus
3. her life at college

- 7 **Finding places on a map** Read Sunny's email again and then look at the map of her college. Answer the following questions.



Map of one part of Valley College campus



Where are these places? Write the letters from the map in the spaces.

1. The student store \_\_\_\_\_
2. A coffee shop \_\_\_\_\_
3. The sports center \_\_\_\_\_
4. The health center \_\_\_\_\_
5. The pizza parlor \_\_\_\_\_
6. The tech-support center \_\_\_\_\_



**Tip**

Dorms are a great way to make new friends and enjoy college life. However, they are not the only place you can stay. You can also stay in an apartment that is not on campus, either on your own or with friends. You can also live with a family near your college. This is a great way to learn the language and see how local people live.

- 8 **Identifying the topic** Write A, B, C, or D next to the heading that matches the topic of each paragraph in the main body of the email.

1. Places around my dorm \_\_\_\_\_
2. Writing to you in English \_\_\_\_\_
3. Practicing my English \_\_\_\_\_
4. College life \_\_\_\_\_



**Language Focus** Word Groups

- 9 **Grouping words** Write the words from the box in the correct places on the chart. Some words may match more than one category.

|                    |                  |                            |                      |
|--------------------|------------------|----------------------------|----------------------|
| <i>American</i>    | <i>classroom</i> | <i>India</i>               | <i>radio station</i> |
| <i>art gallery</i> | <i>dorm</i>      | <i>Japan</i>               | <i>shuttle</i>       |
| <i>Canadian</i>    | <i>Egypt</i>     | <i>Mexico</i>              | <i>theater</i>       |
| <i>China</i>       | <i>English</i>   | <i>music practice room</i> |                      |

| Countries | Nationalities | Places on Campus | Places in the City | Services |
|-----------|---------------|------------------|--------------------|----------|
|           |               |                  |                    |          |
|           |               |                  |                    |          |
|           |               |                  |                    |          |
|           |               |                  |                    |          |

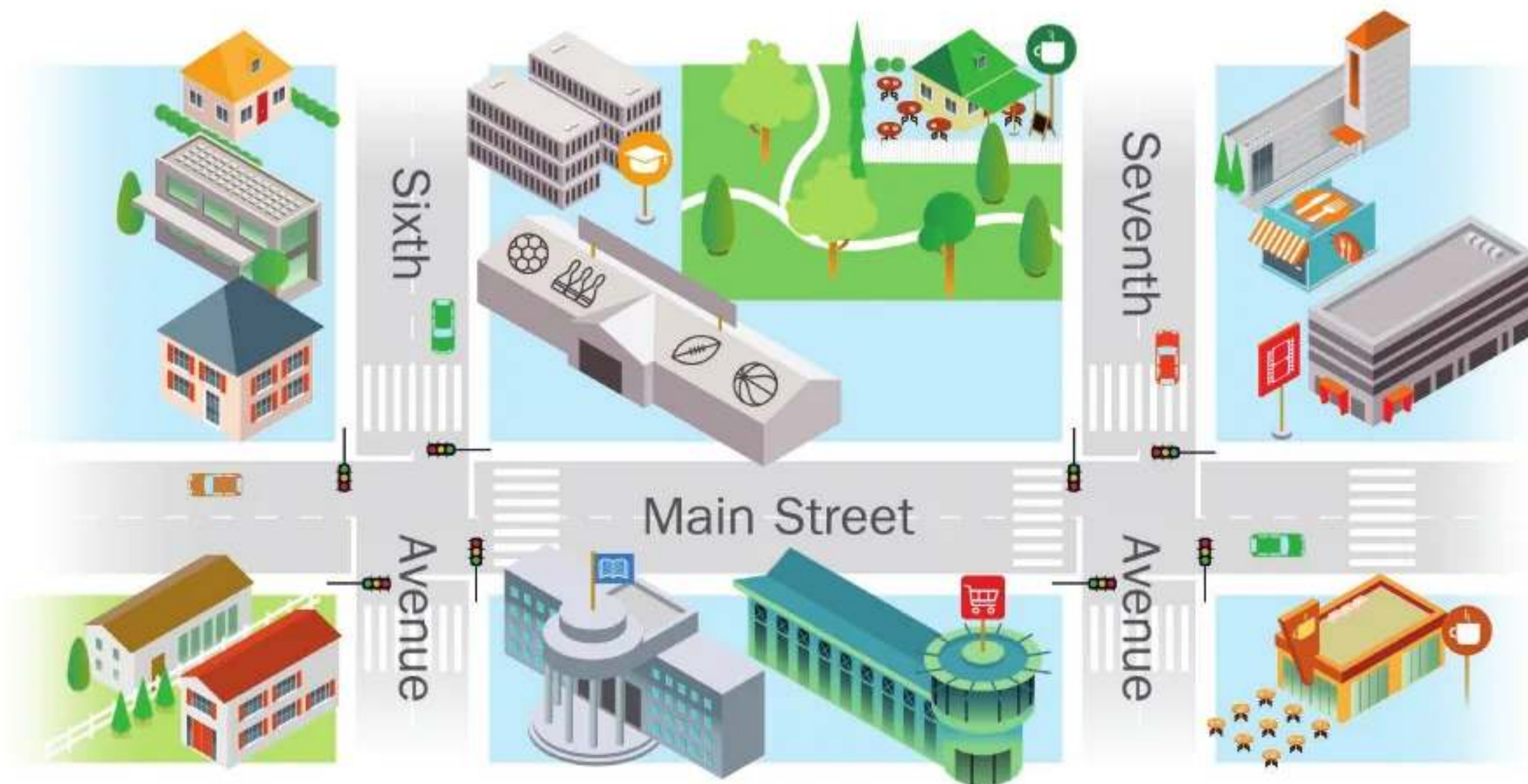


- 10 **Focusing on a map** Look at the map and complete the sentences using the following words and phrases.

across from  
in

next to  
on

On the corner of



Map of one part of a town

1. My family lives in an apartment building \_\_\_\_\_ Sixth Avenue.
2. My brother's school is \_\_\_\_\_ our apartment building.
3. There is a park \_\_\_\_\_ the school.
4. There is a coffee shop \_\_\_\_\_ the park.
5. There is another coffee shop \_\_\_\_\_ Main Street and Seventh Avenue.



## Skills Focus Writing an Email

- 11 **Preparing to write** You are going to write an email to a close friend who lives or studies in another country or town. Read the email again in 5 and notice the following points.

- **Greeting** (How does Sunny start her email?)
- **Opening paragraph** (Sunny starts by asking how her parents are.)
- **Number of paragraphs**
- **Topic of each paragraph** (Notice how each paragraph has only one topic.)
- **Closing statement** (This is where Sunny summarizes her email and says goodbye.)
- **Signature** (Sunny is writing to people she knows well and loves, so she ends with "Love, Sunny". You can also just write your name to end an email to a family member or friend.)



Now, read the following list of greetings, opening statements, closing statements, and signatures and put them into the right category.

|                                                                                                                                           |                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Amy<br/>Best wishes,<br/>Best,<br/>Dear Stefano,<br/>Hi Jess,<br/>How are you?<br/>How have you been?<br/>I can't wait to see you.</p> | <p>I hope to hear from you soon.<br/>I hope you are doing well.<br/>I hope you're having a great time in Singapore.<br/>Lots of love,<br/>Love,<br/>See you soon.<br/>Send my love to all our friends at home.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Greetings | Opening Statements | Closing Statements | Signatures |
|-----------|--------------------|--------------------|------------|
|           |                    |                    |            |

**12 Making notes** Think about the context of your email and make notes about what you want to write.

|                   |  |
|-------------------|--|
| Greeting          |  |
| Opening paragraph |  |
| Main paragraph 1  |  |
| Main paragraph 2  |  |
| Closing paragraph |  |
| Signature         |  |



- 13 Drafting and editing 1: Peer review** Work with a partner to review and edit each other's emails.

**Step 1** Write the first draft of your email.

**Step 2** Read your own draft again before you hand it over to your partner.

**Step 3** Read and review your partner's draft. Use these questions in the checklist to help you.

Checklist – check the boxes when you have answered the questions.

1. Does the email have the right kind of greeting? ☐
2. Does the email have different paragraphs? ☐
3. Does the opening paragraph have general questions/statements about the health and happiness of the writer or the person he/she is writing to? ☐
4. Does each topic in the main part of the email have its own paragraph? ☐
5. Does the closing paragraph summarize the email and end with a friendly comment? ☐
6. Is there a signature? ☐

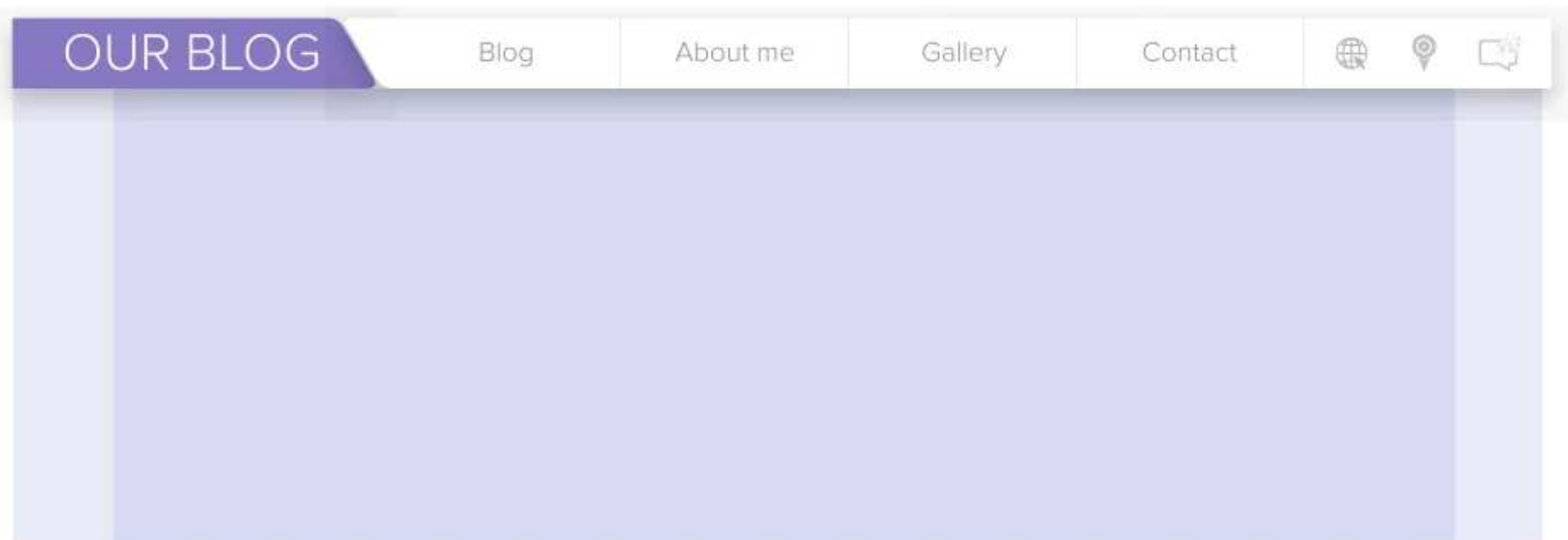
- 14 Drafting and editing 2: Peer review** Read the comments on your first draft and make corrections. Exchange your second drafts and review changes, corrections, and improvements.

- 15 Editing, rewriting and finalizing your email** Work together to correct and improve your email and finalize it. You may also like to illustrate it, or search for illustrations that you can use on the Internet.

- 16 Researching and documenting** Work in pairs.

1. Choose a college in a different country and pretend you are studying there.
2. Research information about the college.
3. Find out about places you can live in or near to that campus and choose one of them.
4. Find out about the different buildings and services the college has. Then, use the tips in 11 to write an email to your parents or a friend in your home country telling them about your new college.

- 17 Blogging** Post your emails on OUR BLOG or OUR BLOARD. Comment on each other's emails.





## SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

**5** outstanding    **4** very good    **3** satisfactory    **2** limited    **1** unsatisfactory

### READING

|                                                                     |   |   |   |   |   |
|---------------------------------------------------------------------|---|---|---|---|---|
| I can use pictures and headings to make a prediction about a topic. | 5 | 4 | 3 | 2 | 1 |
| I can answer questions using what I know about a topic.             | 5 | 4 | 3 | 2 | 1 |
| I can brainstorm and recall words and phrases related to a topic.   | 5 | 4 | 3 | 2 | 1 |
| I can identify the topics and main ideas of a text.                 | 5 | 4 | 3 | 2 | 1 |
| I can identify text structure and organization.                     | 5 | 4 | 3 | 2 | 1 |
| I can get meaning from context.                                     | 5 | 4 | 3 | 2 | 1 |

### VOCABULARY

|                                                             |   |   |   |   |   |
|-------------------------------------------------------------|---|---|---|---|---|
| I can understand vocabulary from context.                   | 5 | 4 | 3 | 2 | 1 |
| I can understand and use the names of different places.     | 5 | 4 | 3 | 2 | 1 |
| I can understand new words using <i>is</i> and <i>are</i> . | 5 | 4 | 3 | 2 | 1 |
| I can understand large numbers.                             | 5 | 4 | 3 | 2 | 1 |

### GRAMMAR

|                                                     |   |   |   |   |   |
|-----------------------------------------------------|---|---|---|---|---|
| I can use prepositions to explain where a place is. | 5 | 4 | 3 | 2 | 1 |
|-----------------------------------------------------|---|---|---|---|---|

### WRITING

|                                                                       |   |   |   |   |   |
|-----------------------------------------------------------------------|---|---|---|---|---|
| I can read and understand informal emails.                            | 5 | 4 | 3 | 2 | 1 |
| I can identify the right greetings and endings for an informal email. | 5 | 4 | 3 | 2 | 1 |
| I can use a checklist to write an informal email.                     | 5 | 4 | 3 | 2 | 1 |
| I can draft, edit, redraft, and finalize my email.                    | 5 | 4 | 3 | 2 | 1 |
| I can review and comment on written work.                             | 5 | 4 | 3 | 2 | 1 |

### RESEARCH AND DOCUMENT

|                                                         |   |   |   |   |   |
|---------------------------------------------------------|---|---|---|---|---|
| I can search and find relevant sources on the Internet. | 5 | 4 | 3 | 2 | 1 |
| I can evaluate and select appropriate sources and data. | 5 | 4 | 3 | 2 | 1 |
| I can use data selectively to create my own document.   | 5 | 4 | 3 | 2 | 1 |



# Shop Till You Drop!

## Chapter Goals

- ◆ **Reading:** Thinking and predicting, getting meaning from context, using punctuation clues, identifying topic and main ideas, critical thinking.
- ◆ **Writing:** Identifying key words and making notes, summarizing, drafting, reviewing, editing, finalizing, identifying a good summary.

## Focus on the Image

- ◆ What do you think the man in the photo is doing?
- ◆ Do you like to buy things on the Internet?
- ◆ Do you think online shopping will replace stores? Why? Why not?
- ◆ What types of products or services can you buy online? Which ones do you like to buy and why?

## Brainstorm and Associate

- ◆ Words and phrases about shopping online and in stores
- ◆ Experiences and feelings about buying things online

## Think and Comment

*“Whoever said money can’t buy happiness simply didn’t know where to go shopping.”*

Gertrude Stein, American novelist and poet







SALE 50-70%

SALE 1,250 ITEM

|           |      |   |   |
|-----------|------|---|---|
| 1         | 2    | 3 | 4 |
| DRESSES   | C503 |   |   |
| T-SHIRTS  | C503 |   |   |
| PLAYSUITS | C123 |   |   |
| BRANDS    | C83  |   |   |
| SHORTS    | C283 |   |   |
| SKIRTS    | C173 |   |   |



DOWNLOAD APP  
FOLLOW



## READING 1

## Online Shopping

### Before You Read

- 1 **Topic** Think and discuss. Look at the pictures and answer the following questions.



1. Do you prefer shopping on the Internet or shopping at a real store? Why?
2. How do you think online shopping makes life easier?
3. In what ways is shopping better at a real store?



- 2 **Vocabulary** Read and listen to the words and phrases in the chart and compare them with your list of words from your brainstorming in 1. Circle the words that are the same.

| Nouns                     |                       | Verbs         | Adjectives                |
|---------------------------|-----------------------|---------------|---------------------------|
| categories (category)     | prediction            | close down    | gourmet<br>huge<br>online |
| customers                 | products              | communicate   |                           |
| garage                    | profit                | drove (drive) |                           |
| home-improvement products | scientists            | imagine       |                           |
| information               | site                  | left (leave)  |                           |
| mall                      | stores                | predict       |                           |
| money                     | virtual shopping mall | search        |                           |
| percent                   |                       | sell (sold)   |                           |
|                           |                       | spend         |                           |



 **Strategy**

**Using Punctuation Clues**

You do not always need to use a dictionary to find the meaning of a new word in a reading text. Sometimes you can find the meaning of a new word in parentheses ( ) or after a dash –.

**Examples:**

- ▶ **Parentheses:** They sell products in many categories (groups of similar things).  
(categories = groups of similar things)
- ▶ **Dash:** People can search for – look for – a book on the Internet.  
(search for = look for)

**3 Thinking and predicting** Read these statements and circle the answers you think are correct. You can check your answers after you have read the article.

1. When the Internet started many years ago, only **scientists** / **computer instructors** used it.
2. In the beginning, Amazon.com only sold **clothes** / **books**.
3. In 2016, Amazon had **more** / **fewer** than 100 million customers.
4. When online shopping first began, many people thought that **everybody** / **nobody** would make money by selling things online.

**While You Read**

 **4 Reading** Read the *Online Shopping* article and compare your answers in 3 to the information in the article. Underline words that provide the answers.

**Online Shopping**



**A** It's hard to imagine life without the Internet today. In fact, the Internet is such a huge part of our lives that we forget that this wasn't always so. When it started in the 1980s, only



scientists and people in the government knew about the Internet and how to use it. Now, most of us spend hours and hours online (on the Internet) every day. We do it for entertainment, to find information, to communicate with others, and to buy things we want or need.

**B** Amazon.com was one of the first companies to try to sell products on the Internet. Jeff Bezos started the company in 1994. One day, he made a prediction about the future. He saw that the World Wide Web was growing at a rate of 2,000 percent a year. He predicted that it was going to continue to grow, and he thought that shopping was going to move to the Internet. People were going to shop online. He left his good job and drove across the country to Seattle, Washington. There he started an online bookstore called Amazon.com. Bezos had very little money. The company began in a garage, and at first there were very few customers (people who buy things).



Jeff Bezos

**C** At the Amazon.com site, people could search for a book about a subject, find many different books about that subject, read what other people thought about the books, order them by credit card, and get them in the mail in just a few days. This kind of bookstore was a new idea, but the business grew. Four years after it started, Amazon began to sell music, too. Almost 20 years later, in 2016, Amazon.com had 310 million customers and sold more than 300 million different items in categories including books, CDs, toys, electronics, videos, DVDs, home-improvement products (things that you use to fix up a house), software, and video games. Today, at a “virtual shopping mall” – a group of online stores – you can buy anything from gourmet food – special, usually expensive, food – to vacations.

**D** When internet shopping started all those years ago, many people said, “Online shopping is crazy. Nobody can make money in an online company.” They were wrong. Today, Jeff Bezos is a billionaire and e-commerce (buying and selling on the Internet) is here to stay. More than 10 percent of products are sold online now. Some people predict that this will grow. But what will happen to real shops: the ones in malls and on the street? Will they still make a profit in the future, or will they all close down? Nobody knows, but we’ll soon find out.

- 5 Reading again** Read the article again and use the previous vocabulary strategy to find the meanings and definitions of these words. Then compare and exchange answers in groups.

online: \_\_\_\_\_

customers: \_\_\_\_\_

home-improvement products: \_\_\_\_\_

virtual shopping mall: \_\_\_\_\_

gourmet food: \_\_\_\_\_

e-commerce: \_\_\_\_\_



- 6 **Making notes** Make notes about when key events happened using words from the article. Do not write complete sentences.

|       |                        |
|-------|------------------------|
| 1980s | <i>Internet starts</i> |
| 1994  |                        |
| 1998  |                        |
| 2016  |                        |
| Today |                        |

## After You Read

### Language Focus Verb Tenses

- 7 **Finding examples** Find the missing verb forms and time expressions in the article and complete the examples. There is an example at the start of each section.

|                         | Past            | Present | Future                       |
|-------------------------|-----------------|---------|------------------------------|
| <b>Verb Forms</b>       | began           | begin   | will/is/are going to begin   |
|                         | 1. bought       |         | will/is/are going to _____   |
|                         | 2. _____        | drive   | will/is/are going to drive   |
|                         | 3. _____        | grow    | will/is/are going to _____   |
|                         | 4. _____        |         | will/is/are going to be      |
|                         | 5. _____        | know    | will/is/are going to know    |
|                         | 6. _____        | leave   | will/is/are going to leave   |
|                         | 7. _____        | make    | will/is/are going to _____   |
|                         | 8. _____        |         | will/is/are going to predict |
|                         | 9. _____        | sell    | will/is/are going to sell    |
|                         | 10. _____       | start   | will/is/are going to start   |
|                         | 11. spent       |         | will/is/are going to _____   |
|                         | 12. _____       | think   | will/is/are going to think   |
| <b>Time Expressions</b> | When it started | now     | in the future                |
|                         | 1. _____        |         |                              |
|                         | 2. _____        |         |                              |
|                         | 3. _____        |         |                              |
|                         | 4. _____        |         |                              |



- 8 **Finding and filling in** Find irregular verbs in the article and fill in the missing words. The first one has been done for you.

1. Many years ago, only scientists knew how to use the Internet.
2. Jeff Bezos \_\_\_\_\_ a great idea, but many people said it \_\_\_\_\_ crazy.
3. To start his new company, Bezos \_\_\_\_\_ his good job and \_\_\_\_\_ all the way to Seattle.
4. In the beginning, Amazon only \_\_\_\_\_ books.
5. The prediction that Bezos \_\_\_\_\_ about online shopping came true.

- 9 **Using notes** Use the notes on your timeline in 6 to tell your partner or group about online shopping.

- 10 **Researching and finding out** Work with a partner. Find out about the most successful online sites for shopping.

## READING 2

## Selling and Sharing Online

### Before You Read

- 1 **Brainstorming** Focus on the images. What do they make you think of? In a group, brainstorm words and ideas. Make a list of all the words, phrases, feelings, and ideas you think of.





**Tip** When you want to sell something, you say that it is *for sale* or *on sale*. *On sale* can also mean that a product is being sold at a lower price than its normal price.

- 2 Vocabulary** Read and listen to the phrases and examples and compare them with your list of words and phrases from your brainstorming in 1.

|                  |                                                                                                                                               |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| for rent         | <b>Example:</b> I found an apartment for rent on this website. Let's stay there when we go to Spain this summer – it's only 50 dollars a day. |
| for sale         | <b>Example:</b> There are many clothes for sale in this online store.                                                                         |
| make a profit    | <b>Example:</b> Jake bought a pen for 2 euros and sold it for 10. He made a profit of 8 euros.                                                |
| secondhand goods | <b>Example:</b> That store only sells secondhand goods. You won't find any new things there.                                                  |
| set the price    | <b>Example:</b> When I set the price for the table I wanted to sell online, I made sure it wasn't too high.                                   |

## Skills Focus Vocabulary

### Strategy

#### Understanding New Words from Examples

Sometimes you can guess the meaning of a new word from examples. Often, these examples follow the words *such as*.

**Example:** Today's digital technologies, *such as* apps and websites, make our lives more interesting.

- 3 Topic** Discuss the following questions with a partner or in a group.

1. Imagine you have lots of books that you want to sell, but no one you know wants to buy them. How can the Internet help you? Can you think of any useful websites?
2. Would you let other people pay money to use an item that you don't use much, such as a good camera? Why? Why not? Can you think of any other products you have that you could use for this purpose?
3. Think about how the Internet can help you get things you want or need without paying money for them.





## While You Read



4

### Reading

Read the article and compare your answers in 3 to the information in the article.

## Renting, Selling, Sharing, and Swapping on the Internet

Years ago, if people wanted to listen to a CD, watch a movie, or read a book, they bought it. They listened to, watched, or read it, and then at some point they forgot all about it. Most people didn't use these things again, but didn't throw them away either – in fact, they are still sitting on the shelves of many houses around the world today. But things are changing. More and more people don't want to buy a product, such as a book, CD, or DVD, which they can hold in their hands. They prefer to download music or books, and buy movies online.

A Now, let's go back to those shelves full of forgotten CDs, DVDs, and books. Most people don't want to throw them away, so they sit there year after year and nobody uses them. That's where the idea of swapping comes in – giving someone one thing and getting another thing from them. There are now many websites where you can swap almost anything, not only those DVDs you don't want, but also clothes, toys, and furniture. No money changes hands, so no one makes a profit.

B What if you don't actually want to swap your DVD but would prefer to sell it? Many websites, such as eBay, show goods (things) that are for sale. They are secondhand goods – someone has used them before. Sometimes, the goods go to the person who can pay the most, and sometimes the owner sets the price. Goods are cheaper because there's no company in the middle. There is only the person buying and the person selling.

C We all have things which we don't want to sell but that we aren't using all the time. With technologies, such as apps and websites, you can rent these things to other people. This means that people will pay you for the time they use them. For example, you can rent your apartment or bike to someone for a few days. The Internet is full of websites with different things for rent. But you don't always need to pay for it: imagine that you have a garden and a neighbor without a garden, who wants to grow vegetables. If you let your neighbor plant and look after your garden, you can share the food he grows.

The old ways of buying and selling have changed, but technologies are going to change the way you do things even more. The renting, sharing and swapping market is going to get bigger. People will get what they need from each other, and this will bring us all closer together. Isn't that how life should be?





- 5 **Reading again** Read the article again and find the meaning of each of these words in the article. Use your vocabulary strategies.

1. goods: \_\_\_\_\_
2. products: \_\_\_\_\_
3. swapping: \_\_\_\_\_
4. technologies: \_\_\_\_\_

## **Skills Focus** Identifying Main Ideas

### **Strategy**

#### Identifying the Topic and Main Idea of a Paragraph

Read the following text. Choose either A or B to complete the sentences with the correct words.

A paragraph is about one main (1) \_\_\_\_\_ (subject). This is a noun or a noun phrase (one or more words about a person, place, or thing). A paragraph has one main idea – a (2) \_\_\_\_\_ about the topic. The main idea is the (3) \_\_\_\_\_ important thought about the topic. For example, the Internet might be the topic of a paragraph, and the main idea might be: *The Internet is a great way to shop.*

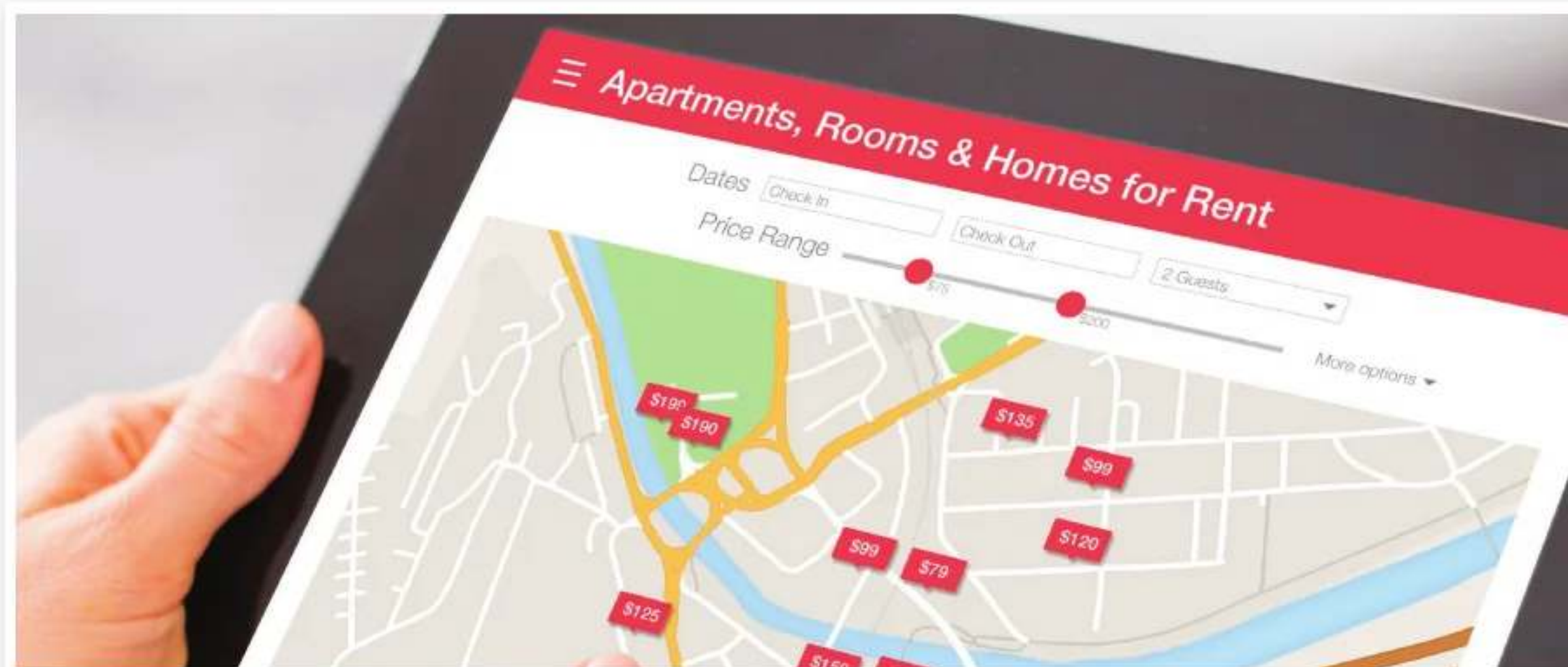
- |                |                   |
|----------------|-------------------|
| <b>A</b> topic | <b>B</b> person   |
| <b>A</b> word  | <b>B</b> sentence |
| <b>A</b> least | <b>B</b> most     |

- 6 **Identifying the main idea** Read the paragraphs and identify the topic of each. Write the letter of the paragraph from the article (A, B, or C) next to each topic. Next, find the main idea of each paragraph. Underline the main idea in each paragraph in the article.

\_\_\_\_\_ swapping

\_\_\_\_\_ renting and sharing

\_\_\_\_\_ selling





## After You Read

**7 Thinking critically** Predicting the future is a very difficult thing to do. Most people have a hard time doing this. These statements are some predictions from the past. What was wrong with each one? Discuss them in a group.

1. *"I think there is a world market for maybe five computers."*  
– A computer company executive, 1940s
2. *"No one is going to want a computer in their home."*  
– A president of a large computer company, 1970s
3. *"Heavier than air flying machines are impossible."*  
– A scientist, 1890s
4. *"In a few years, there will be no Internet."*  
– A computer expert, 1990s
5. *"Everything that can be invented has been invented."*  
– A government officer, 1890s





**8 Discussing** The following statements are some predictions about the next 50 years. Do you agree with them? On each line, write *likely* (will probably happen), *possible* (might happen), or *not likely* (probably won't happen). Then discuss your answers with a small group.

1. No one will go to a hospital when they get sick. Every family will have a robot – a smart machine – at home to make them better.  
\_\_\_\_\_
2. Scientists are going to have a cure for cancer in ten years.  
\_\_\_\_\_
3. By 2040, people are going to live on Mars.  
\_\_\_\_\_
4. A very bad disease is going to kill 50 percent of all human beings.  
\_\_\_\_\_



5. In five years, no one is going to buy paper books or magazines. They are going to read or listen to them on their tablets or smartphones. \_\_\_\_\_
6. No one is going to eat meat anymore. \_\_\_\_\_
7. In twenty years, cars will drive themselves. \_\_\_\_\_
8. Everyone in the world is going to be able to speak English. \_\_\_\_\_
9. When we watch TV, we will be able to smell the TV shows we watch. \_\_\_\_\_





- 9 **Building vocabulary** Complete the crossword puzzle with verbs (v.), nouns (n.), or adjectives (adj.) from the box. These words are from the chart in Reading 1, 2.

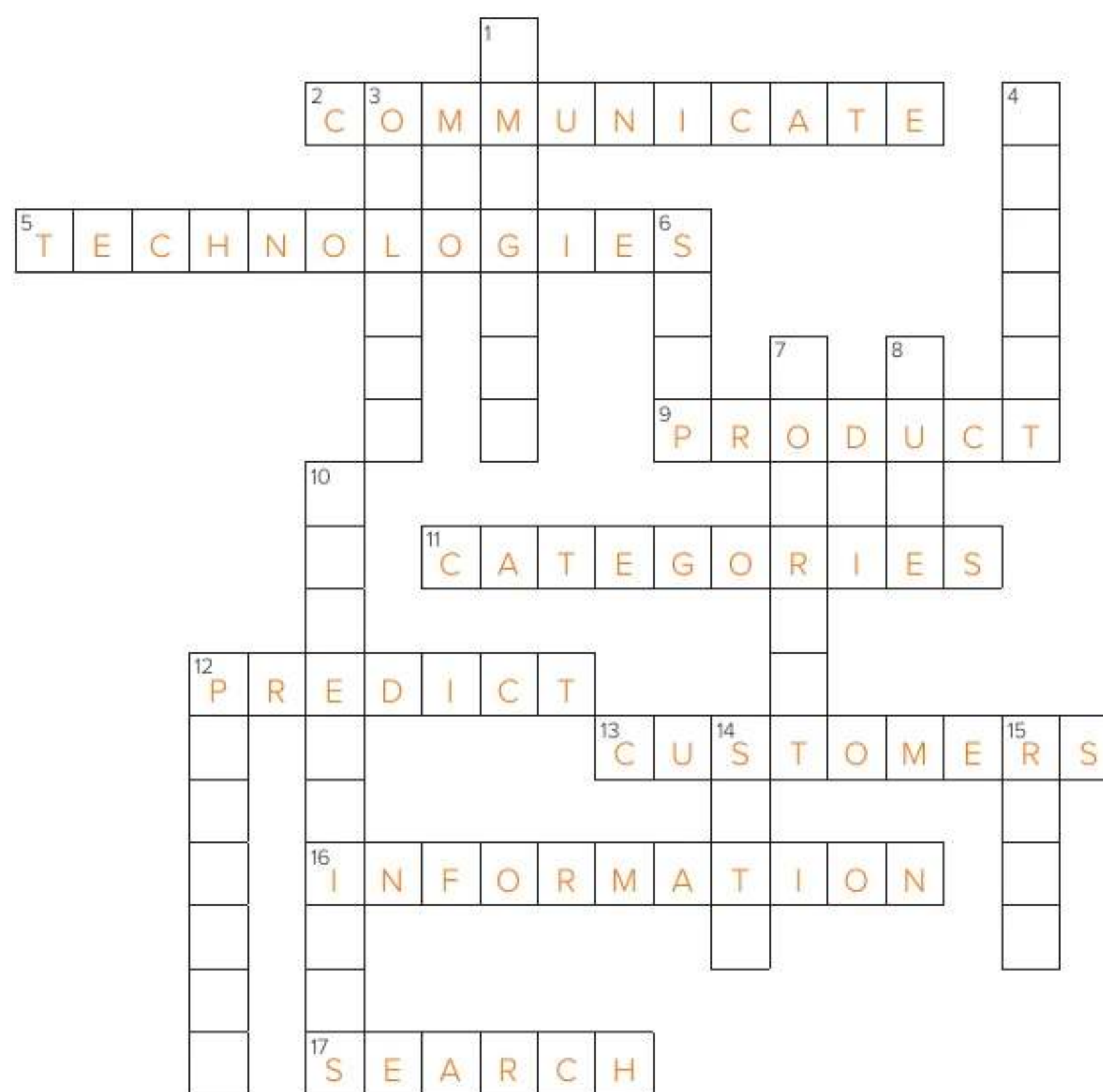
|                    |                |                    |                |                   |                     |
|--------------------|----------------|--------------------|----------------|-------------------|---------------------|
| <i>categories</i>  | <i>gourmet</i> | <i>information</i> | <i>predict</i> | <i>rent</i>       | <i>site</i>         |
| <i>communicate</i> | <i>huge</i>    | <i>online</i>      | <i>product</i> | <i>scientists</i> | <i>swap</i>         |
| <i>customers</i>   | <i>imagine</i> | <i>percent</i>     | <i>profit</i>  | <i>search</i>     | <i>technologies</i> |

**Across**

- 2 talk, send an email, write a letter, etc. (v.)  
 5 apps, computers, cars, airplanes (n.)  
 9 something you sell (n.)  
 11 groups of things (n.)  
 12 tell about the future (v.)  
 13 people who buy things (n.)  
 16 something you need to know (n.)  
 17 look for (v.)

**Down**

- 1 make a picture in your head (v.)  
 3 on the Internet (adj.)  
 4 money you can keep (n.)  
 6 give something and get another thing (v.)  
 7 a word for food: it means "special, very good" (adj.)  
 8 very big (adj.)  
 10 people who work in science –biologists, physicists, geologists, medical researchers (n.)  
 12 a word that means this symbol: % (n.)  
 14 a place on the Internet (n.)  
 15 let someone use something of yours for a while and they pay you for it (v.)





- 10 **Blogging** Comment on each other's predictions and make your own about how technologies are going to change our lives in the future. Post your comments on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on).



## WRITING

### Summarizing



- 1 **Topic** Focus on the images. Think about the articles you have read and recall what you remember about the topics and main ideas in each. Make notes in the chart and compare with your classmates.

| Online Shopping                                                   | Selling and Sharing Online |
|-------------------------------------------------------------------|----------------------------|
| Amazon.com ~ one of first online companies<br>Sold books at first |                            |





## Skills Focus Summarizing



### Strategy

#### Summarizing an Article

A *summary* has the main information of a paragraph or an article. It also has important details, but it doesn't have small details. When we *summarize* an article, it helps us to first find the topic and the main idea of each paragraph in the article.

Look at this paragraph from *Online Shopping* (Reading 1, Paragraph B). Find the topic, main idea, and important detail(s).

*Amazon.com was one of the first companies to try to sell products on the Internet. Jeff Bezos started the company in 1994. One day he made a prediction about the future. He saw that the World Wide Web was growing at a rate of 2,000 percent a year. He predicted that it was going to continue to grow, and he thought that shopping was going to move to the Internet. People were going to shop online. He left his good job and drove across the country to Seattle, Washington. There he started an online bookstore called Amazon.com. Bezos had very little money. The company began in a garage, and at first there were very few customers (people who buy things).*

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

Important detail(s): \_\_\_\_\_

Now look at this summary of the paragraph. Compare it with the notes you made. Do your notes have the same information as this summary?

*Amazon.com was one of the first online stores, which sold books.*

**Tip** The summary talks about the topic (online stores). It also has the main idea (that Amazon is one of the first online stores) and an important detail (books). It doesn't have small details.

Look at the following two summaries of the article *Renting, Selling, Sharing, and Swapping on the Internet*. Which summary is good? Why? Use your answers from Reading 2, 6 to help you.

#### Checklist:

- ▶ Are the topic and main idea clear?
- ▶ Are there enough details?
- ▶ Is it too long or too short?
- ▶ Is the information well organized?



**Summary 1:**

Years ago, people bought books, CDs, or movies, but today we all download them from the Internet. If you don't want to sell the CDs, DVDs, and books sitting on your shelves, you can swap them for other things. But if you do want to sell them, there are websites that have secondhand goods for sale. These goods are cheaper because there are no companies in the middle. If you have an apartment or bike that you don't use all the time, you can rent it to others for a few days or weeks. You can also share things like your garden with others. Technologies are going to change the way we do things even more and will bring us closer together.

**Summary 2:**

The Internet is changing the way we buy and use things. There are many websites where you can swap things you don't want. You can also sell your secondhand goods to other people. If there are things you don't use all the time, you can rent them to others for a short time. Another idea is to share with someone else, so that both of you get something good out of it without anyone paying. In all these ways, the Internet helps to bring us closer together.

**Answer:** The second summary is good. It has the main idea and important details. It doesn't have small details (books, CDs, bike, etc.).

**2 Discussing** Think about and discuss:

1. virtual shopping malls
2. person-to-person buying and selling on the Internet
3. online advertising.







3

**Vocabulary**

Listen and read the words in the chart. Put a check mark (✓) next to the ones you know.

| Nouns            | Verbs        | Adjectives    | Adverb       |
|------------------|--------------|---------------|--------------|
| 1. advertisement | 4. advertise | 7. free       | 10. directly |
| 2. fee           | 5. charge    | 8. individual |              |
| 3. service       | 6. post      | 9. used       |              |



4

**Reading**

Read the following article to help you get meaning from the context. Then match the words and definitions.

## Shopping On Craigslist



One way to shop from home is to use a virtual shopping mall. Another way is to use a website such as Craigslist – an online service that allows people to buy and sell things directly with each other.

Many of the products sold through Craigslist are used, not new. Craigslist users buy and sell almost every product you can imagine, from home-improvement products to gourmet items.

Unlike a virtual shopping mall, Craigslist has individual sites for different cities. Someone who wants to sell a product in Chicago, for example, would use Craigslist's Chicago site. In 2017, there were more than 700 Craigslist sites in 70 countries.



People can search for things on Craigslist for free (they don't pay anything). Most people can also advertise on Craigslist for free. Craigslist makes a profit by charging a fee – money that you pay to use a service – for only a few categories. For example, companies that want to advertise jobs or sell tickets to events usually need to pay for their advertisements.

Craigslist has a huge number of users and more than 90 percent of them are in the USA. In 2017, more than 60 million people in the United States used Craigslist each month. During that same year, Craigslist users posted more than 80 million advertisements each month.

Now, write the numbers from the words in 3 next to the correct definitions.

1. something that people need, that helps them \_\_\_\_\_
2. different than other people or things \_\_\_\_\_
3. money that you pay to use something \_\_\_\_\_
4. from one person or thing to another, without anyone in the middle \_\_\_\_\_
5. information online, on TV, in a magazine, etc. about something, such as a product or show you want people to buy or see \_\_\_\_\_
6. put on a website \_\_\_\_\_
7. request payment \_\_\_\_\_
8. tell people about a product, show, etc. online, on TV, in a magazine, etc. \_\_\_\_\_
9. secondhand \_\_\_\_\_
10. without payment \_\_\_\_\_

- 5 **Reading again** Read the article again and identify the topic. Highlight the keywords that provide the main information for each paragraph. Compare with a partner or group.

## **Skills Focus** Writing Skills Development

- 6 **Preparing to write** You are going to write a summary of each paragraph of the article. Look back and take note of the topic and main idea of the article.
- 7 **Writing** Write the keywords of each paragraph.

| Paragraph 1 | Paragraph 2 | Paragraph 3 | Paragraph 4 | Paragraph 5 |
|-------------|-------------|-------------|-------------|-------------|
|             |             |             |             |             |

Now use the keywords to write a one- or two-sentence summary per paragraph. Do not read the text as you write. Draft your summary and then check to make sure that you have included the right information.

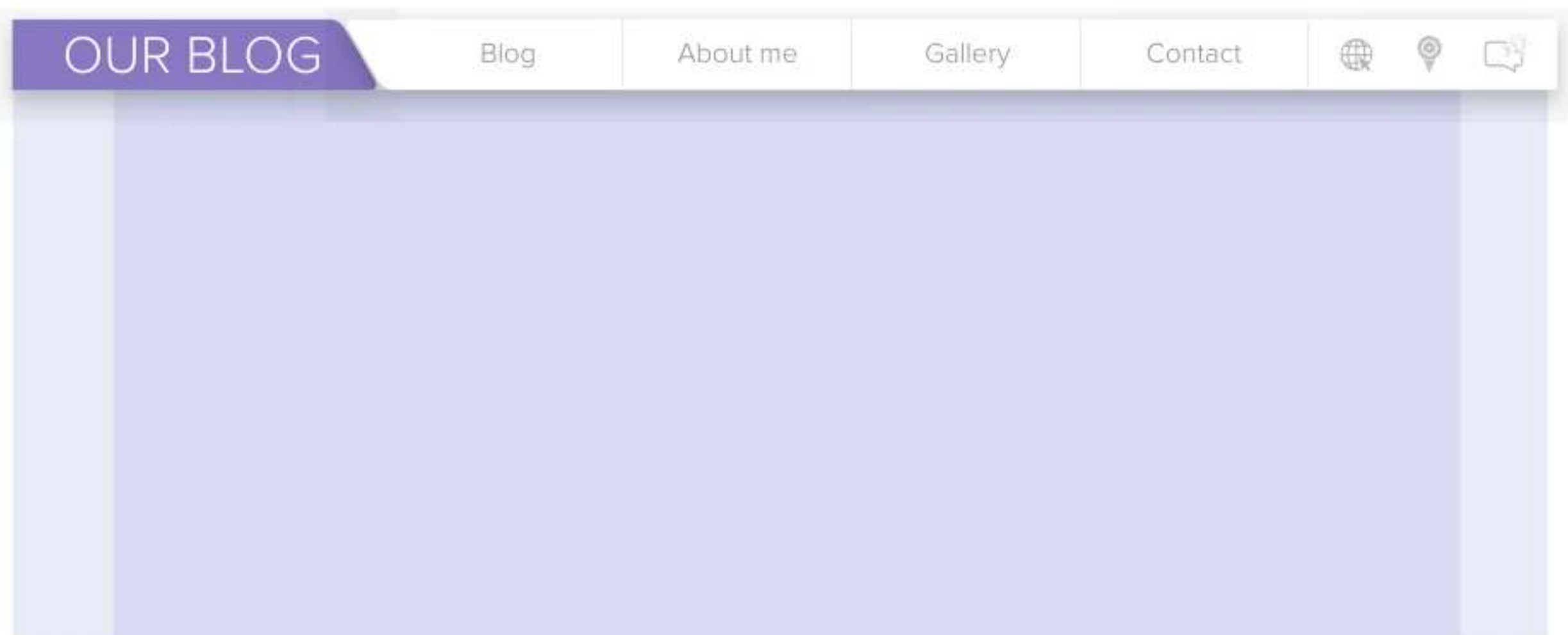


- 8 Drafting and editing 1: Peer review** Work with a partner to review and edit each other's paragraph summaries. Read your first draft again before you hand it over to a partner. Then read and review your partner's draft. Use the following questions to help you.



**Checklist:**

1. Is the topic clear?
  2. Is the main idea clear?
  3. Does the summary have the important details?
  4. Is it the right length (not too long, not too short)?
  5. Is the information well organized?
- 9 Drafting and editing 2: Peer review** Read the comments on your first draft and make corrections. Exchange your second drafts and review changes, corrections, and improvements.
- 10 Finalizing your summary** Go through your second draft and combine your paragraph summaries into a summary of the whole article.
- 11 Blogging** Post your summaries on OUR BLOG or OUR BLOARD. Comment on each other's summaries.





## SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

**5** outstanding    **4** very good    **3** satisfactory    **2** limited    **1** unsatisfactory

### READING

|                                                                    |   |   |   |   |   |
|--------------------------------------------------------------------|---|---|---|---|---|
| I can use pictures and headings to make predictions about a topic. | 5 | 4 | 3 | 2 | 1 |
| I can answer questions using what I know about a topic.            | 5 | 4 | 3 | 2 | 1 |
| I can brainstorm and recall words and phrases related to a topic.  | 5 | 4 | 3 | 2 | 1 |
| I can identify the topics and main ideas of a text.                | 5 | 4 | 3 | 2 | 1 |
| I can get meaning from context.                                    | 5 | 4 | 3 | 2 | 1 |
| I can identify important details.                                  | 5 | 4 | 3 | 2 | 1 |

### VOCABULARY

|                                                     |   |   |   |   |   |
|-----------------------------------------------------|---|---|---|---|---|
| I can understand new words using punctuation clues. | 5 | 4 | 3 | 2 | 1 |
| I can understand new words from examples.           | 5 | 4 | 3 | 2 | 1 |
| I can use context to match words and definitions.   | 5 | 4 | 3 | 2 | 1 |

### GRAMMAR

|                                                                |   |   |   |   |   |
|----------------------------------------------------------------|---|---|---|---|---|
| I can understand and use the past tense of irregular verbs.    | 5 | 4 | 3 | 2 | 1 |
| I can understand and use the present tense.                    | 5 | 4 | 3 | 2 | 1 |
| I can understand and use the future tense to make predictions. | 5 | 4 | 3 | 2 | 1 |

### WRITING

|                                                      |   |   |   |   |   |
|------------------------------------------------------|---|---|---|---|---|
| I can identify a good summary.                       | 5 | 4 | 3 | 2 | 1 |
| I can use a checklist to evaluate a summary.         | 5 | 4 | 3 | 2 | 1 |
| I can identify keywords and make notes.              | 5 | 4 | 3 | 2 | 1 |
| I can draft, edit, redraft, and finalize my summary. | 5 | 4 | 3 | 2 | 1 |
| I can use my notes to write a summary.               | 5 | 4 | 3 | 2 | 1 |
| I can review and comment on written work.            | 5 | 4 | 3 | 2 | 1 |
| I can think critically and comment.                  | 5 | 4 | 3 | 2 | 1 |

### RESEARCH AND DOCUMENT

|                                                         |   |   |   |   |   |
|---------------------------------------------------------|---|---|---|---|---|
| I can search and find relevant sources on the Internet. | 5 | 4 | 3 | 2 | 1 |
| I can evaluate and select appropriate sources and data. | 5 | 4 | 3 | 2 | 1 |
| I can use data selectively to create my own document.   | 5 | 4 | 3 | 2 | 1 |



# Nearest and Dearest

## Chapter Goals

- ◆ **Reading:** Activating knowledge through pictures, understanding new words, skimming, understanding pronouns, identifying topic and main ideas, using a dictionary, identifying text organization.
- ◆ **Writing:** Writing pros and cons, organizing ideas in an essay, using a graphic organizer, making notes, drafting, editing, peer review, finalizing writing, blogging.

## Focus on the Images

- ◆ What do you think of when you look at these images?
- ◆ How are the people in the images communicating?
- ◆ Can you think of any other ways we can communicate with friends and family?
- ◆ Which ways do you prefer to communicate? Why?

## Brainstorm and Associate

- ◆ Words and phrases that come to mind about online and face-to-face communication
- ◆ Memories and feelings about communicating with families and friends

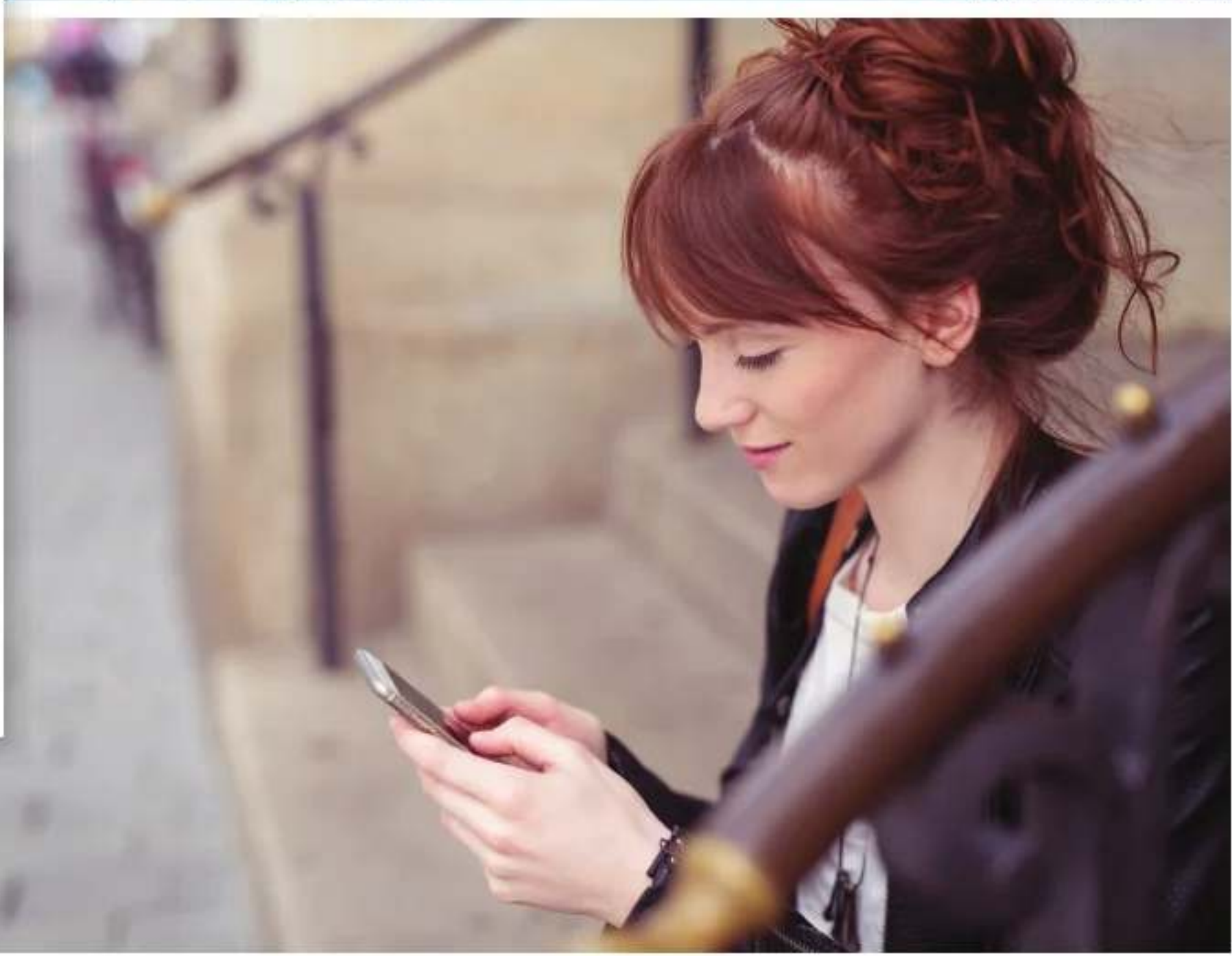
## Think and Comment

*“We have two ears and one mouth so that we can listen twice as much as we speak.”*

**Epictetus**, Ancient Greek philosopher









READING 1

Staying Connected

Before You Read

- 1 **Topic** Think and discuss. Look at the images and answer the following questions.



1. **A** How has technology made communication between us worse?  
**B** Do you think it is easier to stay connected with friends and family than it was before digital technologies existed? In what ways?  
**C** Do you think that the way we communicate now is better or worse than how people did 40 years ago? Why? Why not?
2. Work in a group. Look at the chart. What ways do different groups (young people, parents, grandparents) prefer to communicate? Write your answers on the chart, then compare them with your group.

| How do these groups usually communicate with friends and family? |                  |         |              |
|------------------------------------------------------------------|------------------|---------|--------------|
| High-School Students                                             | College Students | Parents | Grandparents |
| Talking on the phone,<br>texting                                 |                  |         |              |
|                                                                  |                  |         |              |
|                                                                  |                  |         |              |
|                                                                  |                  |         |              |



- 2 **Vocabulary** Read and listen to the words and phrases and compare them with your list of words from your brainstorming in 1. Circle the words and phrases that you know.

|           |                |               |                   |          |
|-----------|----------------|---------------|-------------------|----------|
| advice    | experts        | keep in touch | shy               | stare    |
| boss      | face-to-face   | life issues   | smartphones       | teenager |
| cons      | identity       | pros          | social event      | texting  |
| dangerous | identity theft | public        | social-networking |          |
| devices   | in an instant  | screen        | sites             |          |





*Some people stare at a computer screen for hours and hours.*

### Strategy

#### Understanding New Words

You do not always need to use a dictionary to find the meaning of a new word.

- ▶ Sometimes pictures can help you to find the meaning of a new word. Look at the image and read the caption. What do you think *stare* means? What does *screen* mean?
- ▶ Sometimes the words before *other* can help you with a new word. For example:  
We communicate with people using smartphones, tablets, or other devices.  
(Smartphones and tablets are examples of devices.)

**3 Looking** Look at the images in the reading text. Read the captions. Then explain what these words mean:

1. Pros: \_\_\_\_\_
2. Cons: \_\_\_\_\_
3. Social-networking sites: \_\_\_\_\_

### While You Read

**4 Skimming an article** Read quickly through the following article and look at the:

- title
  - subheadings (titles of the different parts of the text)
  - images.
1. What is the topic of the article? How do you feel about it?
  2. What kind of information would you expect to find in it? Why?





## Skills Focus Skimming



### Strategy

#### Skimming

Think about what you learned from skimming the text in 4. Circle the correct answer in bold in the following passage.

Skimming is the skill of reading quickly to understand the general **ideas** / **title** of a text. It is an important skill that good readers use every day.

You can skim a reading text to identify the **topic** / **image** and main idea. When you skim, you can also try to predict or guess what the **image** / **reading text** is about. Skimming a reading text before you read it carefully can help you to better understand it. Follow these steps to skim:

- ▶ Read the title and any **topics** / **subheadings**.
- ▶ Look at images and diagrams.
- ▶ Read the first and last line of each paragraph.
- ▶ Read quickly. **Don't** / **Do** read every word.



**5 Reading** Look at the reading text *Staying Connected*. Compare your answers in 3 to the information in the reading text. Underline words that provide the answers.

### Staying Connected

**A** Staying connected with friends and family today is easy. Gone are the days when you wrote your sister a letter from college and then waited for days and weeks until she got it. Today, with texting, you can send a message from one phone to another in an instant. Thanks to the Internet, connecting with people using smartphones, tablets, or other devices is easy and fun. Billions of people around the world use Facebook, Instagram, Twitter, WhatsApp, and other social-networking sites and apps to keep in touch. Is this a good thing? Maybe not always. Social networking has both pros and cons.

#### Pros

**B** Social networking is wonderful for friendships. You can use it to connect with people outside your neighborhood, anywhere in the world. You can socialize with family and old friends. You can make new friends. And with social networking, it's easy to invite friends to a party or other social event. Also, shy people (who have difficulty communicating in person) are often comfortable in a virtual friendship. They don't feel alone.



*Pros: What's good about social networking?*



*Cons: What's bad about social networking?*



- C** Social-networking sites can help with important life issues such as finding a job or finding a doctor or choosing a school. The sites offer ideas and advice from experts – people with a lot of information on a subject. Also, friends can help each other. For example, one person needs a new apartment. Another person is moving from his apartment soon. A friend of both people can connect them.

### Cons

- D** Social networking can be bad for friendships, too. Some people spend a lot of time online or on their smartphone. They stare for hours at the screen. They have virtual friendships, but they don't spend much face-to-face time with friends.
- E** Also, for several reasons, social networking can be dangerous. First, you don't always know the real identity of other people – who they really are. For example, a teenager may think she is communicating with another teenage girl, but the person is really a 40-year-old man. Is this really her “friend”? Second, information about you on a social-networking site is public. Many, many people can see it. For example, at work, the boss can find personal information about employees. Some employees lose their jobs because of this. A very serious problem is identity theft, when people use public information to steal another person's identity. With another person's identity, they can steal money or get a passport, for example.

### Conclusion

- F** Social networking has changed the way we communicate with other people. You can communicate with almost anyone, almost anywhere. But it's important to be careful. If you're careful, there are more pros than cons to this way of staying connected.



*Social-networking sites help us stay connected*



## After You Read



### Language Focus Understanding Pronouns

Pronouns are words such as *he, she, it, they, this, that, these, or those*. Pronouns take the place of nouns. Look before the pronoun to find the noun that it replaces. That will help you to understand what the pronoun refers to.

- Examples:**
- I can't imagine life without my smartphone. I always have **it** with me. (The word *it* refers to "smartphone.")
  - Shy people are often comfortable in a virtual friendship. **They** don't feel alone. (The word *they* refers to "shy people.")

#### 6 **Connecting** Draw an arrow from each underlined pronoun to the word it refers to.

1. Gone are the days when you wrote your sister a letter from college and then waited for days and weeks until she got it.
2. Social networking is wonderful for friendships. We can use it to connect with people outside our neighborhood, anywhere in the world.
3. One person needs a new apartment. Another person is moving from his apartment soon. A friend of both people can connect them.
4. A teenager may think she is communicating with another teenage girl, but this person is really a 40-year-old man. Is this really her "friend"?
5. Information about us on a social-networking site is public. Many, many people can see it.
6. At work, the boss can find personal information about employees. Some employees lose their jobs because of this.

#### 7 **Thinking critically** Discuss the following questions. Then share your answers with the class.

1. In what situations is face-to-face communication better than sending an email or phoning someone? Make a list and give reasons for your answers.
2. Do you think people today text more than they speak on the phone? Why? Why not?
3. In your opinion, are there more pros or cons to online communication? Why? Why not?
4. What type of communication do you use the most? Do you phone, text, or email? Or do you prefer to speak to people face-to-face?

#### 8 **Researching and finding out** Carry out a class survey to find out which are the most popular methods of communication today. Walk around the room with your book and a pencil and ask four students the following questions. Write their answers in the chart.

|                                                                         | Student 1 | Student 2 | Student 3 | Student 4 |
|-------------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| How do you communicate with your friends when you're at home?           |           |           |           |           |
| How do you communicate with your family when you're away at college?    |           |           |           |           |
| Which app do you use the most to keep in touch with friends and family? |           |           |           |           |
| How do you connect with new people?                                     |           |           |           |           |



## READING 2

## Technology to the Rescue

### Before You Read

- Brainstorming** Focus on the images. What do they make you think of? Brainstorm on ideas, feelings, words, and phrases in groups. Make a list of the words or phrases you think of.



- Vocabulary** Read and listen to the words and phrases in the box and compare them with your list of words or phrases. Circle the ones you know.

avalanche  
blood  
disease  
emergency  
emergency number  
find

flashlight  
GPS  
healthcare workers  
hikers  
in danger  
injured

medical attention  
nature  
open sea  
patients  
remote  
rescued

save lives  
skiers  
suddenly  
warn  
waves

- Topic** Think about the questions below and suggest possible answers.

- In your opinion, what is the most important thing your smartphone can do?
- Can you think of any examples where a cell phone had saved someone's life?
- Do you think that apps can give good health advice? Why? Why not?
- What is the emergency number (to call the police, fire department, etc.) in the country you're living in now?



## While You Read



- 4 **Reading** Look at the reading text *Technology to the Rescue*. Compare your answers in 3 to the information in the reading text.

### Technology to the Rescue

- A** People use their smartphones for many things. They socialize: they talk with family and friends. They use them for entertainment: they play games and watch movies. They use them as a video camera. They use them as an address book and to read their email. Also, people use cell phones to save lives.
- B** Around the world, there are people living in remote places that are far from cities. They have no doctors or hospitals there. Smartphone technology makes it possible for healthcare workers to help these people when they are ill. They can call a doctor with their questions. The doctor gives them directions, and they can help the patients.
- C** There are apps that can warn you when your life is in danger and you need medical attention. A woman in New Zealand used such an app to take a picture of a spot on her skin. The app told her she had a disease called skin cancer and she needed to go to a doctor immediately. The woman beat the disease thanks to that app. Other apps check for heart or blood problems. Getting medical help from a doctor in time can save people's lives.
- D** All over the world, people use cell phones in an emergency. A cell phone can be a flashlight. Some apps let doctors see important medical information on your phone when you are too ill to communicate with them. They can see this information even if your phone is locked. Also, most cell phones have a GPS. This helps emergency workers to find lost people.



*Doctors can help people in remote places.*



*GPS helps emergency workers find lost hikers.*



*You can use the flashlight on your cell phone when it is dark.*



**E** It's important to have a cell phone when you're out in nature. It can save your life. This is what happened to a group of friends who were on vacation in Japan. They were on a boat in the open sea. At first, the water was calm. Suddenly, big waves tried to turn the boat over. The friends had to jump into the sea. Before they jumped, one of the women used her cell phone to call for help. After about two hours in the water, they were rescued. Cell phones can also save hikers and skiers who get lost or are injured in the mountains. If there is an avalanche, they can get stuck under many feet of snow. Calling the country's emergency number (like 911 in the US and 112 in the EU) can help emergency workers find them and give them the medical attention they need.



*If you are hurt, you can call for help.*

**F** A cell phone is more than a phone. It lets you communicate with family and friends, of course. But in an emergency, it is also a real lifesaver.

**5 Identifying ideas and details** Answer the following questions about the article. Choose the best answer for each.

- In the writer's opinion, why is a cell phone more than just a phone?
  - You can use it as entertainment.
  - It can be a video camera.
  - It can be a lifesaver.
- How can cell phones help people with health problems?
  - People in remote places can communicate with doctors.
  - Some apps can tell people if they have a disease.
  - A and B
- How can a cell phone help in an emergency?
  - It has an address book.
  - It saves information.
  - It has a flashlight and GPS.
- Why do hikers and other people out in nature need a cell phone?
  - They can call an emergency number if they are lost or injured.
  - They can play games when they stop to rest.
  - They can use it as a video camera.





- 6 **Using a dictionary** Use a dictionary to look up words you don't know and have not been able to understand from the context. Write the definitions.

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### Skills Focus Using a Print Dictionary

The words in a print dictionary are in alphabetical order – A to Z. Look at the first letter of each word to put words in alphabetical order. For example:

advice

life

work

If the first letter is the same, you need to look at the second letter, too.

category

cons

customer

If the first and second letters are the same, you need to look at the third letter, and so on.

coffee

cola

company

Put the following words in alphabetical order by numbering them 1–12. The first two have been done for you.

\_\_\_ expert

\_\_\_ entertainment

\_\_\_ emergency

\_\_\_ hospital

\_\_\_ networking

\_\_\_ identity

\_\_\_ waves

\_\_\_ suddenly

\_\_\_ public

\_\_\_ health

1 avalanche

2 dangerous



#### Tip

There are many good English language dictionaries on the Internet. When you use an online dictionary, you don't have to look for the word in alphabetical order. Just type the word in the search bar. Like in a print dictionary, good online dictionaries will show you the different meanings of the word, a few examples of the word used in sentences, as well as synonyms (words that mean the same).



## After You Read

- 7 **Thinking critically** The following chart has a list of different types of apps. Put a check mark (✓) next to the ones you think are fun and/or useful. Compare your answers with a partner and give reasons for your choices.



| Types of Apps                                                                                                                                                                                                                 | Fun | Useful |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|
| 1. An app that changes a photo and makes it look like art.                                                                                                                                                                    |     |        |
| 2. An app that lets you send a picture of where you are to people around the world that you've never met. In a few seconds, you get a picture from someone that shows you a different part of the world where they come from. |     |        |
| 3. An app that tells you how long you sleep and how much you move around while you are sleeping.                                                                                                                              |     |        |
| 4. An app that tells you which parts of a movie are the most boring, so if you have to leave, you can make sure you don't miss any good parts.                                                                                |     |        |
| 5. An app that tells you what each person has to pay when you go out to eat at a restaurant with a group of friends. It tells you how much the food you ordered costs and how much you should tip the server.                 |     |        |
| 6. An app that tells you the best route to follow when you go for a run in the city, so that you don't have to stop at traffic lights or parts of the road that are being fixed.                                              |     |        |



- 8 Building vocabulary** Complete the crossword puzzle with nouns (n.), verbs (v.), and adjectives (adj.) from the box.

*advice*  
*avalanche*  
*blood*  
*boss*  
*cons*

*dangerous*  
*device*  
*emergency*  
*expert*  
*hiker*

*patients*  
*pros*  
*remote*  
*shy*  
*stare*

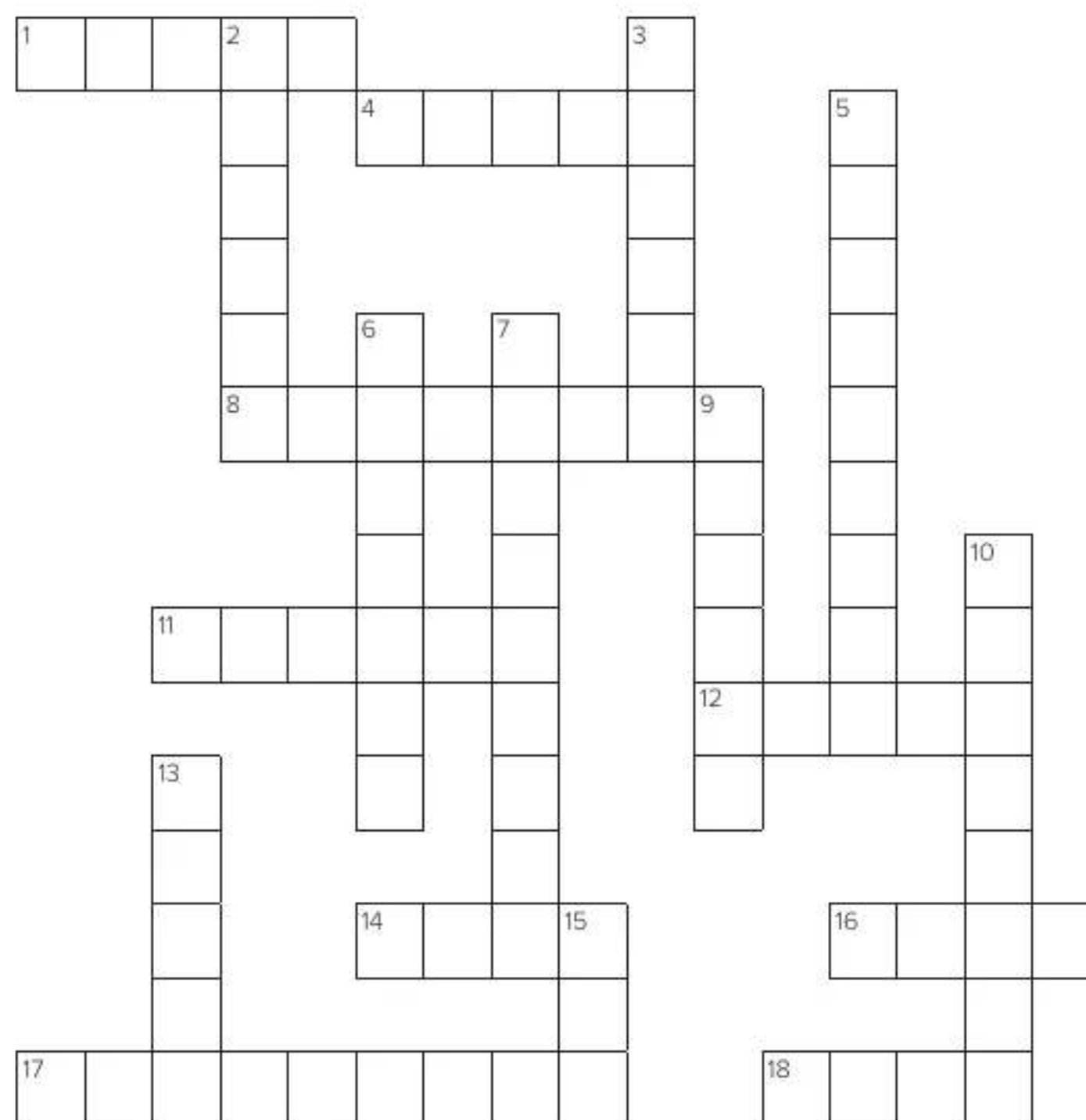
*teenager*  
*texting*  
*theft*

### Across

1. someone who goes on a walking trip (n.)
4. red liquid in your body (n.)
8. a person aged between thirteen to nineteen years old (n.)
11. another word for a smartphone, tablet, etc. (n.)
12. the stealing of something (n.)
14. important person at work (n.)
16. reasons against (n.)
17. a big and/or urgent problem (n.)
18. reasons for (n.)

### Down

2. someone who knows a lot about something (n.)
3. information to help someone (n.)
5. when lots of snow, rocks, etc. fall quickly down a mountain (n.)
6. sending a message on your cell phone (v.)
7. not safe (adj.)
9. far from towns and cities (adj.)
10. people who are ill or injured (n.)
13. look at for a long time (v.)
15. not comfortable in groups (adj.)





# WRITING 1

## “Pros and Cons” Essay

- Topic** Focus on the images. Think about life with smartphones. Make notes on their pros and cons in the chart. (One pro has been given already.)



| Smartphones                           |      |
|---------------------------------------|------|
| Pros                                  | Cons |
| 1. Helps to keep in touch with others |      |



## Skills Focus Organizing Ideas in an Essay



### Strategy

#### Structure of an Essay

An essay has a main topic and a main idea. The topic of the first reading text in this chapter is *social networking*. The main idea is that *social networking has changed the way we communicate with other people*. Many essays and articles are organized in this way:

- ▶ Paragraph A: Introduction of the topic and the main idea of the article or essay
- ▶ Paragraph B: Subtopic, main idea, and details
- ▶ Paragraph C: Another subtopic, main idea, and details
- ▶ Paragraph D: Another subtopic, main idea, and details
- ▶ Paragraph E: Another subtopic, main idea, and details
- ▶ Paragraph F: Conclusion (restates the main idea of the essay)

In paragraph B of the reading text in Reading 1, *Staying Connected*:

- ▶ the subtopic is a *pro of social networking*
- ▶ the main idea is that *social networking makes it easy to socialize*
- ▶ a detail is it *helps shy people connect with others*.



**2 Matching** Read the article *Staying Connected* in Reading 1 again and match the topics and main ideas with the right paragraph. The first one has been done for you.

1. A social networking / Today it's easier to stay connected with people than it was in the past.
2. \_\_\_\_\_ a con of social networking / Social networking can be bad for your friendships.
3. \_\_\_\_\_ a pro of social networking / Social networking makes it easy to socialize.
4. \_\_\_\_\_ a pro of social networking / You can get help and advice from others.
5. \_\_\_\_\_ social networking / If you are careful, there are more pros than cons to social networking.
6. \_\_\_\_\_ a con of social networking / Social networking can be dangerous.

**3 Using a graphic organizer** Read the article *Technology to the Rescue* in Reading 2 again. Fill in this graphic organizer with the topic and main idea of each paragraph. Use your own words or copy from the reading text.

| Paragraph | Topic              | Main Idea                   |
|-----------|--------------------|-----------------------------|
| A         | smartphones        | Smartphones have many uses. |
| B         |                    |                             |
| C         | medical technology |                             |
| D         | emergencies        |                             |
| E         |                    |                             |
| F         |                    |                             |

 **4 Reading** Look at the reading text titled *The Pros and Cons of e-books*. What do you think is wrong?





## The Pros and Cons of e-books

\_\_\_\_\_ However, not everything about e-books is good. Even if you can make the text bigger, you are still looking at a screen. This leads to tired eyes. You also don't get that same feeling of holding a paper book in your hand and turning the pages. Lastly, you have to remember to charge your device, or you'll have to stop reading when the battery dies.

\_\_\_\_\_ Books today aren't only made of paper. More and more people are downloading electronic books, or "e-books". Is this change good or bad? Just like any technology that changes the way people do things, e-books have both pros and cons.

\_\_\_\_\_ E-books are also easier to read in many ways. If you forget what was said about a name or word earlier in the book, you can easily search for it. You can carry an entire library of books in one device. You can also make the size of the text bigger so that you can read it more easily.

\_\_\_\_\_ Technology is changing the way we read books. E-books are good for the environment and make it easier for people to read. However, there are still things about them that could be better. Will e-books look and feel more like paper books in the future? We'll have to wait and see.

\_\_\_\_\_ One good thing about e-books is that they are better for the environment. No trees are cut down to make them. It also takes more energy to make and send a paper book than to download an e-book.

- 5 **Using the graphic organizer** Put the paragraphs in the reading text in order. Write A–E on the line provided at the start of each paragraph. Underline words or phrases that you used as clues.

| Paragraph | Topic                | Main Idea                                                                     |
|-----------|----------------------|-------------------------------------------------------------------------------|
| <b>A</b>  | e-books              | More people are using e-books.                                                |
| <b>B</b>  | pros of e-books      | E-books are better for the environment.                                       |
| <b>C</b>  | more pros of e-books | E-books are easier to get and read.                                           |
| <b>D</b>  | cons of e-books      | There are some things where paper books are still better.                     |
| <b>E</b>  | e-books              | E-books have good things about them but also need to get better in some ways. |

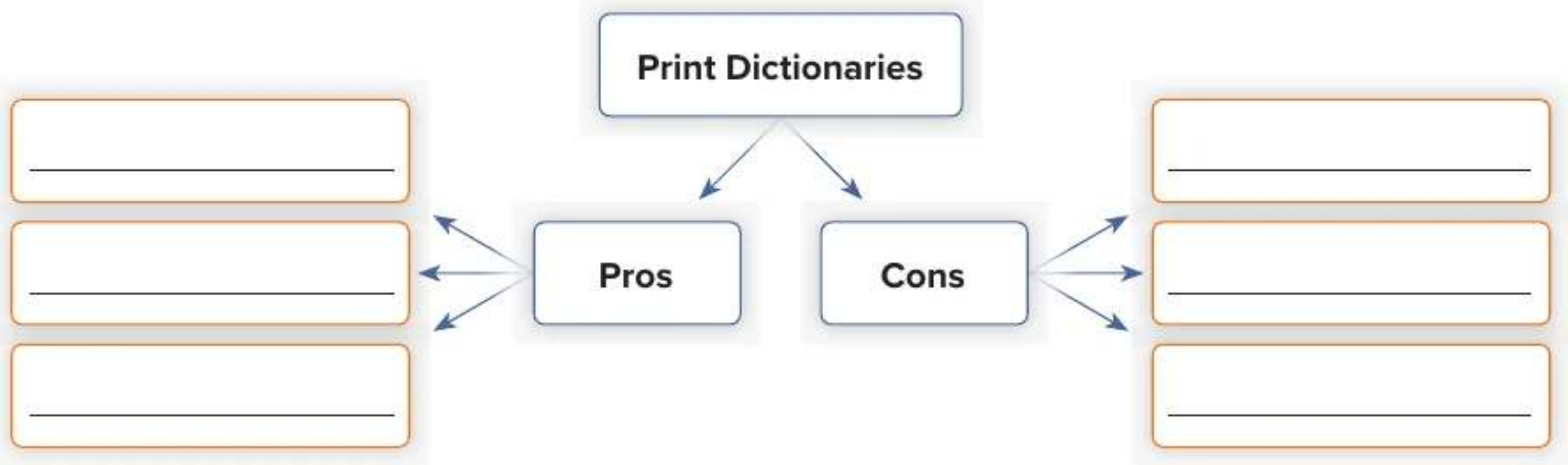
- 6 **Planning your essay** Prepare to write a short three-paragraph essay on the pros and cons of using print dictionaries.

**Step 1:** Brainstorm the words and phrases you might need for your essay. For example:

|                      |                              |                         |                   |                |
|----------------------|------------------------------|-------------------------|-------------------|----------------|
| <i>look up words</i> | <i>in alphabetical order</i> | <i>dictionary entry</i> | <i>definition</i> | <i>example</i> |
| <i>meaning</i>       | <i>part of speech</i>        | <i>abbreviation</i>     | <i>synonym</i>    |                |



**Step 2:** Brainstorm and make notes on the pros and cons.



**Step 3:** Use a graphic organizer to plan and make notes on each paragraph.

| Paragraph | Topic | Main Idea and Details |
|-----------|-------|-----------------------|
| 1.        |       |                       |
| 2.        |       |                       |
| 3.        |       |                       |

- 7 Drafting and editing 1: Peer review** Use your notes, your graphic organizer and the model text to draft your essay. Don't worry about mistakes at this stage. You will be able to make corrections and improve your essay later.

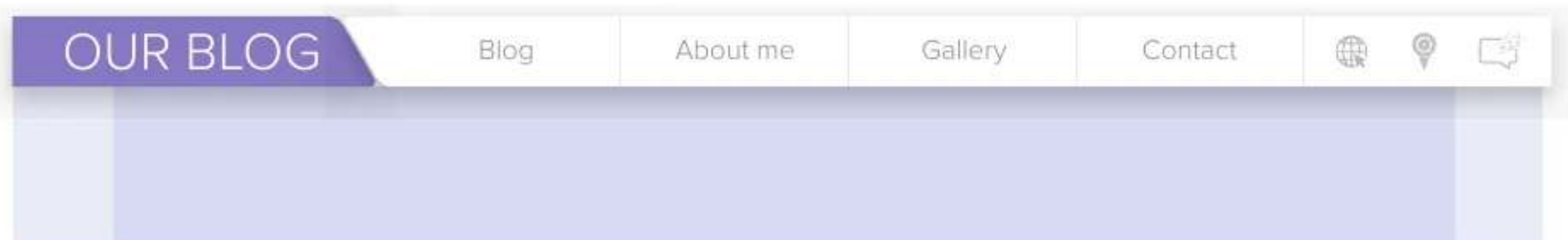
Exchange drafts with a partner. Read each other's essays and make comments or corrections. Use these questions to help you.

- Are ideas and facts organized in paragraphs?
- Are they clear and easy to understand?
- Is the topic of each paragraph clear?
- Are pronouns used correctly?
- Are ideas and sentences connected?
- Check and make corrections if necessary, in these areas:
  - grammar
  - vocabulary
  - punctuation
  - capitalization
- Is there an introduction and conclusion?

- 8 Drafting and editing 2: Peer review** Return your first drafts. Check through your partner's comments and corrections, then redraft your essay. Read it before you exchange with your partner. You can also discuss points that are not clear and help each other.

- 9 Finalizing your essay** Go through your second draft and make additional corrections.

- 10 Blogging** Post your essays on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on). Comment on each other's essays.





## WRITING 2

## Blogs and Comments

- 1 **Topic** Do you read or write blogs? Why do you think people write blogs? Are they the same or different from essays or articles? In what way?



- 2 **Reading** Read the blog below and answer the questions.

1. What is the first word of each paragraph?
2. Is the language formal or informal?
3. Is the blog objective or subjective? (An objective blog only has facts. In a subjective blog, the writer says his/her opinion.)
4. Is the writer more interested in expressing feelings or facts? How do you know?
5. Which words are repeated throughout the blog?



## Language Focus Vocabulary

A *rant* is an angry written or spoken text. *Rant* is also a verb, as in, “He was ranting about cell phones.”

[Blog](#)
[About me](#)
[Gallery](#)
[Contact](#)

### My Rant on Cell Phones

I want to rant a little about cell phones. Here are a few things I hate about them.

I hate it when people turn cell phones on in the movies to check their messages. When someone turns a cell phone on in the movies, I want to turn on a flashlight and point it at their face.

I hate it when people talk on cell phones in libraries, in quiet bookstores, on buses, or on trains. Do these people really think we want to hear their conversation? It's not very interesting, to be honest. They're usually talking about what they ate for breakfast, and we can't hear the other end of the conversation. However I'm pretty sure the other side of the conversation is just as boring.

I hate it when people answer their phone calls while I'm talking to them, and then, in front of me, continue a long conversation. I also hate it when people text while I'm sitting at dinner with them. This is probably the worst thing people do on their cell phones. This sends the message to the person you are eating with that “You are not interesting or important enough. I'd rather text my other friend. Obviously, I like this other friend much better than I like you.”





I saw a girl yesterday standing in front of the Pacific Ocean. The sun was setting. The sky was pink, purple, orange, and blue. The waves were rolling onto the beach. She was looking down at her little pink cell phone, texting something. She did not look up once. I wanted to tell her to throw that cell phone in the ocean and start to enjoy the wonderful world in front of her.

Posted by Sandy King at 3:19 p.m.

## 2 comments



greenships

I work at a fast-food restaurant and I really hate it when people don't get off their phone for the thirty seconds it takes to order a hamburger. Do they realize I am a human being?

July 10, 3:41 p.m.

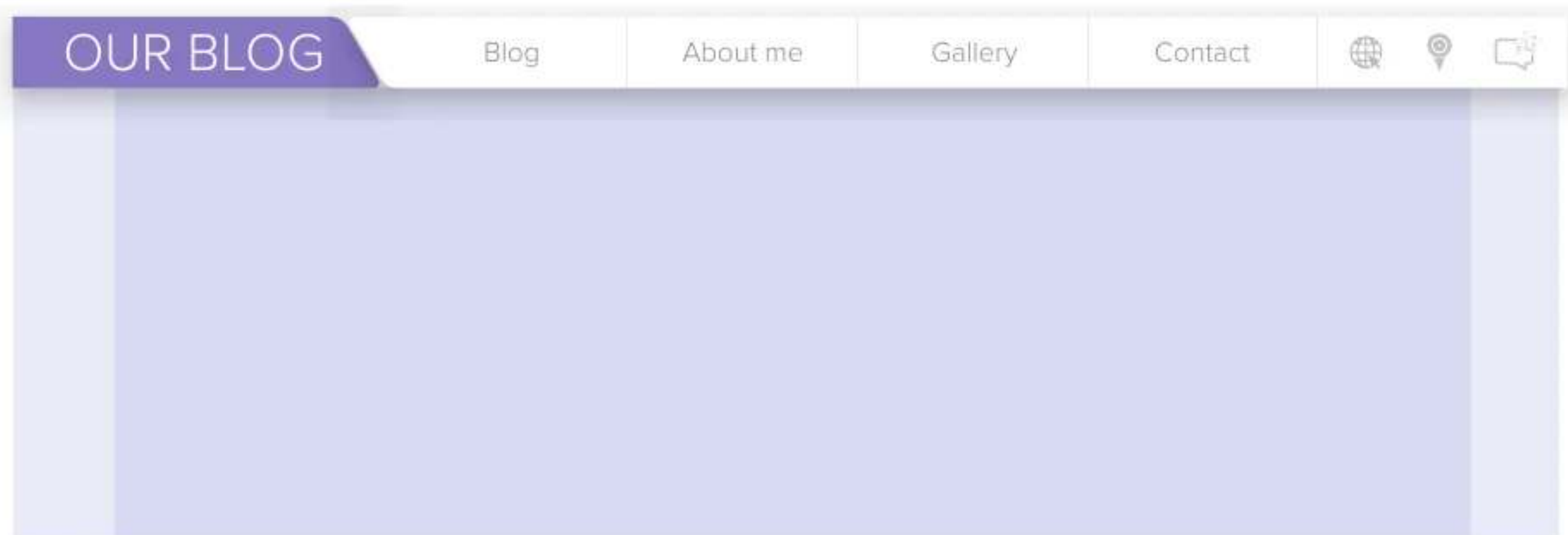


mariangeorge

Relax. Cell phones are a part of our lives. Why don't you worry about important things like world peace or hunger?

July 10, 3:42 p.m.

- 3 **Commenting** Look at the comments again. Are they more like spoken or written language? Do the writers of the comments expect an answer to their questions?
- 4 **Chain writing** Write a comment expressing your opinion about the blog you have just read and pass it on to the person next to you. Reply to the next comment and pass it on. Keep the chain going around your class or group.
- 5 **Planning and writing** Plan and write a blog about essay writing. Work in pairs or groups.
  - Step 1:** Brainstorm ideas and feelings.
  - Step 2:** Write together. Help each other.
  - Step 3:** Post your blog.
- 6 **Blogging** Post your blogs on OUR BLOG or OUR BLOARD. Comment on each other's blogs.





## SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

**5** outstanding    **4** very good    **3** satisfactory    **2** limited    **1** unsatisfactory

### READING

|                                                                                                                     |   |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| I can use images, captions, and headings to make predictions about a text.                                          | 5 | 4 | 3 | 2 | 1 |
| I can activate my knowledge about communication and technology to understand and answer questions.                  | 5 | 4 | 3 | 2 | 1 |
| I can brainstorm and recall words and phrases related to the topic of communicating with people.                    | 5 | 4 | 3 | 2 | 1 |
| I can identify the topics and main ideas of a text.                                                                 | 5 | 4 | 3 | 2 | 1 |
| I can use a graphic organizer to organize information and take notes.                                               | 5 | 4 | 3 | 2 | 1 |
| I can recognize formal and informal language and identify an objective or subjective point of view in a blog entry. | 5 | 4 | 3 | 2 | 1 |
| I can skim an article and understand topics and main ideas.                                                         | 5 | 4 | 3 | 2 | 1 |
| I can recognize organization in an essay.                                                                           | 5 | 4 | 3 | 2 | 1 |
| I can recognize the difference between an essay, article, and a blog entry.                                         | 5 | 4 | 3 | 2 | 1 |

### VOCABULARY

|                                                                                                          |   |   |   |   |   |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| I can understand new words using pictures and captions.                                                  | 5 | 4 | 3 | 2 | 1 |
| I can understand new vocabulary using context clues, such as words and phrases that surround a new word. | 5 | 4 | 3 | 2 | 1 |
| I can use print and online dictionaries.                                                                 | 5 | 4 | 3 | 2 | 1 |

### GRAMMAR

|                                                    |   |   |   |   |   |
|----------------------------------------------------|---|---|---|---|---|
| I can understand and use pronouns in written text. | 5 | 4 | 3 | 2 | 1 |
| I can put words in alphabetical order.             | 5 | 4 | 3 | 2 | 1 |

### WRITING

|                                                          |   |   |   |   |   |
|----------------------------------------------------------|---|---|---|---|---|
| I can organize ideas and make notes.                     | 5 | 4 | 3 | 2 | 1 |
| I can write about pros and cons.                         | 5 | 4 | 3 | 2 | 1 |
| I can plan, draft, edit, redraft, and finalize my essay. | 5 | 4 | 3 | 2 | 1 |
| I can review and comment on written work.                | 5 | 4 | 3 | 2 | 1 |
| I can write a blog.                                      | 5 | 4 | 3 | 2 | 1 |
| I can write a comment expressing my opinion.             | 5 | 4 | 3 | 2 | 1 |

### RESEARCH AND DOCUMENT

|                                                         |   |   |   |   |   |
|---------------------------------------------------------|---|---|---|---|---|
| I can search and find relevant sources on the Internet. | 5 | 4 | 3 | 2 | 1 |
| I can evaluate and select appropriate sources and data. | 5 | 4 | 3 | 2 | 1 |
| I can use data selectively to create my own document.   | 5 | 4 | 3 | 2 | 1 |



# Get Well Soon!

## Chapter Goals

- ◆ **Reading:** Reading for main ideas and details, identifying paragraph topics, matching with headings, activating knowledge and predicting, understanding and completing a flowchart, understanding a process.
- ◆ **Writing:** Answering, preparing, drafting, editing, and finalizing a questionnaire, giving advice.

## Focus on the Images

- ◆ What do you think “being healthy” means?
- ◆ What can we do to stay healthy? How many of these things do you do?
- ◆ Are there any unhealthy things that you do? What are they?

## Brainstorm and Associate

- ◆ Words and phrases that come to mind about health and diet
- ◆ Memories and feelings about home remedies and your eating habits

## Think and Comment

“Prevention is better than cure.”

Desiderius Erasmus, Dutch Humanist









## READING 1

## Healthy Body, Healthy Mind

### Before You Read

1 **Topic** Look at the following images and think and discuss. Then look at the chart and answer the questions.

- Which things are good for your health? Which are bad? Check (✓) *Good* or *Bad* in one of the first two columns.
- Are they good for your physical health (your body) or your mental health? Check (✓) *Good for Physical Health*, *Good for Mental Health*, both, or neither.

| Good | Bad | Item                       | Good for Physical Health | Good for Mental Health |
|------|-----|----------------------------|--------------------------|------------------------|
|      |     | candy and donuts           |                          |                        |
|      |     | beef, chicken, and fish    |                          |                        |
|      |     | exercise                   |                          |                        |
|      |     | fruit and vegetables       |                          |                        |
|      |     | long working hours         |                          |                        |
|      |     | problems and worry         |                          |                        |
|      |     | sleep                      |                          |                        |
|      |     | soda pop                   |                          |                        |
|      |     | spending time with friends |                          |                        |
|      |     | staying up late            |                          |                        |
|      |     | water                      |                          |                        |





- 2 **Brainstorming** Compare your answers. Show your chart to other students. Are your answers the same? Which answers are different? Why do you think this may be?

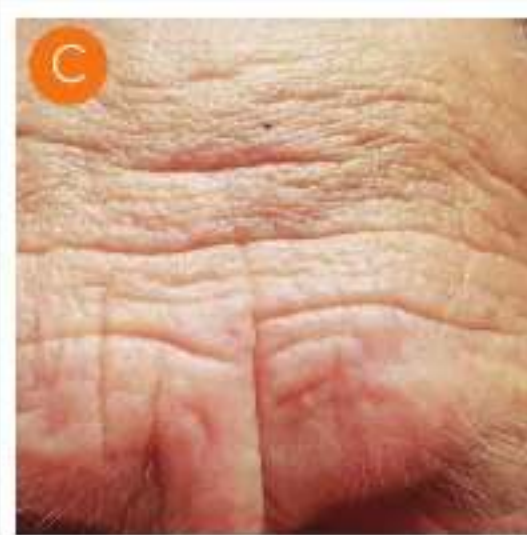


- 3 **Vocabulary** Read and listen to the words and phrases that follow and compare them with your list of words from your brainstorming.

1. Circle words and phrases that you know. Check words that you don't know.

| Nouns          |              | Verbs     | Adjectives     | Adverb |
|----------------|--------------|-----------|----------------|--------|
| antioxidants   | couch potato | age       | chronic        | often  |
| balanced diet  | diseases     | damage    | creative       |        |
| beans          | DNA          | multitask | difficult      |        |
| beverages      | junk food    | sleep     | healthy        |        |
| blood pressure | nutrients    | solve     | mental         |        |
| body           | sleep        |           | multilingual   |        |
| brain          | stress       |           | physical       |        |
| calcium        | superfood    |           | sleep-deprived |        |
| cocoa          | wrinkles     |           | surprising     |        |
|                |              |           |                |        |

2. Now label these images with words or phrases from the chart.



### **Skills Focus** Finding Meaning After *Which* or *Who*

You do not always need to use a dictionary to find the meaning of a new word.

Sometimes the meaning of a new word comes after a comma and the word *which* or *who*.

**Example:** Eating lots of fruits and vegetables, *which* contain vitamins and minerals, are very good for your physical health.

Couch potatoes, *who* watch a lot of TV and don't exercise, don't live a healthy life.

- 4 **Explaining** Look at the images in the following article. Use the images to explain *brain*, *balanced diet*, and *multitask*.

- Brain \_\_\_\_\_
- Balanced diet \_\_\_\_\_
- Multitask \_\_\_\_\_



- 5 **Thinking and predicting** Read the following paragraph headings. What is the topic of each paragraph? What kind of information would you expect to find in it? Why? Make notes next to each heading.

Learn languages \_\_\_\_\_

Sleep \_\_\_\_\_

Drink cocoa \_\_\_\_\_

Relax \_\_\_\_\_

## While You Read

- 6 **Reading** Read the article and write headings for each paragraph on the spaces provided. Compare the ideas and information in each paragraph with your expectations. How close were you?

### Healthy Body, Healthy Mind



Nobody wants to be sick. Everyone wants to be healthy, and most people want to have a long life, too. But a healthy body is *not* enough. We all want both physical and mental health. What can we do to stay well? Most of us know some things to do. It is a good idea to exercise (for example, in a gym), eat a balanced diet, and drink lots of water. We also know things not to do; it is a bad idea to eat a lot of junk food, such as chips, ice cream, candy, donuts, and *other* foods with sugar or fat. It is a bad idea to be a couch potato – a person who watches a lot of TV and doesn't exercise. But scientists are always discovering other ways to stay healthy. Some of it is surprising.

A \_\_\_\_\_  
Several beverages are good for the health. Orange juice has vitamin C. Milk has calcium. Black tea and green tea are good for health, too. They have antioxidants; these fight diseases such as cancer and heart disease. Most people know this. But many people *don't* know about cocoa – a hot chocolaty drink. They enjoy the beverage, but they don't know about the antioxidants. It has more antioxidants than tea! In fact, the beans from which the cocoa drink is made have so many vitamins, minerals, and other nutrients that many people call them a superfood.

B \_\_\_\_\_  
Too much stress, which is worry about problems in life, is not good for physical health. For example, it makes your blood pressure go up. Some stress is chronic, which means that it lasts a long time – for many months or years. Chronic stress can make people old. As people get older, they get gray hair and wrinkles in their skin, and their eyesight and hearing become worse. This is normal. But chronic stress makes people age – grow old – *faster*. Over the years, scientists have identified *how* stress makes people age. It can damage (hurt) the body's DNA. The lesson from this is clear. We need to learn to relax.





C



For years, experts have been telling us how important it is for our health to sleep eight hours or more every night, but more and more people are not sleeping enough. Over half the people in the world may be sleep-deprived, which means they don't get enough sleep. Sleep-deprived people often have medical problems, such as high blood pressure, diabetes (a problem with sugar in the blood), and heart problems. It is also more difficult for them to make decisions. Clearly, we need to find time to get more sleep. But there are more reasons.

Studies have found that sleep makes people more creative. It also makes them *smarter*. The brain continues to work during sleep and helps the sleeper to work on problems. A good night's sleep can also lead to better grades. You didn't do so well in your last exam? Maybe it is time to go to bed!

D

How many languages do you speak? There might be good news for you. Research has shown that multilingual people, who speak two or more languages very well, find it easier to pay attention and can multitask – do more than one thing at a time – better than people who speak only one language. They also have a better memory and learn other languages more easily. Being multilingual lets you meet more people from different cultures. All these different experiences are great for your brain!



E

To have good physical and mental health, we need to eat right, relax, sleep enough, and exercise (both the body and the brain). There is a lot of new information about health. Some of it is surprising. We need to know about it.

- 7 **Reading for details** Work with a partner to fill in a chart like this with information from paragraphs A to E. How many details can you find?

| What is Good for Your Health? | Why?              |
|-------------------------------|-------------------|
| orange juice                  | It has vitamin C. |
|                               |                   |
|                               |                   |
| What is Bad for Your Health?  | Why?              |
|                               |                   |
|                               |                   |
|                               |                   |

- 8 **Reading and discussing** Discuss the following questions in a small group.

1. What diseases can cocoa fight?
2. What can you do to age more slowly?
3. What kinds of problems does too little sleep cause?
4. What can you do to improve your creativity?
5. What are the pros of being multilingual?





## After You Read

9 **Understanding pronouns** Draw an arrow from each underlined pronoun to the word it refers to.

1. Many people don't know about cocoa. It has more antioxidants than tea.
2. Green tea and black tea are good for the health. They have antioxidants.
3. The beans from which the cocoa drink is made have so many nutrients that many people call them a superfood.
4. They have antioxidants; these fight diseases.
5. Some stress is chronic, which means that it lasts a long time.
6. Scientists have identified how stress makes people age. It can damage the body's DNA.

## Language Focus Understanding Italics

Italics are slanted letters, *like these*. Writers use them for different reasons. One reason is for words that are important. When people read out loud, these words sound a little louder and higher than other words.

10 **Understanding italics** Go back to the reading text *Healthy Body, Healthy Mind*. How many words can you find in italics? Read those sentences out loud to a partner.

## Language Focus Changing Nouns to Adjectives

Sometimes we can change a noun to an adjective by adding a -y to the singular form of the noun. For example, to change to noun *health* into an adjective, we add a -y. *Healthy* means "in good health."

**Example:** She's in good **health**. (noun)  
She's a **healthy** person. (adjective)

If the noun ends in a vowel, you have to drop the vowel before adding -y.

**Example:** I love **chocolate**. (noun)  
I love this **chocolaty** dessert. (adjective)





- 11 Changing nouns to adjectives** Complete the following sentences with the appropriate adjective. Change a noun in the sentence to an adjective.

1. If a person is very smart (has a good brain), she is brainy.
2. If you have a lot of luck, you are \_\_\_\_\_.
3. If something has a lot of dirt, it is \_\_\_\_\_.
4. If you need sleep, you are \_\_\_\_\_.
5. A drink is cold because it has ice in it. It is an \_\_\_\_\_ drink.

- 12 Thinking critically** Read these statements and discuss with a partner or in a group.

1. People are healthier today than they were 100 years ago.
2. Having so much information on the Internet makes it easier to stay healthy.
3. Technology has created more stress in people's lives.

- 13 Researching and finding out** Do a class survey. Talk to your classmates and find out how many of them have healthy or unhealthy sleeping habits. Write 3 (all the time), 2 (often), 1 (sometimes), or 0 (never) in the column under the person's name.

|                                                                        | Student 1 | Student 2 | Student 3 | Student 4 |
|------------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| 1. How often do you go to bed after midnight?                          |           |           |           |           |
| 2. How often do you get at least eight hours of sleep?                 |           |           |           |           |
| 3. Do you exercise right before you go to bed?                         |           |           |           |           |
| 4. Do you eat your last big meal of the day 2–3 hours before sleeping? |           |           |           |           |
| 5. Do you play video games right before you go to bed?                 |           |           |           |           |





## READING 2

## The Danger of Home Remedies

### Before You Read

- Brainstorming** Focus on the images. What do they make you think of? Brainstorm on any ideas, feelings, words, and phrases in groups. Make a list of the words or phrases you think of.



- Vocabulary** Read and listen to the words and phrases that follow. Compare them with your list of words and phrases and circle the ones you know.

| Nouns             |                     | Verbs   | Adjectives |
|-------------------|---------------------|---------|------------|
| access            | moisturizing lotion | apply   | effective  |
| cure              | stuffy nose         | release | harmful    |
| first-degree burn | sunburn             | soothe  | harsh      |
| home remedy       | treatment           | treat   |            |
| humidity          |                     |         |            |

- Topic** Read the statements and circle whether you think they are True (T) or False (F). Then, say why you think so.

- Only people in poor areas with no doctors use home remedies. T F
- Home remedies can be used for any type of health problem. T F
- You should always go to a doctor if you are ill. T F
- Home remedies aren't dangerous because you use natural ingredients like plants, honey, water, or ice. T F



## While You Read



- 4 **Reading** Read the article *The Danger of Home Remedies*. Compare your answers in 3 to the information in the article.

### The Danger of Home Remedies



Most people today have access to doctors. But this has not always been the case. And it is not the case in many remote areas. When there aren't any doctors close by, people often use home remedies. A home remedy is a cure (a medicine or other treatment) that people try at home when they are ill or injured. Even in industrialized countries today, many people use home remedies for minor – not serious – medical problems. But be careful. Some home remedies are good, and some are bad.



First-degree burns are minor burns that affect only the outside layer of the skin. Sunburn, which turns your skin bright pink and sore from spending too much time in the sun, is an example of a first-degree burn. Most first-degree burns do not need medical attention from a doctor. As long as the proper remedy is used, first-degree burns can be treated at home. The most important thing to do with a first-degree burn is to run water over the burn for 15-30 minutes. This water should be cool or at room-temperature.

After this, a moisturizing lotion can be applied to the burn. This will soothe the area and stop it from getting dry. Aloe is a good lotion for burns. Another effective home remedy is the use of humidity when you have a stuffy nose and can't breathe well through your nose. People usually get a "stuffy nose" when they have a cold. Increased humidity – or water in the air – can help improve a stuffy nose.



While some home remedies can be a good way to treat some burns, other home remedies can actually make burns worse. Putting butter on a burn is an example of a harmful home remedy. Butter contains a lot of fat and oil. When applied to a burn, this fat and oil can make the heat stay under the skin. When the heat is not released, the burn can become worse. Another harmful home remedy for first-degree burns is ice. Ice and ice water are very harsh on skin. When these are applied to an already damaged area, such as a burn, they can make it even worse.

Although some home remedies are helpful, it is always best to call a doctor if you have any questions.



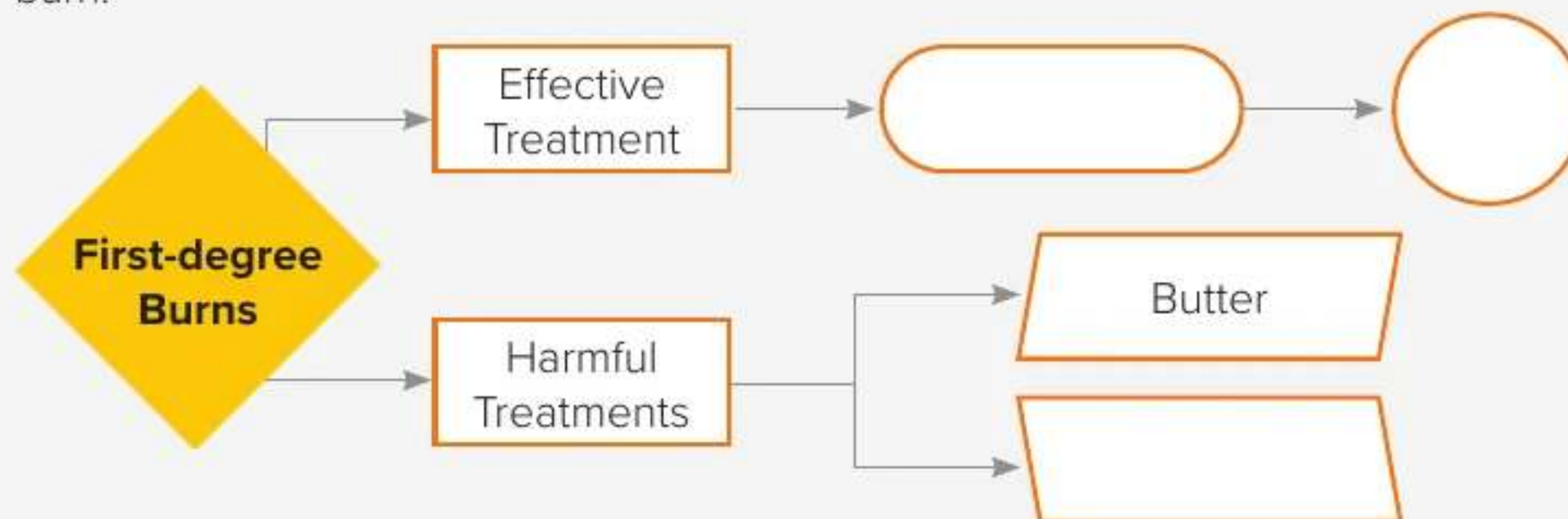


## Strategy

### Organizing Information: Using a Flowchart

You can use a flowchart to summarize and present the stages of a process.

Use the following flowchart to make notes on the right and wrong ways to treat a first-degree burn.



**5 Reading again** Read the article again carefully and explain what the following words mean.

1. cure \_\_\_\_\_
2. humidity \_\_\_\_\_
3. moisturizing lotion \_\_\_\_\_
4. sunburn \_\_\_\_\_

## After You Read

**6 Researching and finding out** Use the dictionary to look up words you don't know and have not been able to understand from the context. Compare with a partner.

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**7 Thinking critically** Look at the images. What would you do in each case? Give reasons for your answers.

1. Would you use a home remedy? \_\_\_\_\_
2. Would you go to hospital? \_\_\_\_\_
3. Would you go to a doctor? \_\_\_\_\_



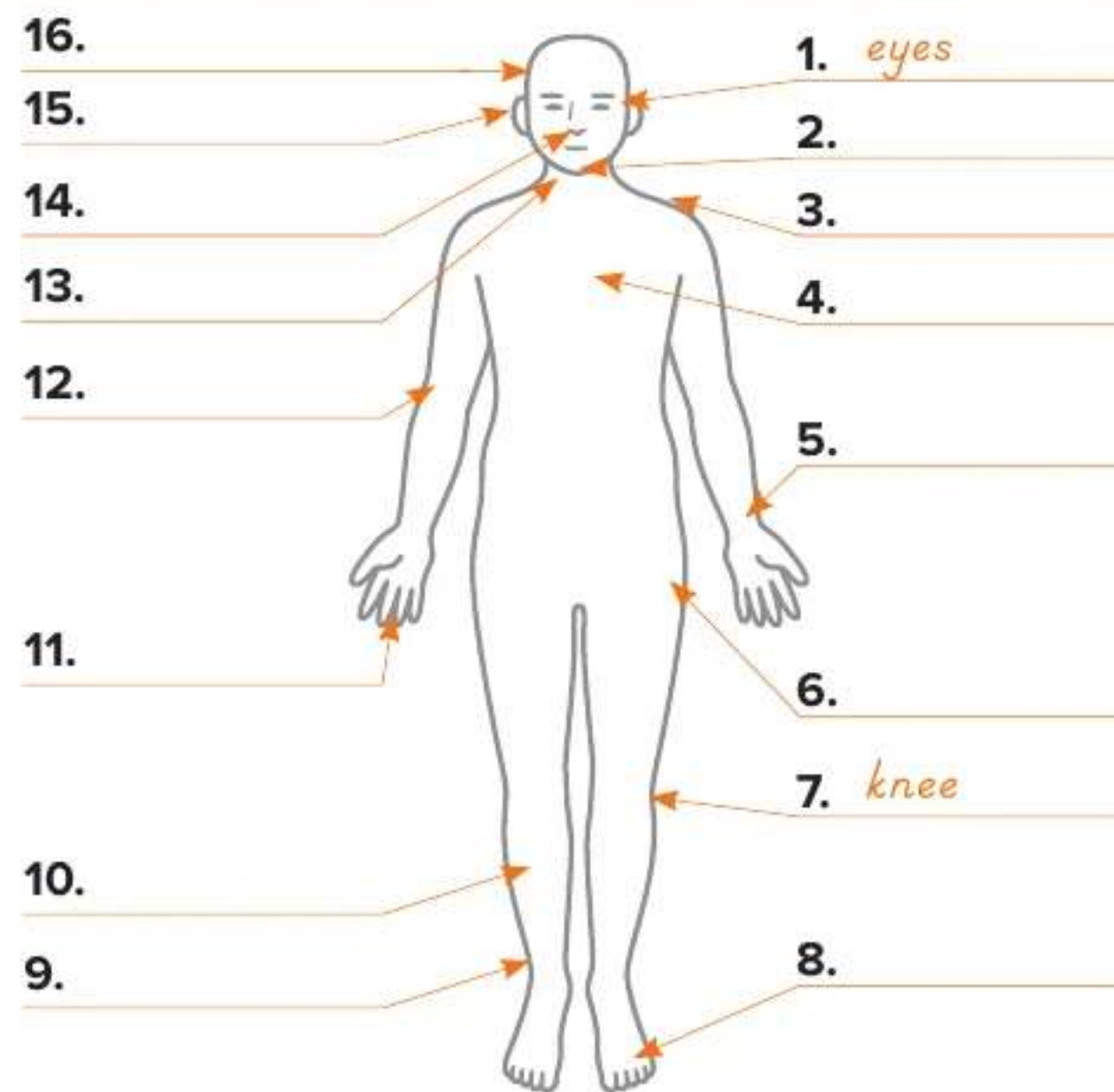




## Language Focus Parts of the Body

- 8 **Identifying body parts** Read the body parts in the box. Then read the sentences and look at the image. Write the body part in each blank and next to the correct number in the image.

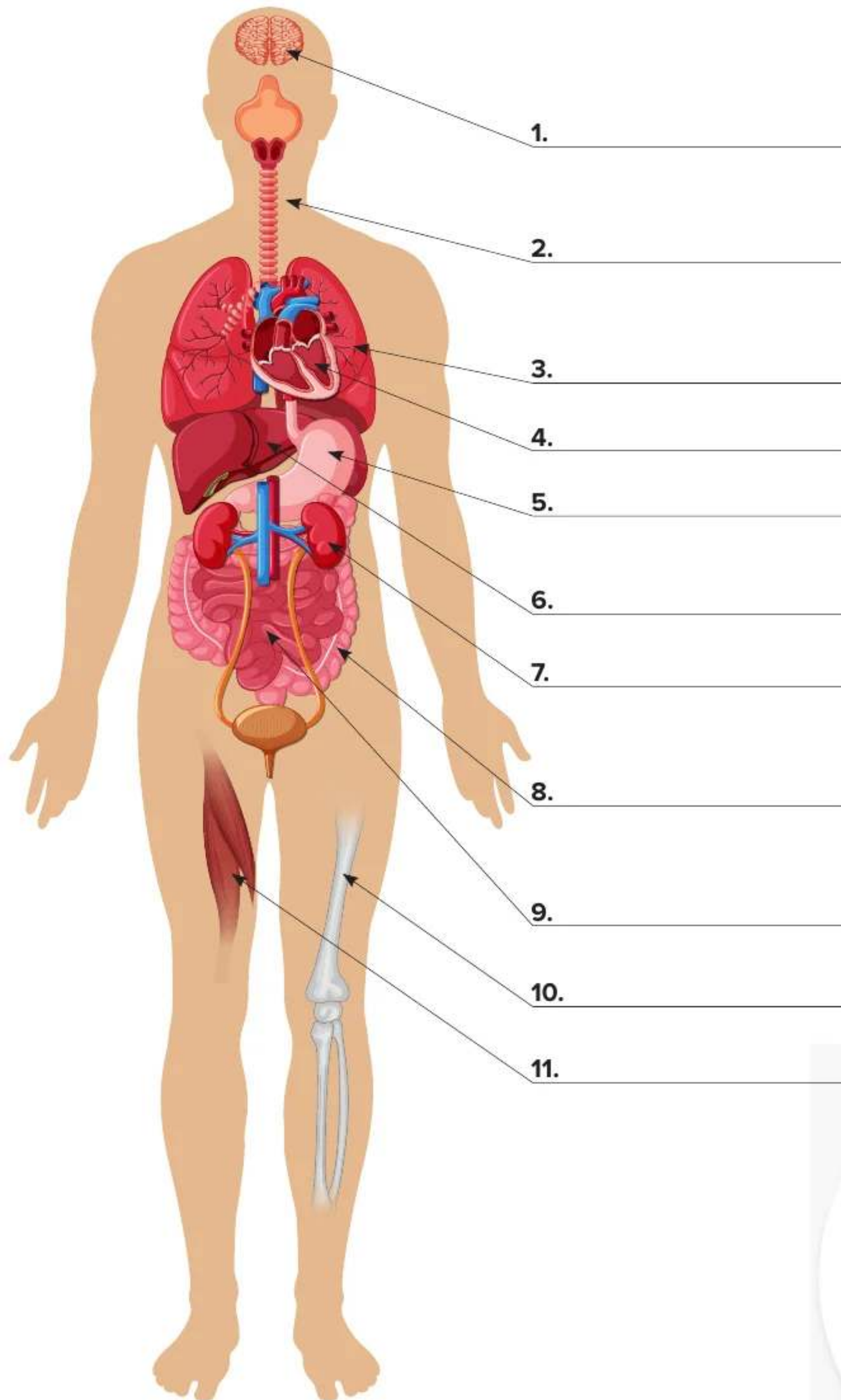
|       |                 |                 |          |
|-------|-----------------|-----------------|----------|
| ankle | elbow           | head            | nose     |
| chest | <del>eyes</del> | hip             | shoulder |
| chin  | fingers         | <del>knee</del> | toes     |
| ears  | foot            | neck            | wrist    |



1. You use me to see. I'm your eyes.
2. I'm below your mouth. I'm your \_\_\_\_\_.
3. I'm between your neck and your arm. I'm your \_\_\_\_\_.
4. I'm the part of your body where your heart is. I'm your \_\_\_\_\_.
5. I connect your hand and your arm. I'm your \_\_\_\_\_.
6. I connect your leg to your body. I'm your \_\_\_\_\_.
7. I'm in the middle of your leg. I'm your knee.
8. There are ten of me – five on each foot. I'm your \_\_\_\_\_.
9. I connect your foot and your leg. I'm your \_\_\_\_\_.
10. You use me to walk. I'm your \_\_\_\_\_.
11. You have ten of me on your hands, and they help you write. I'm your \_\_\_\_\_.
12. I'm in the middle of your arm. I'm your \_\_\_\_\_.
13. I connect your head to your body. I'm your \_\_\_\_\_.
14. I smell things. I'm your \_\_\_\_\_.
15. I hear things. I'm your \_\_\_\_\_.
16. Your ears are on my right and left sides. I'm your \_\_\_\_\_.



- 9 **Identifying parts inside the body** Look at the image of the body. Then look at the words in the box. Write the names of the parts found inside the body on the blank lines. If you don't know the names, you can look them up in a dictionary.



brain  
bone  
heart  
kidneys  
large intestine  
liver  
lungs  
muscle  
small intestine  
stomach  
throat







## Language Focus Describing Illnesses

**10 Matching** Look at the images. Match each one with the statement that best suits the image.



1. I have a cold. \_\_\_\_\_
2. I have a headache. \_\_\_\_\_
3. I have a stomachache. \_\_\_\_\_
4. I have a broken arm. \_\_\_\_\_
5. I have a cough. \_\_\_\_\_
6. I have a twisted ankle. \_\_\_\_\_



- 11 Building vocabulary** Complete the crossword puzzle with the nouns (n.), verbs (v.), and adjectives (adj.) from the box.

age  
apply  
beverages  
brain  
chronic

cure  
damage  
diseases  
effective  
harmful

healthy  
humidity  
kidneys  
mental  
stomach

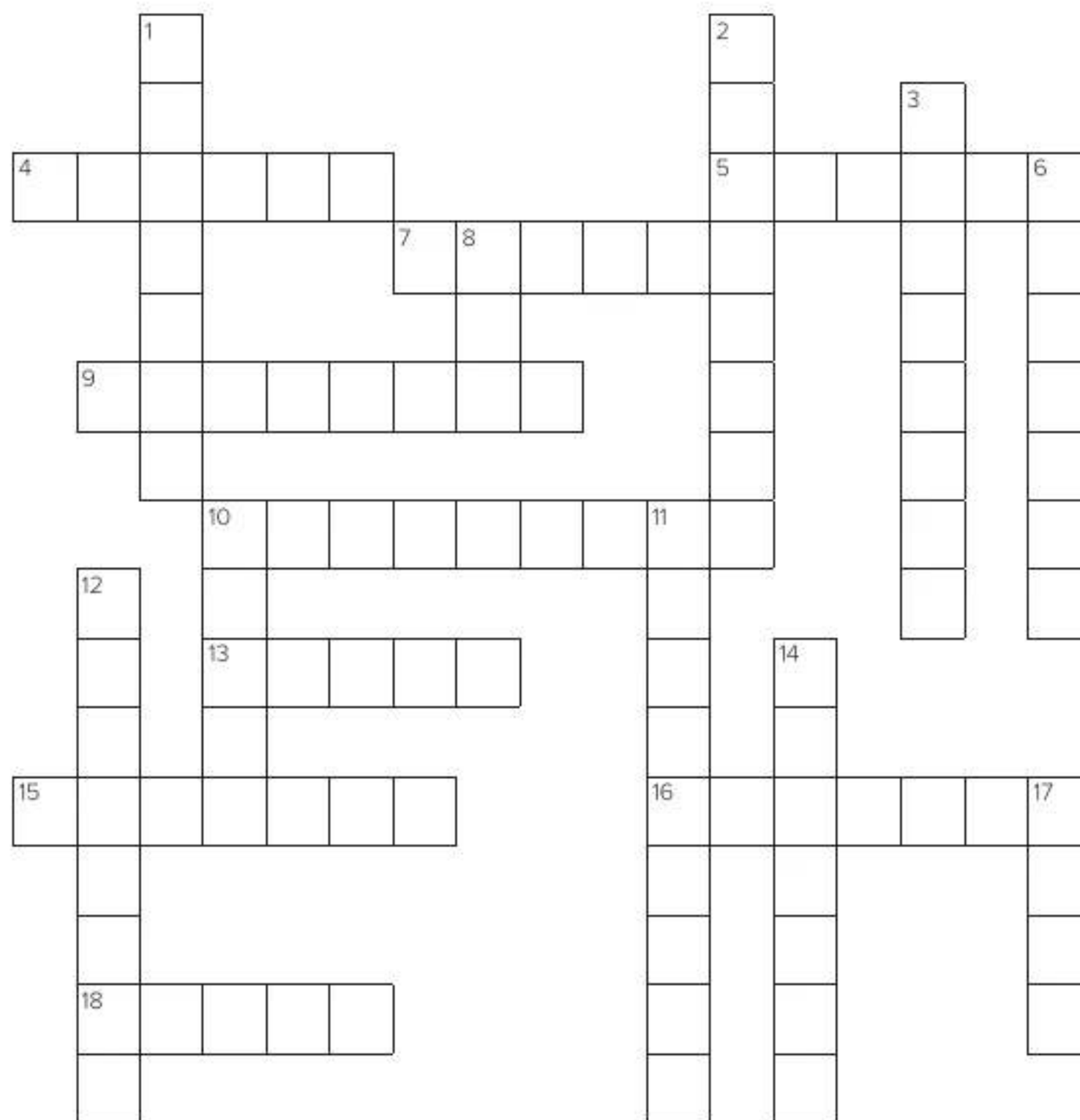
stress  
sunburn  
treat  
wrinkles

**Across**

4. what happens in the mind (adj.)  
5. worry (n.)  
7. hurt, harm, or break something (v.)  
9. lines on your skin (n.)  
10. drinks of all kinds (n.)  
13. put on, spread (v.)  
15. There are two of these, on the right and left, near your stomach. (n.)  
16. lasting a long time (adj.)  
18. try to make someone well when they're ill or injured (v.)

**Down**

1. pink and sore skin from too much time in the sun (n.)  
2. cancer, heart problems, diabetes (n.)  
3. not sick (adj.)  
6. where your food goes after you eat it (n.)  
8. get older (v.)  
10. This is inside your head and you use it to think. (n.)  
11. something that works well (adj.)  
12. water in the air (n.)  
14. not good for you (adj.)  
17. a medicine or other treatment (n.)





# WRITING

## Are You Healthy?



- 1 **Topic** Look at the images. Think about a healthy lifestyle. What makes a person healthy? Write your ideas about the following topics:

1. food \_\_\_\_\_
2. drink \_\_\_\_\_
3. exercise \_\_\_\_\_
4. sleep \_\_\_\_\_
5. other activities \_\_\_\_\_

- 2 **Thinking and predicting** Before you do the questionnaire in 4, answer this question: How is your health? Put a check mark (✓) next to the answer you think describes it.

\_\_\_\_\_ great      \_\_\_\_\_ good      \_\_\_\_\_ okay  
 \_\_\_\_\_ bad      \_\_\_\_\_ terrible



- 3 **Vocabulary** Read and listen to the following words. Circle the words that you don't know. Then look them up in the dictionary.

*breakfast      never      overweight      pounds      seldom      sometimes      usually*

- 4 **Answering a questionnaire** Read the questions in the questionnaire. Choose your answers. Your score will tell you if you are healthy.



## Am I Healthy?



1. Do you have a healthy breakfast every day?  
**A** yes  
**B** usually  
**C** no
2. Do you eat fruits and vegetables every day?  
**A** yes, 3 or more  
**B** yes, 1 or 2  
**C** no
3. Do you make time in your day to relax?  
**A** yes, at least an hour every day  
**B** yes, about half an hour every day  
**C** no
4. Do you drink cola?  
**A** no  
**B** yes, 1–2 glasses every day  
**C** yes, 3–10 glasses every day
5. Do you eat junk food?  
**A** never  
**B** sometimes  
**C** often
6. How much do you sleep every night?  
**A** 8–9 hours  
**B** 6–7 hours  
**C** 3–5 hours
7. Are you overweight?  
**A** no  
**B** yes, 5–19 pounds  
**C** yes, 20–50 pounds
8. How much stress do you have?  
**A** very little  
**B** some  
**C** a lot, every day
9. How far do you walk every day?  
**A** 1–5 miles  
**B** ½ –1 mile  
**C** 0 miles
10. How often do you exercise?  
**A** often  
**B** once a week  
**C** seldom or never
11. Do you spend time with friends and family?  
**A** yes, as often as I can in the week  
**B** yes, about once or twice a month  
**C** seldom
12. Do you worry, or are you unhappy?  
**A** seldom  
**B** sometimes  
**C** often

Next, add up your score.  
 Every answer A = 3 points.  
 Every answer B = 2 points.  
 Every answer C = 0 points.

**YOUR SCORE:** \_\_\_\_\_

**Am I healthy?**

30–36 points = You're probably very healthy.  
 25–29 points = You might need to make some changes.  
 0–24 points = You might not be very healthy.





## Language Focus Giving Advice

To give another person advice, you can use the modal *should*.

*should*      *should not*      → + the simple form of the verb

**Example:** You *shouldn't* drink so much cola. You *should* drink more water instead.

- 5 Thinking and discussing** Work with a partner. Look at your partner's answers to the questions on the health test. Give your partner advice. Use *should* and *shouldn't*.

## Skills Focus Writing and Answering Questionnaires

- 6 Preparing to write** You are going to prepare a questionnaire to find out how healthy your classmate's eating habits are. The type of questionnaire you will prepare is called a closed, or structured, questionnaire. A closed questionnaire has a few set (multiple choice) answers from which a person must choose (usually three or four). When you prepare your questionnaire, follow these steps:

**Step 1:** Make sure the questions you write will give an answer to the topic of your questionnaire.

**Example:** Since your topic is about healthy eating habits, your questions should try to find out what your classmate eats or drinks, what he/she doesn't eat, how often he/she eats healthy/unhealthy food, etc.

**Step 2:** Keep your questions short and simple so that they are easy to understand.

**Step 3:** Make sure that you have included all possible answers.

**Example:** Let's say one of your questions is "How much sugar do you put in your coffee or tea?" and you've given them the following answers to choose from:

- a) no sugar
- b) 1 teaspoon
- c) 3 or more teaspoons

What will someone who has 2 teaspoons of sugar in his coffee choose?

**Step 4:** Decide if you are going to give three or four answer choices for each question. If you decide on three, then your score categories must be divided into three groups: for example, great eating habits, okay eating habits, bad eating habits. If you decide on more, then you'll need to add more categories.

**Step 5:** Decide how many points you are going to give each answer. How will you calculate the score? What scores will correspond to each category?



- 7 Making notes** Use the questionnaire tips to make notes. You're going to prepare to write six questions. Don't write the full questions yet. Just write down any words or phrases to help you plan.

|                                            |                                    |
|--------------------------------------------|------------------------------------|
| <b>Questionnaire Title</b>                 | Do you have healthy eating habits? |
| <b>Number of Answers for Each Question</b> |                                    |
| <b>Scoring System</b>                      |                                    |
| <b>Question 1</b>                          |                                    |
| <b>Question 2</b>                          |                                    |
| <b>Question 3</b>                          |                                    |
| <b>Question 4</b>                          |                                    |
| <b>Question 5</b>                          |                                    |
| <b>Question 6</b>                          |                                    |

- 8 Drafting and editing 1: Peer review** Use your notes to draft your questionnaire. Don't worry about mistakes at this stage. You will be able to make corrections and improve your questionnaire later. Exchange drafts with a partner. Read each other's questionnaires and make comments or corrections. Use these questions to help you:
1. Are the questions easy to understand?
  2. Do they try to answer the main question (topic) of the questionnaire?
  3. Have all possible answers been included?
  4. Does the scoring system make sense?
- 9 Drafting and editing 2: Peer review** Return your first drafts. Check through your partner's comments and corrections and redraft your questionnaire. Read it before you exchange with your partner. You can also discuss points that are not clear and help each other.
- 10 Finalizing your questionnaire** Go through your second draft and make additional corrections.
- 11 Answering questionnaires** Now swap your questionnaire with someone else in your class (not the partner you've been working with) and answer each other's questionnaires.
- 12 Writing** Return the completed questionnaires and work out each other's scores. Then write a short paragraph giving each other advice about how to improve your eating habits. Remember to use *should* and *shouldn't*.
- 13 Blogging** Post your questionnaire on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on). Comment on each other's questionnaires.

|                 |      |          |         |         |                                                                                       |                                                                                       |                                                                                       |
|-----------------|------|----------|---------|---------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>OUR BLOG</b> | Blog | About me | Gallery | Contact |  |  |  |
|                 |      |          |         |         |                                                                                       |                                                                                       |                                                                                       |



## SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

**5** outstanding    **4** very good    **3** satisfactory    **2** limited    **1** unsatisfactory

### READING

|                                                                    |   |   |   |   |   |
|--------------------------------------------------------------------|---|---|---|---|---|
| I can use images and headings to make predictions about a topic.   | 5 | 4 | 3 | 2 | 1 |
| I can answer questions using what I know about a topic.            | 5 | 4 | 3 | 2 | 1 |
| I can brainstorm and recall words and phrases related to a topic.  | 5 | 4 | 3 | 2 | 1 |
| I can identify the details, main ideas, and topic of a text.       | 5 | 4 | 3 | 2 | 1 |
| I can understand what pronouns refer to in a text.                 | 5 | 4 | 3 | 2 | 1 |
| I can think critically and use a flowchart to summarize a process. | 5 | 4 | 3 | 2 | 1 |
| I can get meaning from context.                                    | 5 | 4 | 3 | 2 | 1 |

### VOCABULARY

|                                                                                 |   |   |   |   |   |
|---------------------------------------------------------------------------------|---|---|---|---|---|
| I can find the meaning of a word after a comma and <i>which</i> or <i>who</i> . | 5 | 4 | 3 | 2 | 1 |
| I can use print and online dictionaries.                                        | 5 | 4 | 3 | 2 | 1 |
| I can understand vocabulary from context.                                       | 5 | 4 | 3 | 2 | 1 |
| I can understand the importance of words in italics.                            | 5 | 4 | 3 | 2 | 1 |
| I can use vocabulary to identify the parts of the body and describe illnesses.  | 5 | 4 | 3 | 2 | 1 |
| I can understand clues, label images, and recall words.                         | 5 | 4 | 3 | 2 | 1 |

### GRAMMAR

|                                            |   |   |   |   |   |
|--------------------------------------------|---|---|---|---|---|
| I can understand and use pronouns in text. | 5 | 4 | 3 | 2 | 1 |
| I can understand the use of italics.       | 5 | 4 | 3 | 2 | 1 |
| I can change nouns to adjectives.          | 5 | 4 | 3 | 2 | 1 |

### WRITING

|                                                                              |   |   |   |   |   |
|------------------------------------------------------------------------------|---|---|---|---|---|
| I can draft, edit, redraft, and finalize a questionnaire.                    | 5 | 4 | 3 | 2 | 1 |
| I can review and comment on written work.                                    | 5 | 4 | 3 | 2 | 1 |
| I can write a paragraph giving advice.                                       | 5 | 4 | 3 | 2 | 1 |
| I can think critically and make notes in a flowchart to summarize a process. | 5 | 4 | 3 | 2 | 1 |
| I can take notes using key words.                                            | 5 | 4 | 3 | 2 | 1 |

### RESEARCH AND DOCUMENT

|                                                         |   |   |   |   |   |
|---------------------------------------------------------|---|---|---|---|---|
| I can search and find relevant sources on the Internet. | 5 | 4 | 3 | 2 | 1 |
| I can evaluate and select appropriate sources and data. | 5 | 4 | 3 | 2 | 1 |
| I can use data selectively to create my own document.   | 5 | 4 | 3 | 2 | 1 |



# Our World!

## Chapter Goals

- ◆ **Reading:** Thinking about and brainstorming on a topic, making predictions, interpreting images and graphs, understanding main ideas and details, identifying a good summary, understanding new words in text, recognizing conclusions, reading faster, getting meaning from context, brainstorming on ideas and language, understanding gender inclusive language.
- ◆ **Writing:** Planning a summary, making notes, summarizing facts and ideas, reviewing, drafting, editing, and finalizing writing, and conducting peer reviews.

## Focus on the Images

- ◆ Look at these photos. Which of these jobs did only men do in the past?
- ◆ Are there some jobs that are only right for men and some for women? Explain your answer.
- ◆ Are there jobs that you think either men or women cannot do? Why?
- ◆ Let's say your friend says, "Today, I spoke to Professor Jones." What is the first image that comes to mind? A man or a woman? Why?

## Brainstorm and Associate

- ◆ Words and phrases that come to mind about jobs and working men and women
- ◆ Ideas and feelings about gender stereotypes

## Think and Comment

*"No struggle can ever succeed without women participating side by side with men."*

**Muhammad Ali Jinnah**, lawyer, politician, and the founder of Pakistan









## READING 1

## Men and Women in Business

Before You Read

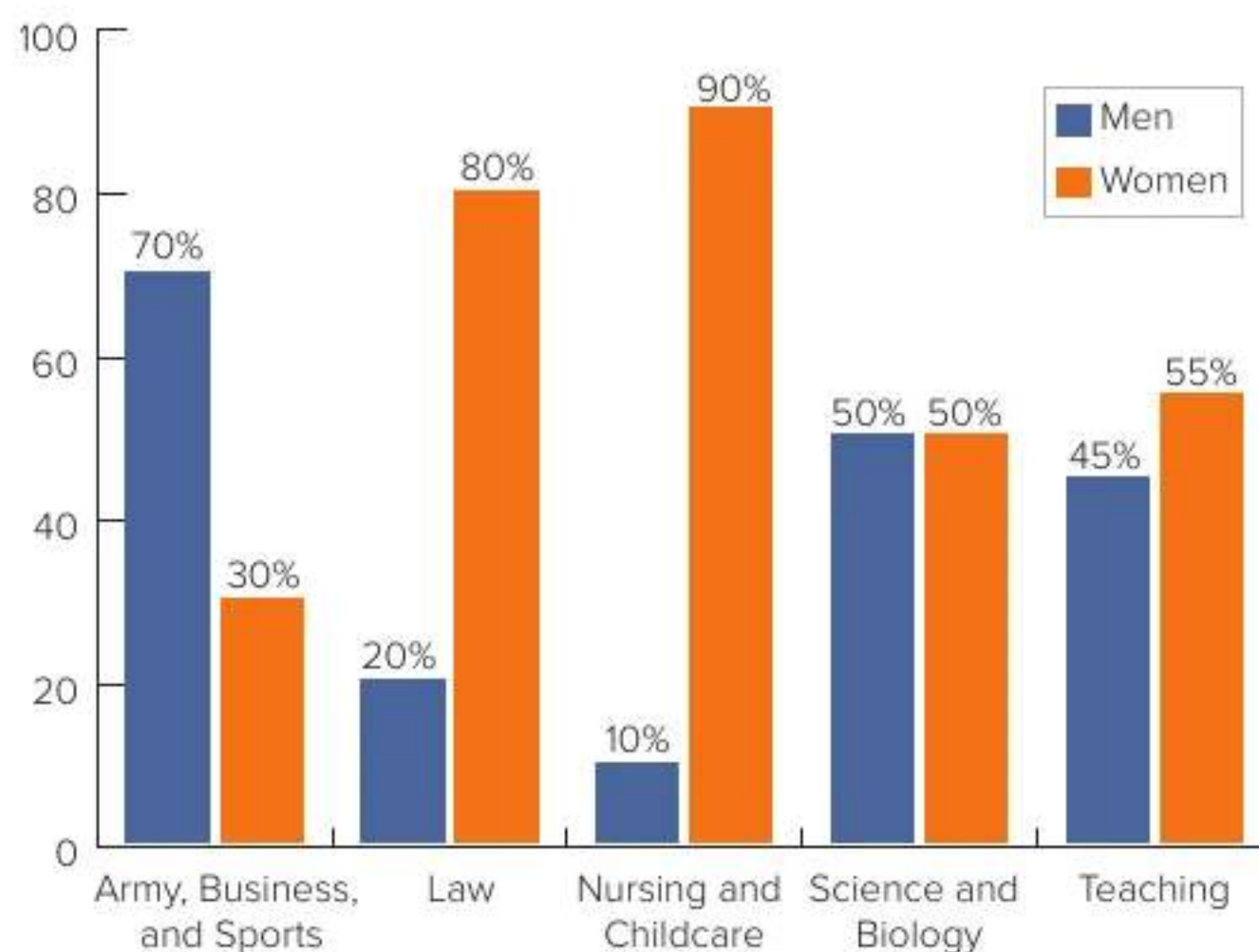
- 1 **Topic** Think and discuss. Look at the image and answer the following questions.



1. Do men and women communicate in the same way? If yes, give examples. If no, say how they are different.
2. What qualities do you think are important for teamwork? Which of these qualities do men have? Which qualities do women have?
3. Based on the way they communicate, do you think either men or women are better at solving problems? Give reasons for your answer.
4. Do either men or women make better leaders? Why? Why not?

- 2 **Thinking critically** Look at the graph. Then answer the following questions.

**Career Choices: What Fields Do Men and Women Choose?**





1. Which fields do more women choose? About what percent (%) of women choose them? About what percent of men?  
\_\_\_\_\_
2. Which fields do more men choose? About what percent of men choose them? Women?  
\_\_\_\_\_
3. Which field do both women and men choose equally (in the same amount)?  
\_\_\_\_\_
4. Which field do you think has surprising results? Why did they surprise you?  
\_\_\_\_\_  
\_\_\_\_\_



- 3 Vocabulary** Read and listen to the words and phrases in the chart and compare them with your list of words from your brainstorming activity. Circle the words that are the same.

| Nouns                                                                                                                | Verbs                         | Adjectives                               | Adverbs                  |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------|--------------------------|
| body language<br>engineering<br>equality<br>eye contact<br>fields<br>genders<br>hierarchy<br>position<br>suggestions | communicate<br>connect<br>nod | comfortable<br>equal<br>funny<br>similar | directly<br>side by side |

- 4 Thinking and predicting** Read the following sentences in the chart and check (✓) Men or Women for each sentence. Compare with a partner.

|                                                                                  | Men | Women |
|----------------------------------------------------------------------------------|-----|-------|
| 1. The field of engineering has more...                                          |     |       |
| 2. The field of education has more...                                            |     |       |
| 3. Treating everyone the same is important to them.                              |     |       |
| 4. They see conversation as a way of getting to know people.                     |     |       |
| 5. It is important for them to have a high position in a group.                  |     |       |
| 6. They sit side by side.                                                        |     |       |
| 7. They sit face to face and like to look into people's eyes.                    |     |       |
| 8. They like to show people that they are listening to them and understand them. |     |       |
| 9. They don't like to ask for help.                                              |     |       |



## While You Read



- 5 **Reading** Read the article and check your answers in 4. Circle the ones that match the ideas and details in the article.

### Men and Women in Business



A In some **fields**, such as **engineering**, there are more men than women. In other fields, there are more women than men – in education, for example. But in business, the numbers of men and women are almost the same. Perhaps for this reason, experts are paying attention to the differences in the ways businesswomen and men think and **communicate** – in other words, talk with and understand other people. The two **genders** – women and men – might work in the same place and do the same job, but they live in different worlds of work.

#### What's Important, and How Do People Communicate It?

B What is important when people work in a group? The two genders often have different ideas about this. For women, **equality** is important; in other words, women usually want all people in a group to have the same **position**. They often see conversation as a way to **connect** with other people – in other words, to be close to them and find ways that they are **similar** – almost the same. For men, it is important to have a high position in the **hierarchy** (the system from low to high positions). They usually see conversation as a way to give and get information but also a way to climb up in the hierarchy. For example, a man might have a high position if he has more information than others or can tell **funny** stories.



#### Body Language

C Men and women also have different body language. They have different ways to communicate with their face and body. Imagine an office full of people of both genders. Notice their **body language**. Women like **eye contact**. They need to look **directly** into each other's eyes. Men usually don't like eye contact. In a meeting, women like to sit face to face. Men like to sit **side by side**. In conversation, people of both genders often **nod** – move their head up and down.



This means “Yes,” but there are other meanings. For women, it usually means, “I’m listening to you. I understand.” But for men, it usually means, “I agree.” As you see, the two genders often communicate in different ways with their faces and bodies.

### How People Solve Problems

**D** What happens when there are problems in the workplace? Men and women have different ways to solve the problems. Women, who feel **comfortable** with equality, want to talk about the problem and solve it together with other people. Men want to find answers and end the problem quickly. A woman who needs help usually asks for help. This is easy for her. It is a small connection with another person. A man doesn’t like to ask for help. He thinks it puts him in a low position in the hierarchy. But a man likes to give help because this moves him up in the hierarchy.



### Conclusion

**E** You might ask, “Who’s right – the men or the women?” Experts usually agree: there is no “right” or “wrong.” The two styles of working are just different. Most experts have these **suggestions**: people in business need to understand differences between men’s and women’s styles. But also, each gender sometimes needs to try the style of the other gender!



## Skills Focus Vocabulary



### Strategy

#### Understanding New Words in a Reading Text

You do not always need to use a dictionary to find the meaning of a new word. Sometimes the meaning is in the sentence *before* or *after* the word.

**Example:** Men and women also have different body language. They have different ways to communicate with their face and body.

(*Body language* means different ways to communicate with the face and body.)

Sometimes the meaning is after the phrase *in other words*.

**Example:** Experts are paying attention to the differences in the ways businesswomen and men think and communicate – in other words, talk with and understand other people.

(*Communicate* means to talk with and understand other people.)



- 6 Understanding new words** Read the article again to find the meanings of the following words. Underline the words and their meanings.

1. connect: \_\_\_\_\_
2. equality: \_\_\_\_\_
3. eye contact: \_\_\_\_\_
4. genders: \_\_\_\_\_
5. hierarchy: \_\_\_\_\_
6. nod: \_\_\_\_\_

- 7 Checking vocabulary** Write the words or phrases for the meanings in the chart. For help, look back at the words in bold in the article.

| Meaning                                                            | Word or Phrase |
|--------------------------------------------------------------------|----------------|
| almost the same                                                    |                |
| making people laugh                                                |                |
| straight, not going in another direction                           |                |
| ideas about what to do                                             |                |
| work where someone designs and builds machines, bridges, and roads |                |
| next to each other                                                 |                |
| free from worry; relaxed                                           |                |

## After You Read

- 8 Thinking and discussing** Write your answers to the following questions.

1. In your country, is having a high position in a group more important to men than to women? Give an example.  
\_\_\_\_\_  
\_\_\_\_\_
2. Would you like to have a high position in a group, or would you like to be in a group where everyone's position is equal? Why?  
\_\_\_\_\_  
\_\_\_\_\_
3. What do you mean when you nod? List all of the meanings for you.  
\_\_\_\_\_  
\_\_\_\_\_
4. The reading text is about men and women in business. In what other situations have you experienced differences between men and women (or boys and girls)?  
\_\_\_\_\_  
\_\_\_\_\_
5. The reading text is about how men and women communicate in business in the United States. How is the situation in your country similar and/or different?  
\_\_\_\_\_  
\_\_\_\_\_





## READING 2

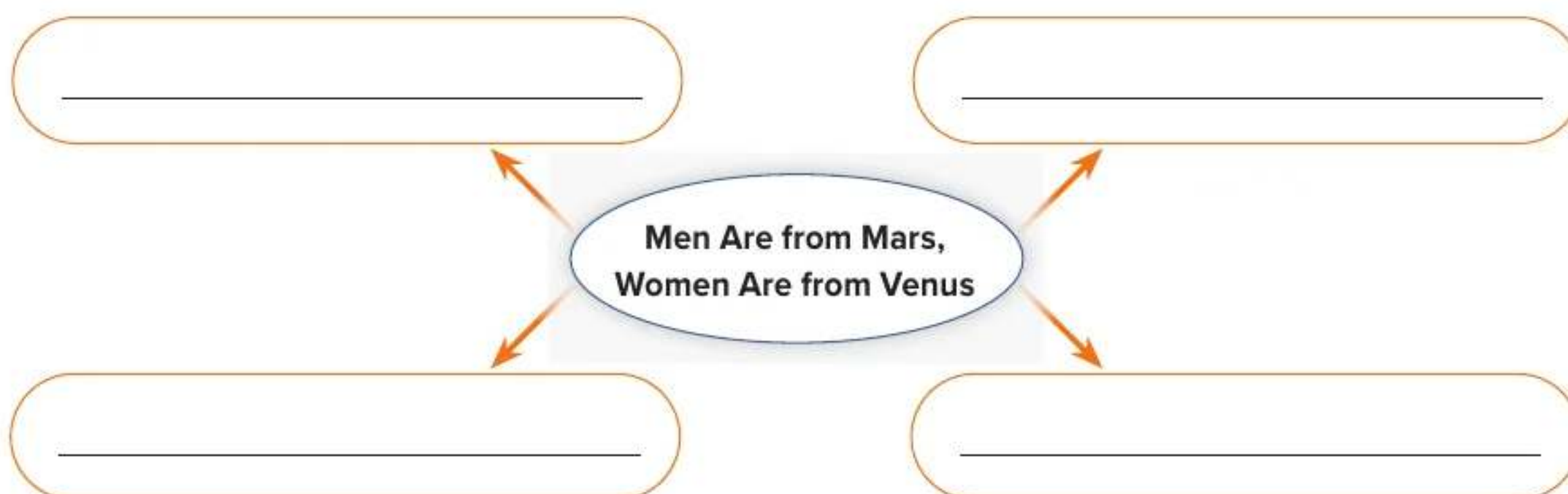
## Different Planets?

### Before You Read

- Topic** Think and discuss. Look at the title of this section and the following images. Then discuss the following questions.



- Can you think of a situation that would make a man laugh and a woman feel sad? Describe it.
  - What kind of situations would make a man angry and a woman happy? Describe some that you can think of.
  - In your opinion, are men and women more different or more alike? Explain your opinion.
- Predicting and anticipating** What would you expect a book with the title *Men Are from Mars, Women Are from Venus* to be about? Brainstorm ideas and words and phrases and make notes in the chart.







- 3 **Vocabulary** Read and listen to the words and phrases and compare them with your list of words from your brainstorming activity. Circle the words that are the same.

argue  
offer a suggestion  
participate

personal conversation  
relationship problems  
spouse

status  
withdraw

- 4 **Thinking critically** Look at this example from the following article and answer the questions.

**Example:** *A wife asks her husband to help her with a problem. The husband offers a suggestion and thinks the conversation is over.*

1. What does the wife think?
2. Do you think the conversation is over? Why? Why not?



- 5 **Thinking and predicting** Read the sentences and choose the answer you think is correct. You can check your answers after you have read the article.

1. When a woman asks her husband to help her with a problem, she wants:  
**A** him to tell her what to do.  
**B** to discuss the problem with him.  
**C** to show him that she is cleverer than him.
2. When men feel stress, they:  
**A** want to talk about their problem later.  
**B** want to discuss the problem immediately.  
**C** don't want to talk about the problem at all.



## While You Read



- 6 **Reading** Read the article and check your answers in 5. Underline the words that provide the correct answer in the text.

### Genders from Different Planets



*Men Are from Mars, Women Are from Venus* is the title of a book by John Gray. Written in the 1990s, this book became so popular that today people often use its title to talk about how men and women can be seen to act differently. And that is the main opinion of the book – that men and women are basically different and that these differences are the cause of most of the relationship problems between the genders.

The title of this book states that men and women are from different planets. Of course the author doesn't really believe that. But he does believe that men and women often act like they are from different planets. He claims differences in behaviors include things like eye contact, body language, and status – their position in the hierarchy of a group.

He uses examples like: A wife asks her husband to help her with a problem. The husband offers a suggestion and thinks the conversation is over. The wife feels that her husband doesn't want to participate, or take part, in the conversation. She becomes angry because she actually wanted to talk about the problem with her husband. She didn't want to just hear his solution. He claims this is an example of how spouses fail to understand each other.

Another main point of the book is that men and women respond to stress differently. Stress is the feeling we get when we lose control of a situation. The book says that when men feel stress, they want to withdraw, or go to a place where they feel comfortable. They don't want to argue or even communicate at all. They want to take a break and discuss the problem later.

Women, according to the book, want to connect with others when they feel stress. They want to have a personal conversation about their problems. They want to communicate.



**Skills Focus** Conclusions**Strategy****Recognizing Conclusions**

A *conclusion* is the end of an article. It is similar to a summary. A good conclusion has the main information of the article, but it doesn't have small details. Also, it doesn't leave out important information. A conclusion often begins with or includes one of these phrases:

- ▶ In conclusion, ...
- ▶ Clearly, ...
- ▶ As we see, ...

**7 Identifying a good conclusion** Read the following conclusions. Choose the best conclusion for the article *Genders from Different Planets*. Explain why you think it is the best choice. Compare your answer with a partner's.

1. As we see, men act differently than women. They like to solve problems without talking about them. Also, when they feel stress they withdraw. This is why they find it hard to understand women.
2. Clearly, the author of this book believes that men and women are very different from each other. He believes they need to learn about their differences. The genders may be from different "planets," but they can learn to communicate with and understand each other.
3. In conclusion, women like to discuss their problems. When they feel stressed, they want to connect with others and have personal conversations. Therefore, they communicate in a way that is very different from the way men do.

**Skills Focus** Reading**Strategy****Reading Faster**

Students usually need to read fast because they have to read many books each year. Also, they can understand more if they read fast. One way to read faster is to read silently – not out loud.

Another way to read faster is to read groups of words, or phrases, not one word at a time.

**Example:** Slow readers read one word at a time, like this.

Fast readers usually read words in phrases, like this. This helps them to read faster, but it also helps them to understand more.



**8 Practicing to read in phrases** Read the following sentences in phrases. Read silently.

Consider this example: A wife asks her husband to help her with a problem. The husband offers a suggestion and thinks the conversation is over. The wife feels that her husband doesn't want to participate, or take part, in the conversation. She becomes angry because she actually wanted to talk about the problem with her husband. She didn't want to just hear his solution. This is an example of how spouses fail to understand each other.

Now read the paragraph. Focus on the phrases, not the separate words.

Consider this example: A wife asks her husband to help her with a problem. The husband tells her how to solve it and thinks his job is done. The wife feels that her husband doesn't care about her problem. She becomes angry because she actually wanted to have a conversation and discuss her problem with him. She didn't want to just hear his solution. This is an example of how men and women think and communicate differently.

## After You Read

**9 Discussing the reading text** Work with a partner or in groups. Identify the differences between men's and women's ways of communicating according to the texts in Reading 1 and 2. Make notes in the chart. Then answer the questions that follow.



| Men                                          | Women                         |
|----------------------------------------------|-------------------------------|
| - talk with others to get information        | - talk with others to connect |
| - use communication to climb up in hierarchy |                               |
|                                              |                               |
|                                              |                               |
|                                              |                               |

1. What is your experience of how men and women communicate?

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2. Do you agree or disagree with the opinions about how men and women communicate expressed in the reading texts? Give reasons for your answer.

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- 10 Completing sentences** Read the words in the box and then read the sentences. Write the correct word from the box in each of the blanks. Remember to read the whole sentence before you answer.

argue    participate    personal    relationship    solution    spouse    stress

- Women often talk about their feelings or tell \_\_\_\_\_ stories about their lives.
- Some couples have problems in their \_\_\_\_\_ and \_\_\_\_\_ all the time.
- When a woman has a problem, her \_\_\_\_\_ often tries to solve it for her. He doesn't realize that she does not just want a \_\_\_\_\_. She wants to talk about it.
- Men find it hard to \_\_\_\_\_ in a conversation when they feel \_\_\_\_\_ and are worried about something.

- 11 Thinking critically** Do you think there is truth to the statements in 10? Why? Why not?

### Language Focus Using Inclusive Language

#### Understanding Language and Gender

*Sexism* is the belief that one gender (male or female) is better than the other gender. *Gender equality* means that rights and opportunities are unaffected by gender.

Many people believe that language can be sexist; that is, language can give us the idea that men are better or more important than women. Some common phrases in English traditionally name men first; for example, *men and women*, *husbands and wives*, and *Mr. and Mrs.*

There used to be words for jobs that included the idea of only men doing these jobs – words such as *fireman* and *mailman*. Some people believe these words give us the idea that only men can fight fires or deliver the mail. Therefore, most people now use the words *firefighter* and *mail carrier* to include the idea of both men and women.

To make language *gender neutral* and therefore equal, people are changing the way they use language.

- 12 Matching words** Read the words in the chart. Match the words in Column A with the gender-neutral words in Column B.

| Column A (only male or female) | Column B (either male or female)        |
|--------------------------------|-----------------------------------------|
| 1. _____ man-made              | <b>A</b> chair or chairperson           |
| 2. _____ mankind               | <b>B</b> salesperson                    |
| 3. _____ policeman             | <b>C</b> spouse                         |
| 4. _____ chairman              | <b>D</b> police officer                 |
| 5. _____ actress               | <b>E</b> flight attendant               |
| 6. _____ wife or husband       | <b>F</b> not natural, artificial        |
| 7. _____ housewife             | <b>G</b> server (in a restaurant)       |
| 8. _____ salesman              | <b>H</b> humanity, people, human beings |
| 9. _____ waiter/waitress       | <b>I</b> actor                          |
| 10. _____ stewardess           | <b>J</b> homemaker                      |
| 11. _____ headmaster           | <b>K</b> staff, workers                 |
| 12. _____ manpower             | <b>L</b> parent                         |
| 13. _____ mother/father        | <b>M</b> principal, director            |





## Language Focus

## Using Gender-Neutral Possessive Adjectives

Possessive adjectives show gender; *his* is used for a male, *her* is used for a female. But sometimes we don't know if a noun is male or female, or the noun may include both genders. In such cases, you can use *his or her*. Another style is to make the noun plural and use the possessive adjective *their*, which can be male or female or include both.

Every student needs **his** laptop.  
(*His* refers to a male. We can use this only when every student is a male.)

Every student needs **his or her** laptop.  
(Using *his or her* includes both male and female students.)

Students need **their** laptops.  
(Making the sentence plural includes both male and female students.)

- 13 Using possessive adjectives** Read the following sentences. Write *his*, *her*, or *his or her* in the blanks. Then rewrite sentences 4, 5, and 7 by changing the subject, verb, and object if necessary and by using the pronoun *their*.

1. A good student never uses his or her cell phone in class.

*Good students never use their cell phones in class.*

2. Mrs. Jameson left \_\_\_\_\_ smartphone on the table.

3. The man was angry at \_\_\_\_\_ wife.

4. A pilot trains for a long time before flying \_\_\_\_\_ first plane.

5. Some parent parked \_\_\_\_\_ car right in front of the school entrance.

6. My teacher, Ms. Smith, opened \_\_\_\_\_ classroom door and welcomed us in.

7. Every server needs to know how to do \_\_\_\_\_ job well.

8. Mr. Jones is my Information Technology 101 professor, and I love \_\_\_\_\_ class.



- 14 Building vocabulary** Complete the crossword puzzle with the nouns (n.), verbs (v.), and adjectives (adj.) from the box.

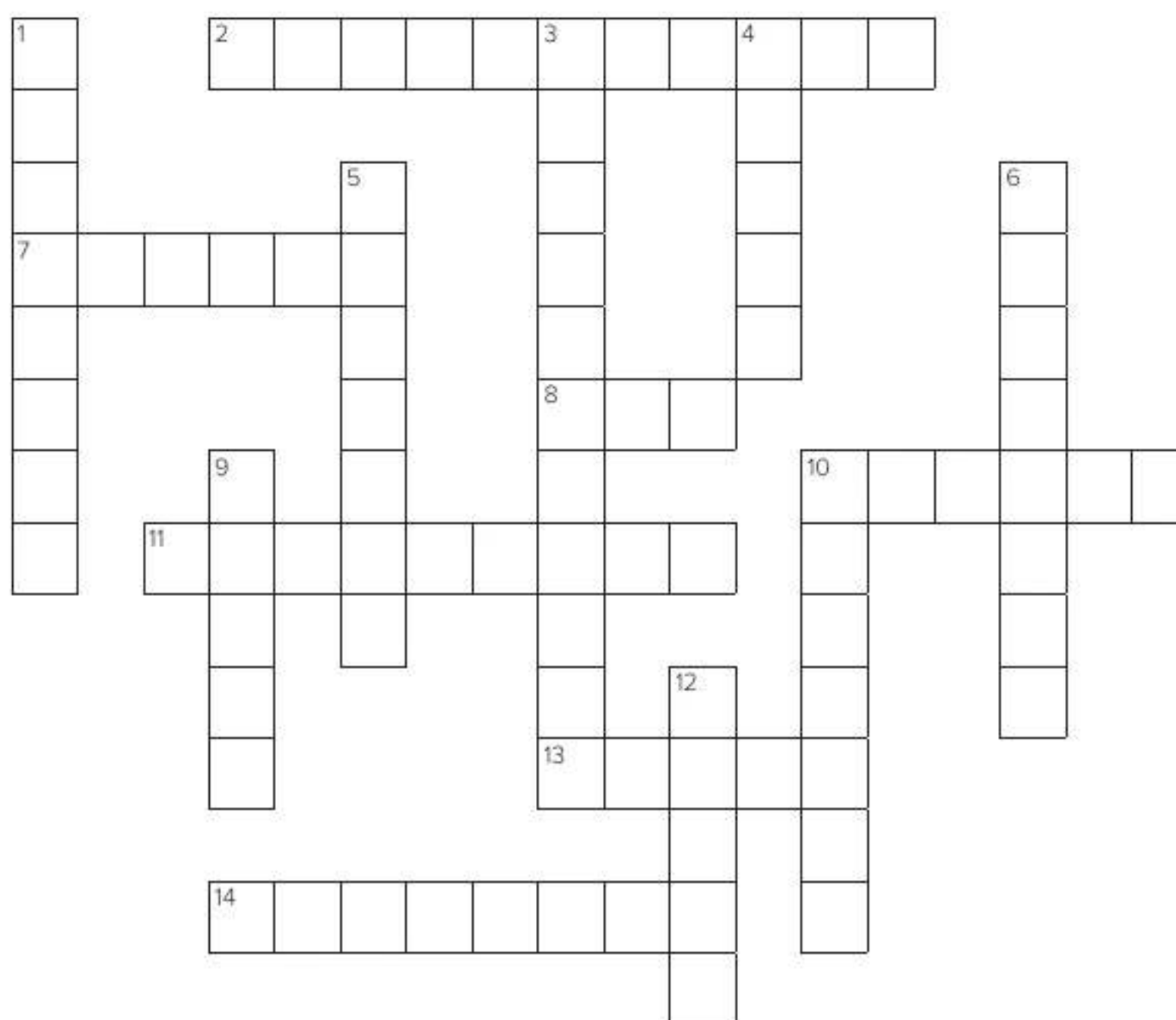
|                    |                |                    |                 |                 |
|--------------------|----------------|--------------------|-----------------|-----------------|
| <i>argue</i>       | <i>field</i>   | <i>hierarchy</i>   | <i>personal</i> | <i>solution</i> |
| <i>communicate</i> | <i>funny</i>   | <i>nod</i>         | <i>position</i> | <i>spouse</i>   |
| <i>equal</i>       | <i>genders</i> | <i>participate</i> | <i>similar</i>  | <i>status</i>   |

**Across**

2. join in an activity (v.)  
 7. your husband or wife (n.)  
 8. move your head up and down (v.)  
 10. position in the hierarchy of a group (n.)  
 11. a system of high and low positions (n.)  
 13. the same (adj.)  
 14. for example, first or last (n.)

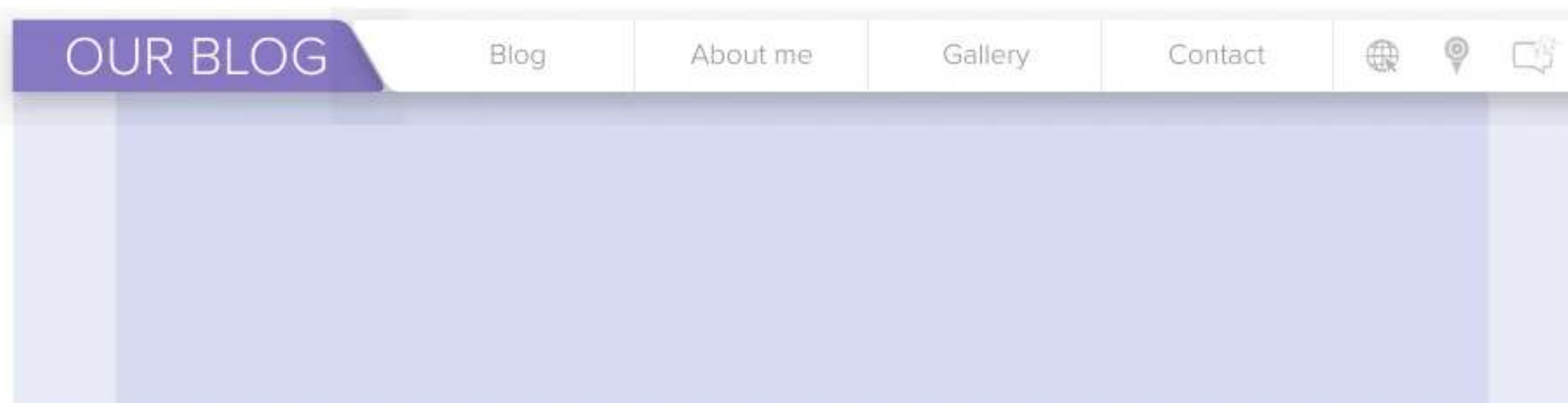
**Down**

1. about you (adj.)  
 3. talk and listen (v.)  
 4. disagree in a conversation (v.)  
 5. men and women (n.)  
 6. the answer to a problem (n.)  
 9. kind of work or study (n.)  
 10. not exactly the same but ... (adj.)  
 12. someone that makes people laugh (adj.)



Key: adj. = adjective;  
 n. = noun; v. = verb

- 15 Blogging** Do you agree that men and women speak a different language? Post your comments on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on).





## WRITING

## Summarizing Facts and Ideas



- Topic** Think about the articles you have read in Reading 1 and 2. Make notes about the main ideas and topics that you remember. Then look back and check your ideas and information.

| No Right or Wrong. Just Different! | Genders from Different Planets |
|------------------------------------|--------------------------------|
|                                    |                                |



### Skills Focus Identifying a Good Summary

A good summary contains the main idea and important details of a text. It does not include any information that is not important. It also ends with a statement, or conclusion, that tells the reader the main message of the article in a few words.

To decide if a summary is good or bad, ask yourself these questions:

- Is the main idea clear?
- Does it include the important details?
- Have the small, less important, details been left out?
- Does the conclusion make the main message clear?



**2 Identifying a good summary** Read the following summaries. Which is a good summary of the article *Genders from Different Planets*? Why is it good? Why are the other summaries not good? Compare your answer with a partner's. Choose the best summary.

1. In *Men Are from Mars, Women Are from Venus*, which was written in the 1990s, the author says that men and women are different and that is why they have relationship problems. They act like they are from different planets. When a woman asks her husband to help her with a problem, she doesn't just want a solution. She wants a conversation. When men feel stressed, they withdraw. However, women want to connect with others. The author believes, they need to learn about their differences.
2. In *Men Are from Mars, Women Are from Venus*, the author says that men and women are from different planets. Their differences include things like eye contact, body language, and status. When a woman has a problem and her husband tells her what to do to solve it, she becomes angry. She wanted to talk about it. When men are stressed, they withdraw. They don't want to argue. Women want to have a personal conversation.
3. In *Men Are from Mars, Women Are from Venus*, the author says that men and women have problems in their relationships because they are different. He points out that they act differently. They deal with problems in a different way and respond to stress differently. Although they are so different, the author believes that they can learn to communicate and understand each other.



**3 Topic** Think about these points and make notes.

1. When do young people choose a career in your country?
2. Which career choices are the same for girls and boys?
3. Which fields of study are more popular with boys?
4. Which fields of study are more popular with girls?
5. Which are the main priorities for girls and boys? Are they the same or different? Give reasons.
6. Which factors and people influence young people's career choices?
7. Which is the top career choice for teenagers in your country?

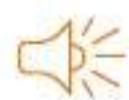
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**4 Vocabulary** Read and listen to the words and phrases. Check the ones you know.

career counselling  
change plans  
childcare  
confident  
dream job  
influence

job satisfaction  
job security  
least popular  
long-term plans  
medicine  
military

nursing  
positive working  
environment  
provide for your family  
social changes  
salary

take risks  
top career choice  
traditional





**5 Reading** Read the article and compare with your answers in 3.

### Do You Know What You Will Do?

A study shows that teaching is the top career choice for teenagers. It is the job many of them like the most. More than ten percent of teenagers name teaching as their dream job. The numbers are almost equal between girls and boys in this field. In the past, more girls became teachers, and there were very few male teachers.

Many more girls than boys choose nursing and childcare. More boys than girls choose business, sports, and the military. Law is a top choice on the girls' list, but law is one of the least popular of the boys' choices – very few of them want to be lawyers. An equal number of boys and girls choose science and biology. About 47 percent of boys try to get a college or university degree, compared to 38 percent of girls. In general, boys are more confident about their choices than girls are.

The same study shows that boys and girls form ideas about careers when they are about twelve years old. Most students get advice from parents and friends. Unfortunately, that advice is often not updated. That means that young people are told to choose traditional careers in medicine, law, or economics. Experts believe that students need better career counseling to help them decide about their future.

This study also shows a high salary is important for boys, while girls look for more than just money. They want job security – to know that they won't lose their job suddenly. They also want to work in a positive working environment, where people are friendly and help each other. Job satisfaction (enjoying the work you do) is another important thing for girls. Some experts believe that the girls' choices are influenced by traditional ideas, for example, that men get paid more money for the work they do. On the other hand, others say that girls' choices come from social changes that need women to make enough money to provide for their families.

Finally, this study shows that fewer boys than girls have long-term plans. Most boys plan only up to five years after they leave college. They are more willing to take risks and to change plans quickly. In contrast, girls often plan carefully for the long term.

It is important to remember that research findings do not remain the same from one year to the next. But they can show social and individual differences. These differences can help teachers, parents, and future employers understand teenagers!

**6 Making notes** Read the text again and make notes in the chart. Write keywords only.

|                                        | Girls | Boys | Both |
|----------------------------------------|-------|------|------|
| <b>Dream Job:</b>                      |       |      |      |
| <b>Career Choices:</b>                 |       |      |      |
| <b>College Degree:</b>                 |       |      |      |
| <b>Who Influences Career Choices:</b>  |       |      |      |
| <b>What's Important in a Job:</b>      |       |      |      |
| <b>What Influences Career Choices:</b> |       |      |      |
| <b>Planning:</b>                       |       |      |      |



- 7 Reading again** Read again and make a note of the main idea and topic of each paragraph.

|             | Topic | Main Idea |
|-------------|-------|-----------|
| Paragraph 1 |       |           |
| Paragraph 2 |       |           |
| Paragraph 3 |       |           |
| Paragraph 4 |       |           |
| Paragraph 5 |       |           |

- 8 Summarizing** Use your notes to summarize each paragraph.

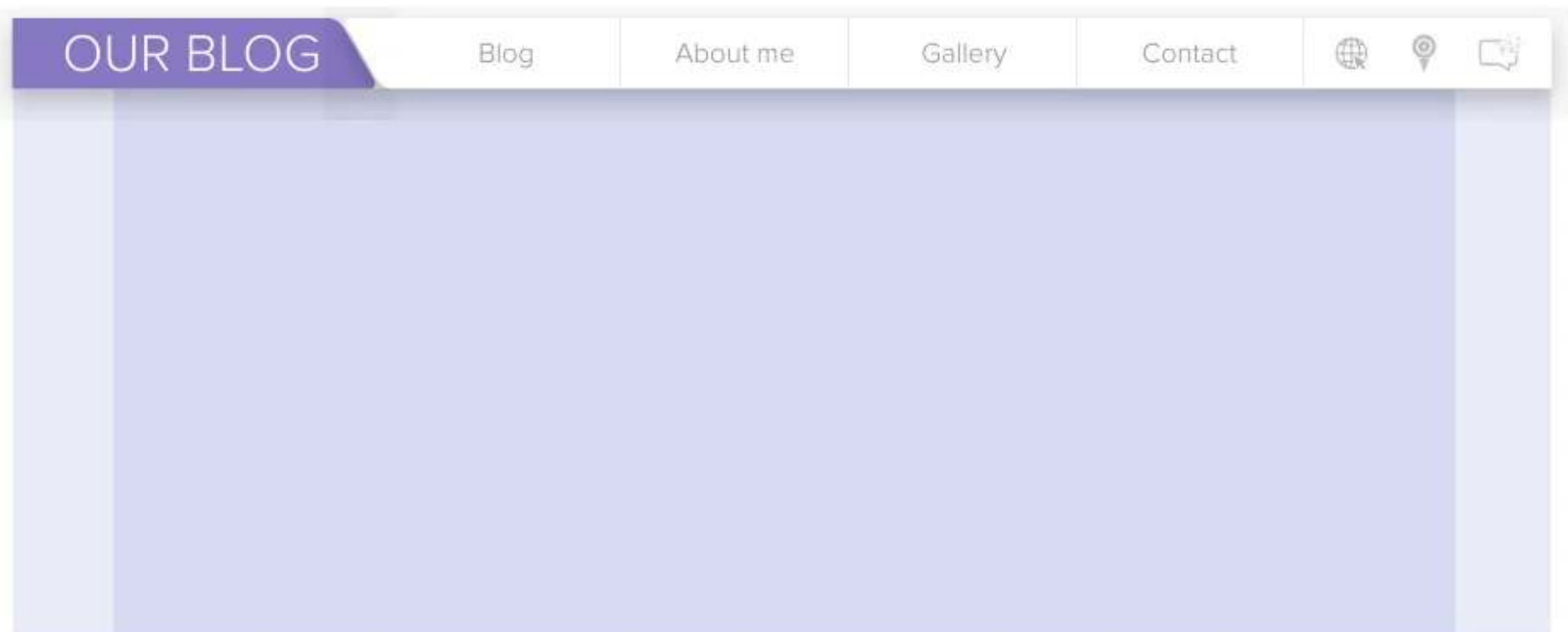
- 9 Drafting and editing 1: Peer review** Prepare a draft summary of the article *Do You Know What You Will Do?*

1. Combine the summaries you wrote on each paragraph to make one text.
2. Add a conclusion that summarizes the main message of the article.
3. Exchange drafts with a partner. Read each other's summaries and make comments or corrections. Use the tips in the Skills Focus box on identifying a good summary to help you.

- 10 Drafting and editing 2: Peer review** Check through your partner's comments and corrections and redraft your summary. Read it before you exchange with your partner. You can also discuss points that are not clear and help each other.

- 11 Finalizing your summary** Go through your second draft and make additional corrections.

- 12 Blogging** Post your summaries on OUR BLOG or OUR BLOARD. Comment on each other's summaries.





## SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

**5** outstanding    **4** very good    **3** satisfactory    **2** limited    **1** unsatisfactory

### READING

|                                                                                         |   |   |   |   |   |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|
| I can use images and headings to make predictions about a topic.                        | 5 | 4 | 3 | 2 | 1 |
| I can answer questions using what I know about a topic.                                 | 5 | 4 | 3 | 2 | 1 |
| I can brainstorm and recall words and phrases related to gender and gender stereotypes. | 5 | 4 | 3 | 2 | 1 |
| I can identify the topics and main ideas of a text.                                     | 5 | 4 | 3 | 2 | 1 |
| I can recognize and identify a good conclusion.                                         | 5 | 4 | 3 | 2 | 1 |
| I can tell the difference between main ideas and details.                               | 5 | 4 | 3 | 2 | 1 |
| I can read faster by reading groups of words in chunks.                                 | 5 | 4 | 3 | 2 | 1 |
| I can identify a good summary.                                                          | 5 | 4 | 3 | 2 | 1 |
| I can read graphs and interpret information.                                            | 5 | 4 | 3 | 2 | 1 |
| I can reflect on the topic and ideas of a text and express my opinion.                  | 5 | 4 | 3 | 2 | 1 |

### VOCABULARY

|                                                         |   |   |   |   |   |
|---------------------------------------------------------|---|---|---|---|---|
| I can understand new words in a reading text.           | 5 | 4 | 3 | 2 | 1 |
| I can figure out the meaning of new words from context. | 5 | 4 | 3 | 2 | 1 |
| I can understand and use gender inclusive vocabulary.   | 5 | 4 | 3 | 2 | 1 |

### GRAMMAR

|                                                 |   |   |   |   |   |
|-------------------------------------------------|---|---|---|---|---|
| I can use gender-neutral possessive adjectives. | 5 | 4 | 3 | 2 | 1 |
| I can use inclusive language.                   | 5 | 4 | 3 | 2 | 1 |

### WRITING

|                                                                                 |   |   |   |   |   |
|---------------------------------------------------------------------------------|---|---|---|---|---|
| I can summarize facts and ideas.                                                | 5 | 4 | 3 | 2 | 1 |
| I can plan, organize facts and ideas, and make notes.                           | 5 | 4 | 3 | 2 | 1 |
| I can draft, edit, redraft, and finalize my summary.                            | 5 | 4 | 3 | 2 | 1 |
| I can use concluding phrases, such as <i>Clearly</i> and <i>In conclusion</i> . | 5 | 4 | 3 | 2 | 1 |
| I can review and comment on written work.                                       | 5 | 4 | 3 | 2 | 1 |

### RESEARCH AND DOCUMENT

|                                                         |   |   |   |   |   |
|---------------------------------------------------------|---|---|---|---|---|
| I can search and find relevant sources on the Internet. | 5 | 4 | 3 | 2 | 1 |
| I can evaluate and select appropriate sources and data. | 5 | 4 | 3 | 2 | 1 |
| I can use data selectively to create my own document.   | 5 | 4 | 3 | 2 | 1 |



# In Your Dreams!

## Chapter Goals

- ◆ **Reading:** Critical thinking, understanding mood, getting meaning from context, reading for main ideas and details, predicting and anticipating.
- ◆ **Writing:** Writing a dream narrative, using a graphic organizer, note-taking, organizing content, drafting, reviewing and editing.

## Focus on the Images

- ◆ Why do you think we sleep?
- ◆ Look at the person sleeping in the image. What do you think they are dreaming about? Is their dream a happy one? Why? Why not?
- ◆ Do you dream when you sleep? If so, what do you dream about? Is it always the same dream or is it different every time?
- ◆ Do you often daydream and start thinking about other things when you are studying for example? Where does your mind usually travel to? What do you daydream about?
- ◆ Look at the image of the person daydreaming. What do you think they are thinking about?

## Brainstorm and Associate

- ◆ Words and phrases connected to sleeping and daydreaming, thoughts and imagination about life, positive and negative experiences
- ◆ Ideas and feelings when your mind travels, hopes and wishes you imagine happening

## Think and Comment

*“The eye sees a thing more clearly in dreams, than the imagination awake.”*

Leonardo da Vinci, artist, scientist and inventor









# READING 1

## Dreams and Daydreams

### Before You Read



**1 Topic** Think about the images and answer the questions.

1. Do you think everyone dreams while they are sleeping? Give reasons for your answer.
2. In your opinion, why do we remember some dreams and not others?
3. What do you think a road in a dream means?
4. Can daydreaming help you solve problems? Why? Why not?



**2 Vocabulary** Read and listen to the words and phrases and compare them with your list of words from your brainstorming activity. Circle the words that are the same.

| Nouns       |               | Verbs        | Adjectives | Adverb       |
|-------------|---------------|--------------|------------|--------------|
| brain waves | neurons       | come up with | awake      | mysteriously |
| childhood   | psychologists | daydream     | dreamless  |              |
| daydreams   | research      | function     | pleasant   |              |
| desires     | stage         | occur        |            |              |
| emotions    | symbols       | perform      |            |              |
| evidence    | theories      | predict      |            |              |
| Freud       |               | wonder       |            |              |



**3 Getting meaning from context** In chapters 1–5, you learned ways to understand new words in a reading text. Some new words from the next article follow. Try to understand their meanings from these sentences, without a dictionary. Write the meanings on the lines. Look at the example for question 1.

1. Many people wonder: What happens when we dream? What happens when we daydream? They ask themselves what happens in our minds when we do this.  
wonder: Want to know or understand something
2. Neurons are special cells that send messages to and from the brain.  
neurons: \_\_\_\_\_
3. Many cultures believe that dreams are our mind's way of predicting the future – telling us what is going to happen to us.  
predict: \_\_\_\_\_
4. Psychologists such as Sigmund Freud say that dreams are not predictions of the future. Freud, who studied people's minds, said that when we dream our brain is sending us messages about our feelings.  
psychologists: \_\_\_\_\_
5. When we dream, our brain is sending us messages about our emotions.  
emotions: \_\_\_\_\_
6. When we are awake, we don't dream. We dream only when we're sleeping.  
awake: \_\_\_\_\_
7. Sometimes we think about doing a job we love, a vacation we would like to go on, or other pleasant things that we would like to happen.  
pleasant: \_\_\_\_\_
8. Maybe these are symbols. In other words, they mean other things. For example, a road in a dream might be a symbol of the direction of a dreamer's life.  
symbols: \_\_\_\_\_

**4 Thinking and predicting** Look at the following points and circle the ones that you expect to read about in the article. Compare with a partner. You can add any other topics you expect to read about.

- |                       |                                |
|-----------------------|--------------------------------|
| • Scientific findings | • Theories of daydreams        |
| • Experiments         | • Different people's daydreams |
| • Sleep and dreams    | • Dream telling                |
| • Theories of dreams  | • Other: _____                 |
| • Interpreting dreams | _____                          |



### **Skills Focus** Finding the Meaning of New Words: Using Or

You do not always need to use a dictionary to find the meaning of a new word. The meaning of a new word is sometimes after the word *or* in a sentence.

**Example:** There are many theories, *or* opinions.  
(Theories means “opinions.”)



- 5 **Finding the meaning of new words** The meanings of these words are in the article *Dreams and Daydreams*. Find the words and circle their meanings.

desires

function

occur

perform

research

stage

## While You Read

- 6 **Reading** Read the article and look back at your answers in 4. Check (✓) the ones that match the ideas and details in the article.

### Dreams and Daydreams

- A Many people wonder: What happens when we dream? What happens when we daydream? They ask themselves what happens in our minds when we do this. There are many theories, or opinions, about this.
- B To understand how the mind works, some scientists have been looking at communication between neurons. Neurons are special cells that send messages to and from the brain. When lots of these neurons communicate with each other at the same time, they create brain waves. They are what our brains use to communicate with the rest of our bodies. There are five main brain waves – Delta, Theta, Alpha, Beta, and Gamma – but only the first three happen when we dream or daydream.



#### Dreaming



- C When we sleep, our brain creates Delta and Theta waves. Many scientists believe that the slowest of these waves, Delta, only happen during dreamless sleep. They say we don't dream during this stage, or period, of sleep and that dreams only happen with Theta brain waves. Theta brain waves are slightly faster and occur, or happen, during light sleep and REM (Rapid Eye Movement) sleep. However, there is interesting new information from research, or studies, that REM sleep might not be the only time we dream – we might also be able to dream during slow-wave sleep.
- D However it happens, everyone dreams every night. Many times we don't remember our dreams, but we still dream. There have been many theories about what happens when we dream. Many cultures believe that dreams are our mind's way of predicting the future – telling us what is going to happen to us. Psychologists such as Sigmund Freud say that dreams are not predictions of the future. Freud, who studied people's minds, said that when we dream our brain is sending us messages about our emotions (feelings) and desires, or wishes. Freud believed that our dreams are full of symbols. In other words, things in our dreams represent



other things. For example, a road in a dream isn't really a road. It might be a symbol of the dreamer's life. Freud thought that dreams are about things from our past, from our childhood. Other psychologists say no. They believe that dreams are about the *present*, about our ideas, desires, and problems *now*. How do Delta and Theta brain waves affect what we see in our dreams? No one really knows.

### Daydreaming

**E** Theta waves don't only happen during sleep; they also occur when we are awake. For example, we have them when we daydream – when we stop working or studying and start to wonder about what we're going to have for lunch, what our friends are doing, and so on. However, sometimes daydreams can be different. During these kinds of daydreams, we let our imagination free and are at our most creative. We come up with great ideas and better ways of solving problems. We also think about doing something we love, a vacation we would like to go on, or other pleasant things that we



would like to happen. Some experts say that these types of daydreams happen when Alpha brain waves are sending messages in our brains. It is in the Alpha state that we perform, or do, a task to the best of our ability (as well as we can). This is the state in which top athletes, actors, writers, and other successful people do their best work. While we are having these “dreams” with our eyes wide open, the Alpha waves in our brains are mysteriously hard at work, helping us to do our best in ways that we don't understand.

**F** We still don't know exactly what happens in our brains when we dream or daydream. However, scientists are finding new evidence, or information, about brain waves and how they function, or work, all the time. Maybe we will soon have the answers to all our questions about dreams and daydreams. But will they be as fun and interesting when there is nothing left to wonder about?

- 7 Finding details** What have you learned about dreams and daydreams? Look back at the reading text and find the answers. Make notes in the table.

|                                           |                                                                       |
|-------------------------------------------|-----------------------------------------------------------------------|
| Which brain waves occur when we dream?    |                                                                       |
| Which brain waves occur when we daydream? |                                                                       |
| What do psychologists say about dreams?   | <p><b>1.</b> Freud says:</p> <p><b>2.</b> Others say:</p>             |
| What kinds of daydreams do we have:       | <p><b>1.</b> with Theta waves?</p> <p><b>2.</b> with Alpha waves?</p> |



## After You Read



### Language Focus Understanding Words from Their Parts



#### Strategy

The beginning or ending of some words can help you with their meanings. Here are five:

| Word Part and Meaning                                                     | Example            |
|---------------------------------------------------------------------------|--------------------|
| • <i>un-</i> can mean “not”                                               | <b>un</b> happy    |
| • <i>-less</i> can mean “without”                                         | child <b>less</b>  |
| • <i>-er</i> can mean “a person who”                                      | writ <b>er</b>     |
| • <i>-ist</i> can mean “a person’s job”                                   | scient <b>ist</b>  |
| • <i>-hood</i> can mean “the situation or stage of life when a person...” | parent <b>hood</b> |

- 8 **Understanding words from their parts** Write a word for each of the following definitions. Use a word in the definition and a part from the Strategy box: *un-*, *-less*, *-er*, *-ist*, *-hood*.

1. not interesting: uninteresting
2. a person who dreams: \_\_\_\_\_
3. sleep without any dreams: \_\_\_\_\_
4. the stage of life when a person is a child: \_\_\_\_\_
5. a person who is in the profession/job of psychology: \_\_\_\_\_
6. not comfortable: \_\_\_\_\_
7. a person who does research: \_\_\_\_\_
8. a person who teaches: \_\_\_\_\_



- 9 **Discussing** Answer the following questions.

1. What are some of the theories about dreams described in the article? What might dreams mean?
2. What does your family or culture think about dreams?
3. What do you think of daydreaming? Is it creative or a waste of time?
4. Do you think scientists are ever going to find out exactly how our brains create dreams and daydreams?



## READING 2

## A Dream Narrative

Before You Read

- 1 **Topic** Look at the title of this section and the two images. Then think about and discuss the questions.



1. Image A shows a dream.
  - A** How do you think the person was feeling while they were dreaming?
  - B** What do you think it means that the person dreamed of flying in a hot-air balloon? Do you think the dream is predicting the future? Or does it mean something else? Explain.
2. Imagine your friend had a dream just like the one in image B.
  - A** He explains that he was standing on a rock with huge books flying all around him. He asks you to help him figure out what it means. What do you think his dream means?
  - B** What would you say to him?
3. Now answer the following questions. Choose the answer that is correct for you. Then share and discuss your answers with a group.
  - A** How often do you remember your dreams?
    - a. every night
    - b. often (four or five times a week)
    - c. sometimes (once or twice a week)
    - d. rarely (once a month)
    - e. never
  - B** How often do you have nightmares (dreams that are scary or frightening)?
    - a. every night
    - b. often (four or five times a week)
    - c. sometimes (once or twice a week)
    - d. rarely (once a month)
    - e. never



- C** When you have a nightmare, do you try to wake up so that the dream will stop?
- a. always
  - b. often
  - c. sometimes
  - d. rarely
  - e. never
- D** How often do you talk about your dreams with friends or relatives?
- a. every time I dream
  - b. often
  - c. sometimes
  - d. rarely
  - e. never
- E** How often do you try to interpret your dreams – in other words, try to figure out their meaning?
- a. every time I dream
  - b. often
  - c. sometimes
  - d. rarely
  - e. never
- F** Has something you predicted would happen because of a dream you had ever happened?
- a. every time I dream
  - b. often
  - c. sometimes
  - d. rarely
  - e. never



**2 Vocabulary** Read and listen to the words and phrases. Circle the words and phrases that you know.

| Verbs     | Adjectives  | Adverb  | Expression |
|-----------|-------------|---------|------------|
| realized  | anxious     | outside | make sense |
| traveling | complicated |         |            |
|           | familiar    |         |            |
|           | unfamiliar  |         |            |



### Language Focus Finding the Meaning of New Words in Context

Sometimes the meaning of a word can be found in the sentence or phrase that follows the new word.

**Example:** We had our lunch **outside**. It was a warm day, and we sat under a tree.

(*outside* = not on the inside of something; not in a building)



**3 Finding the meaning of new words** Find the meaning of the underlined words. Look in the sentence or phrase that follows them. Choose the best answer.

1. My friends like to travel. Last week they went to Hong Kong. I prefer to stay here in my own city on my vacation.  
**A** study                                      **B** go places                                      **C** exercise
2. I was very anxious. This always happens to me. I'm always very worried before an exam.  
**A** happy                                      **B** busy                                      **C** nervous
3. I was in a new city. Everything was strange. Nothing was familiar.  
**A** from my family                                      **B** something that I knew                                      **C** beautiful
4. The math problem was very complicated. I couldn't do it, and my teacher couldn't do it either.  
**A** easy                                      **B** interesting                                      **C** difficult
5. You can't stay home today! Don't you realize that we have a really important exam?  
**A** understand                                      **B** want                                      **C** wonder
6. The story didn't make sense. I read it four times, and I still didn't understand it.  
**A** was easy to understand                                      **B** was interesting                                      **C** was without logic

**4 Thinking and predicting** You are going to read about the dream of the businessman in the image. Read the sentences and circle the underlined words or phrases that you think are true.

1. He often / never feels worried and stressed.
2. He had a bad / happy dream.
3. He was at work / at a friend's apartment.
4. He left and got lost / something to eat.
5. It was getting light / dark.
6. He asked for directions / some water.
7. He was on a boat / train.
8. He couldn't find his way to work / home.





## While You Read



5

### Reading

Read the dream narrative and compare with your answers in 4.

### A Dream Narrative

This is the dream of a 40-year-old businessman. He is married and has two children. He goes to a psychologist because he feels anxious a lot. The psychologist told him to write down his dreams. This is his dream from June 7.



#### Dream June 7th:

In my dream I was in a large city. It was very big and very dark. The city seemed like New York, but it didn't look like the real New York. I was in a friend's apartment. It was comfortable. After a few minutes, (1)\_\_\_\_\_ I walked for a while. Then I realized I was lost. I couldn't find my friend's apartment again. I started to feel uncomfortable. I tried to return to the apartment, (2)\_\_\_\_\_, and I didn't know my friend's address. I began to feel anxious.

I kept walking. I wanted to find something familiar. It was getting late. (3)\_\_\_\_\_ I knew my home was outside the city. I saw buses on the street, but I didn't know which one to take. I couldn't find a way to leave the city. There was a way to get home, but I didn't know it. I asked for directions. (4)\_\_\_\_\_ All their directions were very complicated, and I couldn't understand them.

Suddenly I was on a boat. The boat was traveling across a very dangerous river. It was dark. The river was very dirty. (5)\_\_\_\_\_ I couldn't see the other side of the river, and I was afraid. I began to think, "I'll never get home." I tried to ask for help, but no one listened to me. Then I woke up.





- 6 Skimming for details** Read the text again and fill in each gap with one of the sentences from A to E. Make notes on the clues that helped you decide.
- A** The people answered, but they didn't make any sense. \_\_\_\_\_
- B** I left and went out on the street, alone. \_\_\_\_\_
- C** There was garbage in it. \_\_\_\_\_
- D** I decided to go home. \_\_\_\_\_
- E** but all of the streets looked unfamiliar and completely different \_\_\_\_\_

## After You Read

- 7 Understanding pronoun reference** Find the meaning of each underlined pronoun. Circle it. Then draw an arrow from the pronoun to its meaning.
1. The city seemed like New York, but it didn't look like the real New York.
  2. I was in a friend's apartment. It was comfortable.
  3. On the street I saw buses, but I didn't know which one to take.
  4. There was a way to get home, but I didn't know it.
  5. All their directions were very complicated, and I couldn't understand them.



## Language Focus Understanding Mood

The mood of a piece of writing is the “feeling”, or emotion in it. One way to understand the mood is to notice the adjectives. For example, an author might use the adjectives *happy*, *wonderful*, and *beautiful* for a positive mood or *anxious*, *unhappy*, and *horrible* for a negative mood.

- 8 Understanding mood** Find all of the adjectives in the dream narrative and circle them. In your opinion, what is the mood of this dream? Discuss your opinions with a partner.
- 9 Thinking critically** Why did the man have the dream? Do you think there is a reason for each of the events that happened in it? Think about the different scenes and try to interpret them using your knowledge and experience about the world.

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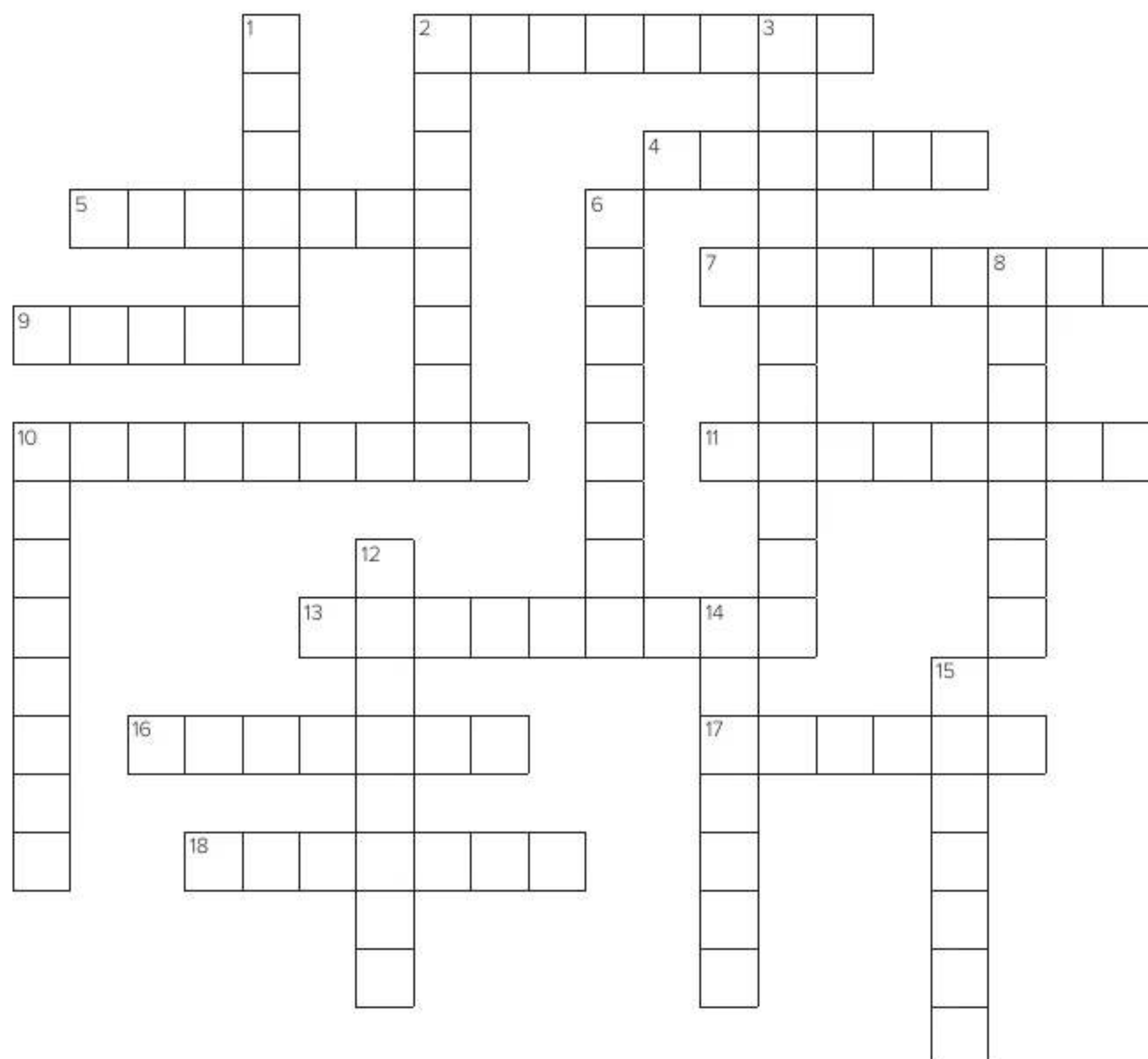


- 10 Building vocabulary** Complete the crossword puzzle with the nouns (n.), verbs (v.), and adjectives (adj.) from the box.

|                    |                  |                 |                 |                 |
|--------------------|------------------|-----------------|-----------------|-----------------|
| <i>anxious</i>     | <i>desires</i>   | <i>occur</i>    | <i>predict</i>  | <i>theories</i> |
| <i>childhood</i>   | <i>dreamless</i> | <i>outside</i>  | <i>realize</i>  | <i>travel</i>   |
| <i>complicated</i> | <i>emotions</i>  | <i>perform</i>  | <i>research</i> | <i>wonder</i>   |
| <i>daydream</i>    | <i>evidence</i>  | <i>pleasant</i> | <i>symbol</i>   |                 |

**Across**

2. information, proof that something is true (n.)
4. a picture or sign that means something else (n.)
5. guess what will happen in the future (v.)
7. nice (adj.)
9. happen (v.)
10. sleep without any dreams (adj.)
11. something you know well (adj.)
13. the stage of life from birth to about age 13 (n.)
16. do (v.)
17. move from one place to another (v.)
18. wishes, wants (n.)

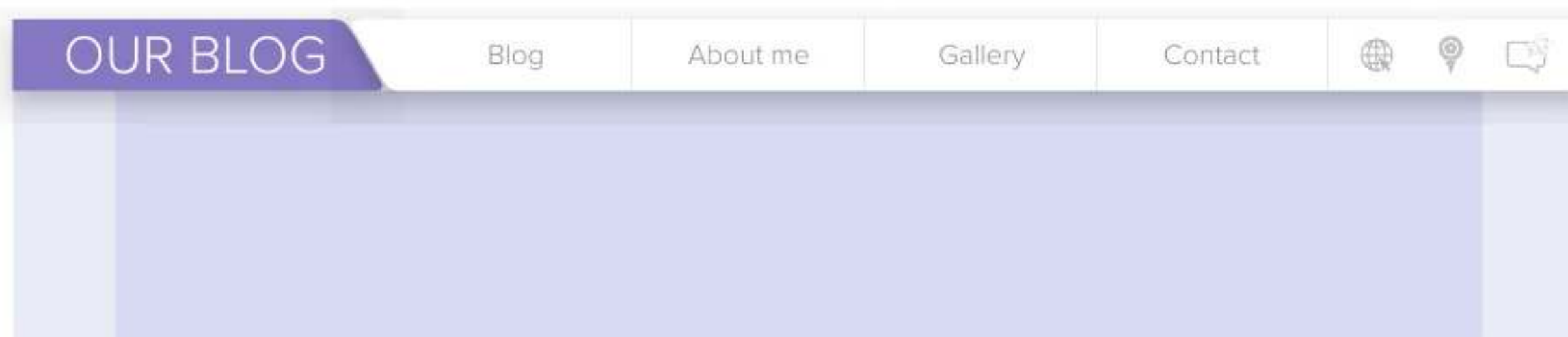


**Down**

1. ask yourself (v.)
2. feelings (n.)
3. difficult to understand or deal with (adj.)
6. scientific study (n.)
8. worried, stressed (adj.)
10. fantasy, illusion (n.)
12. ideas that explain things (n.)
14. the opposite of inside (n.)
15. recognize, understand (v.)

Key: adj. = adjective; n. = noun; v. = verb

- 11 Blogging** Do you agree with Freud's ideas about dreams? Post your comments on OUR BLOG or BLOARD (a board or other surface in class that you can post comments or other work on).





## WRITING

## Narrating a Dream



- 1 **Topic** Think about dreams. Do you see words or pictures in your mind? Are they in color or black and white? Do you hear anything? Do you have different feelings?

**Tip** When you read a story, you visualize settings, people, and events. In other words, you create pictures in your mind from the words you have read.

When you *narrate* dreams you put the pictures into words.

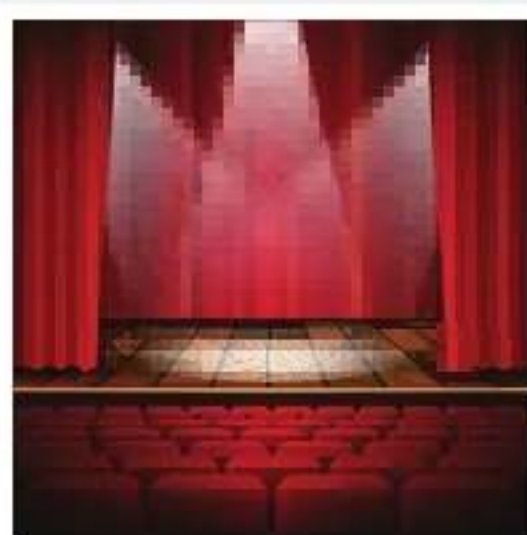
- 2 **Brainstorming** Compare narrating stories and narrating dreams. Are there similarities and differences? Make notes in the chart.

|                                                   | Story | Dream |
|---------------------------------------------------|-------|-------|
| <b>Setting</b> (Where does the dream take place?) |       |       |
| <b>People</b>                                     |       |       |
| <b>Events/Actions</b>                             |       |       |
| <b>Mood/Feelings</b>                              |       |       |
| <b>Thoughts</b>                                   |       |       |
| <b>Time</b> (of day, season, etc.)                |       |       |
| <b>Outcome</b> (What happens at the end?)         |       |       |





**3 Reading** You are going to read the first part of someone's dream. Read the narrative and answer the questions that follow.



Last night I had the strangest dream. I dreamed I was at the theater. I was there to see a play. It was going to be a monologue – only one actor was going to perform in the play. I was sitting in the front row and I was very excited. I couldn't wait for the show to start. I looked around the bright theater. Some people were chatting happily; others were holding playbills and reading about the play and the actor who would be performing in it. Then the lights dimmed. The theater became dark and I knew the play was about to start. I looked toward the stage but it was empty. Suddenly, a woman wearing a dark suit came out of the side door next to the stage and approached me. She looked angry. She grabbed my arm. "What are you doing, sitting here in the audience?" she scolded me. "Everyone is waiting for you." The next thing I knew I was on the stage. The whole theater was pitch-black. It was so dark I couldn't see anything. The only light was the bright spotlight shining on me. I felt scared and stressed. I could feel the sweat running down my back. I knew everyone was waiting for me to start the monologue but I didn't know my lines. I wasn't an actor; I hadn't learned any words to say! The audience began to shout and throw tomatoes at me.

- What is the setting of this dream?  
\_\_\_\_\_
- What other information does the narrator (the person telling the dream) give us that sets the scene? What does she tell us about:  
  - where she is?
  - what she is doing?
  - what she is going to do?
 Write down the sentences that give us this information.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Who else is in the dream?  
 \_\_\_\_\_  
 \_\_\_\_\_
- How does the narrator (the person telling the dream) feel in the beginning and at the end of the dream? Underline the sentence(s) that describe her feelings.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Is the mood in the beginning of the dream positive or negative? Write down the words and phrases that show this.  
 \_\_\_\_\_  
 \_\_\_\_\_



6. How does the mood change? What words or phrases show you this change in the mood?

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7. What different events happen in the dream? Underline the sentences that tell us the different events.

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8. Write down the sentence(s) where the narrator uses direct speech.

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9. Write down two sentences where the narrator reports her own thoughts.

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## Skills Focus

## Setting the Scene and Narrating a Sequence of Events



### Strategy

#### Setting the Scene

When you set the scene in a narrative, it is not enough to simply mention the place where the dream is happening. You also need to give more details and describe what is/was happening at the time, what you could see or feel, and what other people were doing.

How does the narrator of the dream set the scene? Find and write an example from the dream narrative:

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#### Narrating a Sequence of Events or Actions

Look at the dream narrative again. Notice that there are several short sentences in the past, e.g. "I looked around the bright theater." – "Then the lights dimmed." – "I looked toward the stage but it was empty."

What is the effect? Do you feel that things are happening...

1. slowly and gradually?
2. at a fast pace?

Give reasons for your answer.

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- 4 **Reordering sentences in a narrative** The second part of the woman's dream is jumbled up. Read the jumbled sections of the dream narrative and put them in the right order. Use the order and descriptions in the first part of the dream to help you.



1. \_\_\_\_\_ I smiled. I was sure they were going to congratulate me.
2. \_\_\_\_\_ He picked up a fork, glared at me and said, "Everyone knows you don't make tomato soup with tomatoes!"
3. \_\_\_\_\_ I was standing over a steaming pot of tomato soup I had just made.
4. \_\_\_\_\_ Then I woke up.
5. \_\_\_\_\_ I tasted the soup – it was delicious.
6. \_\_\_\_\_ I looked at the oldest man at the table. He looked very angry.
7. \_\_\_\_\_ When I approached the table I saw that they had ordered my tomato soup.
8. \_\_\_\_\_ I was proud of myself. I had done a really good job.
9. \_\_\_\_\_ All of a sudden I was in the kitchen of a popular restaurant. Outside, in the dining area, I could hear the soft sounds of people eating and chatting.
10. \_\_\_\_\_ Then a waiter told me some diners at one table wanted to speak to me.

**Tip** Remember, in this narrative, the woman is telling us the second part of her dream. Keep this in mind when choosing which sentence/part comes first.

Sometimes, when putting a narrative in order, there are different places you can put some sentences and the narrative still makes sense. These sentences usually contain details and don't affect the order of events/actions.





- 5 **Reading and comparing** Now read the second part of the narrator's dream the way she wrote it. Compare it with your version. Did you put all the sentences in the same order?

All of a sudden I was in the kitchen of a popular restaurant. Outside, in the dining area, I could hear the soft sounds of people eating and chatting. I was standing over a steaming pot of tomato soup I had just made. I tasted the soup – it was delicious. I was proud of myself. I had done a really good job. Then a waiter told me some diners at one table wanted to speak to me. When I approached the table I saw that they had ordered my tomato soup. I smiled. I was sure they were going to congratulate me. I looked at the oldest man at the table. He looked very angry. He picked up a fork, glared at me and said, "Everyone knows you don't make tomato soup with tomatoes!"

- 6 **Writing** Write a short dream narrative. Start your narrative with the following phrase:

*Suddenly I was floating...*

Use at least five of the following words and phrases in your narrative.

|             |             |                 |           |
|-------------|-------------|-----------------|-----------|
| alone       | fall off    | round and round | the cloud |
| best friend | laughed     | smiled          | wearing   |
| dance       | looked down | shouted         | woke up   |

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Be careful!  
Don't fall off ...

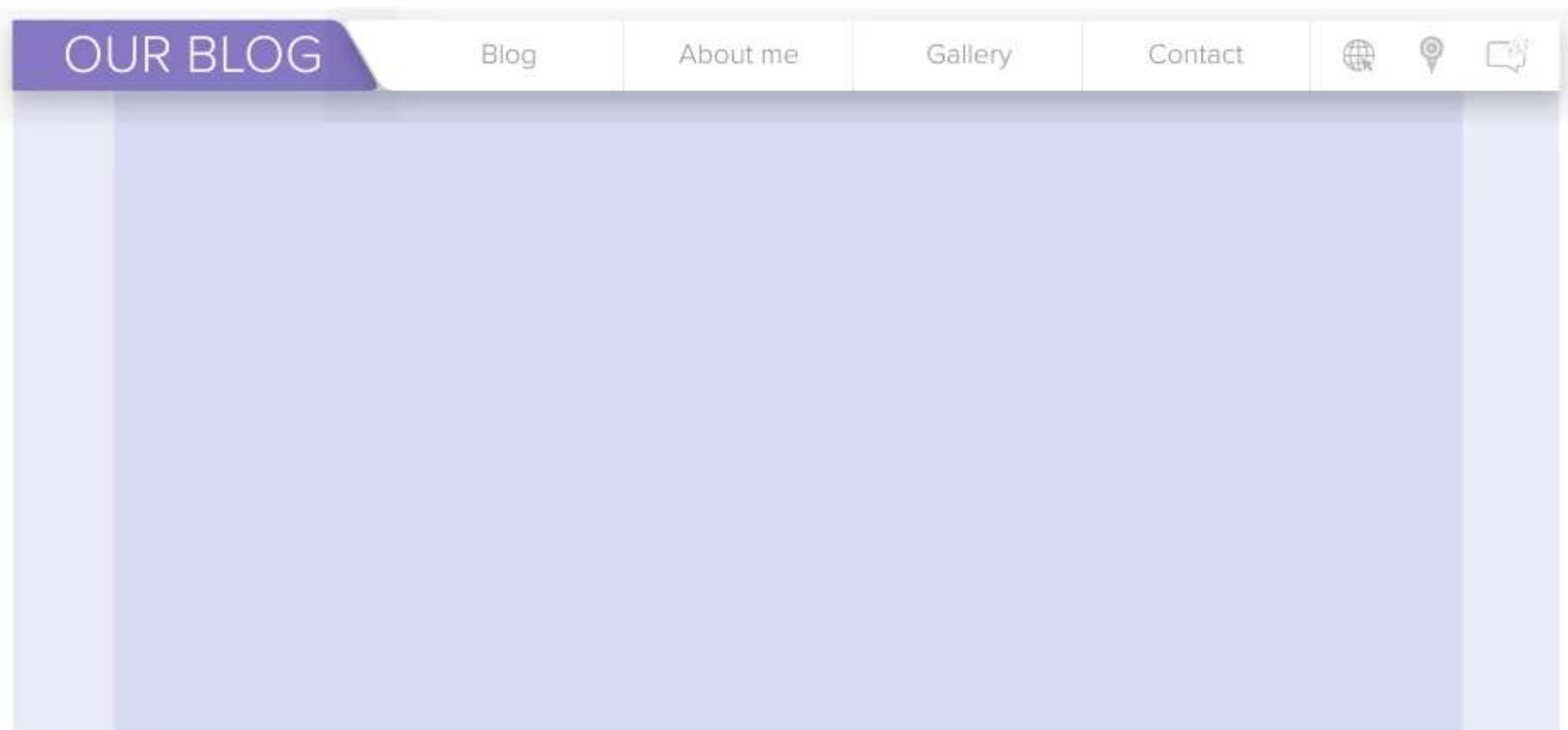
- 7 **Preparing to write** You are going to write your own dream narrative. Use your imagination if you can't remember a dream that you have had recently. Brainstorm and complete the chart with words that your partner or group suggest. Then add your own ideas.

| Setting       | People              | Events / Actions | Time                 | Feelings / Mood             |
|---------------|---------------------|------------------|----------------------|-----------------------------|
| strange place | families<br>friends | opened the door  | early in the morning | not fully awake<br>stressed |
|               |                     |                  |                      |                             |
|               |                     |                  |                      |                             |
|               |                     |                  |                      |                             |





- 8 **Creating a narrative** Choose words or phrases from the chart and begin telling an imaginary dream. Work in pairs of groups. Make notes.
- 9 **Planning and drafting** Organize your notes and draft your own dream narrative.
- 10 **Drafting and editing 1: Peer review**
  1. Read your draft before you hand it over to your partner.
  2. Make notes and include questions addressed to your partner. Think about how well the narrative sets the scene, describes different events, and provides a mood.
  3. Exchange drafts.
  4. Read each other's drafts and comment. Make corrections and suggestions for improvement.
- 11 **Drafting and editing 2: Peer review**
  1. Return drafts to their writers.
  2. Read your partner's comments and make changes or corrections.
  3. Redraft your narrative.
  4. Exchange, read, and comment on your corrected drafts.
- 12 **Finalizing and posting your narratives** Go through the comments on your second draft and finalize your narrative.
- 13 **Blogging** Post your narratives on OUR BLOG or OUR BLOARD. Comment on each other's narratives.





# SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

**5** outstanding    **4** very good    **3** satisfactory    **2** limited    **1** unsatisfactory

## READING

|                                                                                  |   |   |   |   |   |
|----------------------------------------------------------------------------------|---|---|---|---|---|
| I can use images and headings to make predictions about a topic.                 | 5 | 4 | 3 | 2 | 1 |
| I can answer questions using what I know about a topic.                          | 5 | 4 | 3 | 2 | 1 |
| I can brainstorm and recall words and phrases related to dreams and daydreaming. | 5 | 4 | 3 | 2 | 1 |
| I can understand mood.                                                           | 5 | 4 | 3 | 2 | 1 |
| I can identify main ideas and details.                                           | 5 | 4 | 3 | 2 | 1 |
| I can form and explain opinions about a text.                                    | 5 | 4 | 3 | 2 | 1 |

## VOCABULARY

|                                                        |   |   |   |   |   |
|--------------------------------------------------------|---|---|---|---|---|
| I can understand meaning of words from their parts.    | 5 | 4 | 3 | 2 | 1 |
| I can find the meaning of a new word after <i>or</i> . | 5 | 4 | 3 | 2 | 1 |
| I can find the meaning of a new word in context.       | 5 | 4 | 3 | 2 | 1 |

## GRAMMAR

|                                          |   |   |   |   |   |
|------------------------------------------|---|---|---|---|---|
| I can understand pronoun reference.      | 5 | 4 | 3 | 2 | 1 |
| I can use past forms to narrate a dream. | 5 | 4 | 3 | 2 | 1 |

## WRITING

|                                                        |   |   |   |   |   |
|--------------------------------------------------------|---|---|---|---|---|
| I can write a dream narrative.                         | 5 | 4 | 3 | 2 | 1 |
| I can plan, organize ideas, and make notes.            | 5 | 4 | 3 | 2 | 1 |
| I can set the scene in a narrative.                    | 5 | 4 | 3 | 2 | 1 |
| I can narrate a sequence of events or actions.         | 5 | 4 | 3 | 2 | 1 |
| I can draft, edit, redraft, and finalize my narrative. | 5 | 4 | 3 | 2 | 1 |
| I can review and comment on written work.              | 5 | 4 | 3 | 2 | 1 |

## RESEARCH AND DOCUMENT

|                                                         |   |   |   |   |   |
|---------------------------------------------------------|---|---|---|---|---|
| I can search and find relevant sources on the Internet. | 5 | 4 | 3 | 2 | 1 |
| I can evaluate and select appropriate sources and data. | 5 | 4 | 3 | 2 | 1 |
| I can use data selectively to create my own document.   | 5 | 4 | 3 | 2 | 1 |



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## This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings present.



[illegible]



[illegible]



[illegible]



## This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines across the entire page. Each set consists of three lines: two outer lines and one central midline, providing a guide for letter height and placement. The lines are evenly spaced and extend from the left edge to the right edge of the page. There is no text or other markings on the paper.

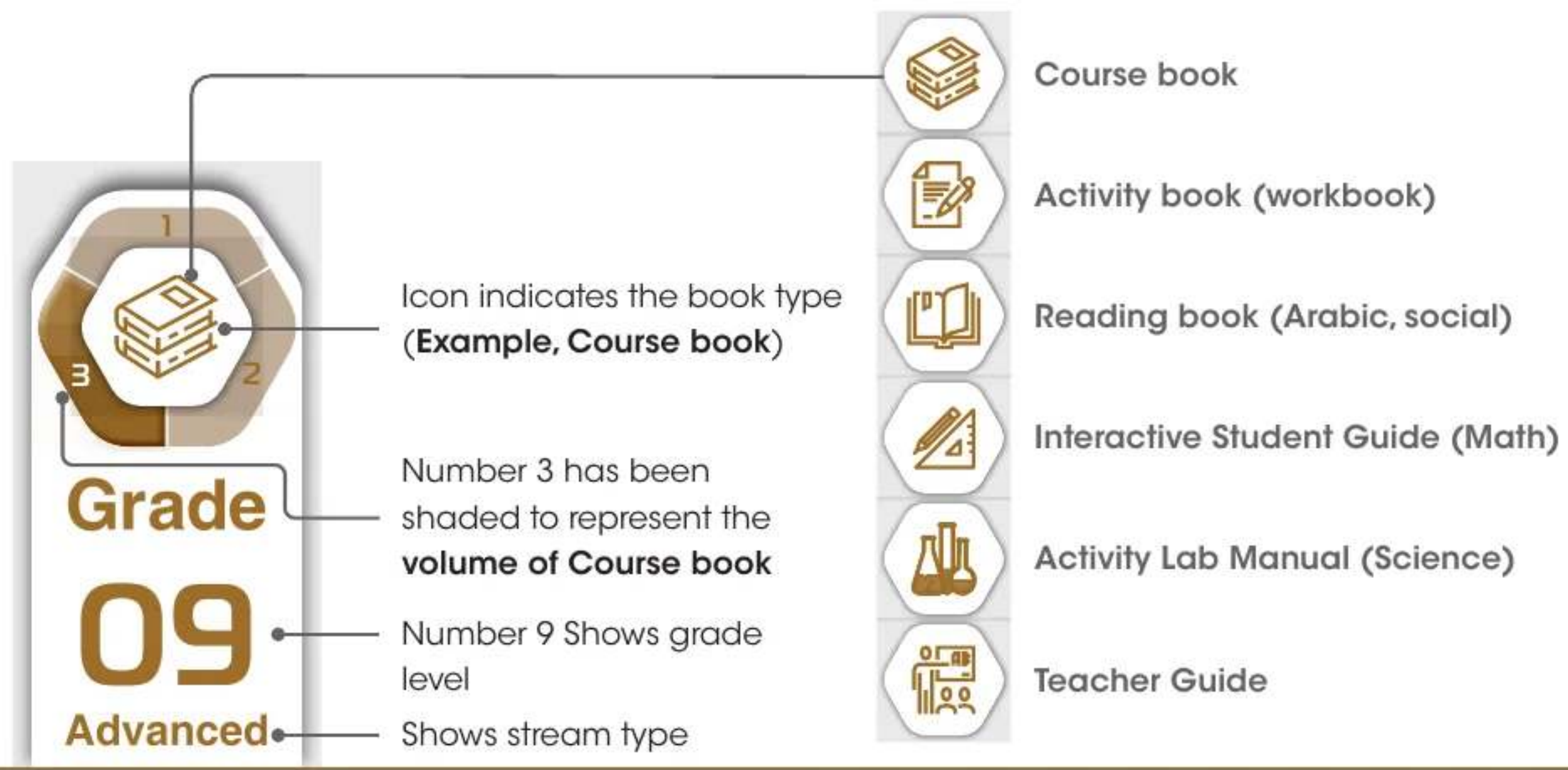


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