

UAE Edition

NEW

INTERACTIONS



GRADE 11 GENERAL
GRADE 10 ADVANCED
2025-2026

READING AND WRITING

Mc
Graw
Hill

Elaine Kirn
Pamela Hartmann

NEW INTERACTIONS

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1110

Grade General Grade Advanced

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UAE Edition, New Interactions, Grade 11 General / Grade 10 Advanced Reading and Writing

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SCOPE AND SEQUENCE

Chapter	Reading	Writing
1 A Picture of Health p2	Identifying the main idea and details Predicting the content of a reading text Recognizing the reading structure using a mind map	Summarizing: using a mind map Drafting, reviewing, editing, and redrafting a summary Conducting peer reviews Researching and documenting
2 Infotainment p22	Identifying information structure Identifying the main idea and details Predicting the content of a reading text Classifying stories	Summarizing a story Outlining a summary Drafting, reviewing, editing, and redrafting a summary Conducting peer reviews Researching and documenting
3 Let's Hang Out! p42	Identifying the main idea and details Predicting the content of a reading text Recognizing the reading structure of written conversations Identifying speakers' attitudes	Summarizing a story, an interview, or a discussion Identifying the pros and cons Drafting, reviewing, editing, and redrafting a summary Conducting peer reviews Researching and documenting

Critical Thinking	Vocabulary	Language Focus
Interpreting and rewording quotes Expressing and supporting personal views	Words and phrases related to different types of environment, health, way of life, medical advice, and handling stress	Expressing views
Working out the meaning of words Dealing with new words in texts Identifying and interpreting implied messages	Words and phrases related to the media	Understanding suffixes Understanding word families Narrating a story using historic present
Understanding left-out words and reference Understanding literal meaning and inference Interpreting and rewording quotes	Words and phrases related to friendship	Identifying negative prefixes

SCOPE AND SEQUENCE

Chapter	Reading	Writing
4 Get Up, Go Out, Get Moving! p 62	Identifying the main idea and details Predicting the content of a reading text Identifying similarities and differences Using a Venn diagram to organize supporting details Recognizing the point of view	Summarizing opinions Summarizing by identifying pros and cons Drafting, reviewing, editing, and redrafting a letter to the editor Conducting peer reviews Researching and documenting
5 Live and Learn! p 82	Previewing the topic and vocabulary Identifying the main idea Understanding reading structure Skimming for the topic and main idea	Organizing, drafting, editing, and writing a summary of a written text Researching and documenting Conducting peer reviews
6 Bright Lights, Big City p 102	Previewing the topic and vocabulary Identifying the main idea and supporting details Predicting the content of a reading text Skimming for the topic and the main ideas Scanning for details	Organizing, drafting, editing, and writing a paragraph Conducting peer reviews

Critical Thinking**Vocabulary****Language Focus**

Getting meaning from context

Words and phrases related to sports

Understanding prefixes

Distinguishing opinion from fact

Identifying antonyms

Synthesizing and discussing ideas
from a reading text

Previewing vocabulary

Forming collocations

Using a graphic organizer to analyze
ideas

Getting meaning from context:
punctuation, other sentences,
logic

Paraphrasing

Understanding pronoun reference

Recognizing word meanings

Identifying words and phrases that
work together

Synthesizing and discussing ideas
from a reading text

Previewing vocabulary

Understanding italics

Using a graphic organizer to
organize details

Getting meaning from context:
examples, opposites, and
connecting words

Understanding contrast

Understanding pronoun reference

Making inferences

Understanding the meaning of italics
in readings texts

Discussing some problems and
solutions in big cities

Summarizing a paragraph

A Picture of Health

Chapter Goals

- ◆ **Reading:** Recognizing reading structure, using a mind map, recognizing main ideas and supporting details, figuring out meaning from context, interpreting quotes and commenting, anticipating content and language.
- ◆ **Writing:** Summarizing and organizing information, making notes using a mind map, writing a summary, connecting summaries, reviewing, editing and finalizing text.

Focus on the Images

- ◆ What do all the people in the images have in common?
- ◆ What makes these older people different from other people their age?
- ◆ Are the secrets to good health the same for all people or do they differ by age? Name four things you can do to stay healthy as you grow older.

Brainstorm and Associate

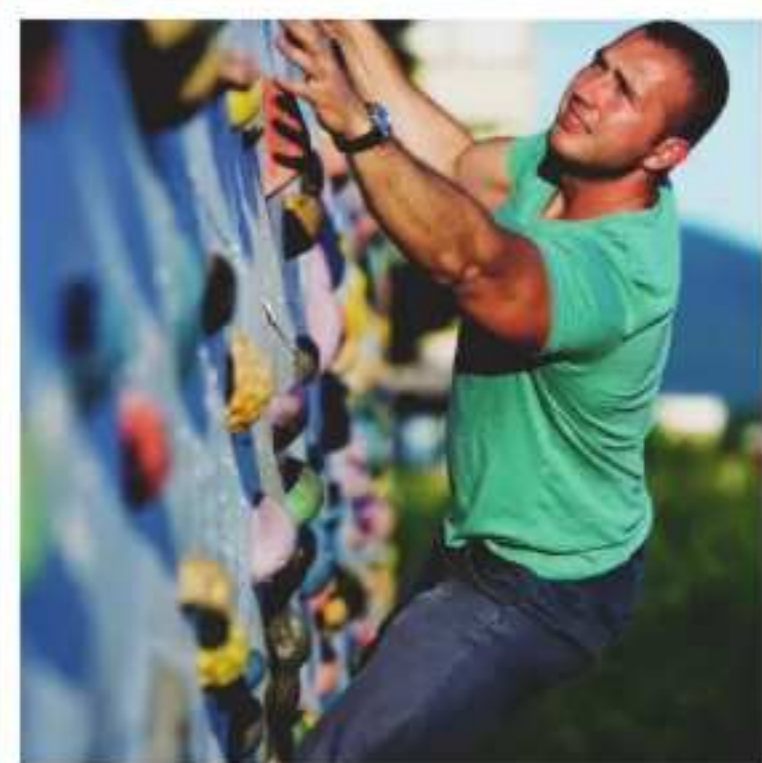
- ◆ Words and phrases that come to mind about activities that make you feel healthy and happy
- ◆ Thoughts and feelings that people experience when they are active and healthy

Think and Comment

“He who has health has hope, and he who has hope has everything.”

Arabian proverb





Before You Read

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



- How old do you think the oldest person in the world is?
- Do you know any places in the world where people tend to live longer than average?
- What factors play a major role in a long and healthy life? Are they related to environment or lifestyle?
- How do people in your country view elders? Do they treat them differently?



- 2 **Vocabulary** Read and listen to the words and phrases in the box. Circle the words you know and put a check (✓) next to the words you don't know.

active
altitude
available
average
benefits
claims

consume
cure
different
disease
environment
famous

inhabitants
longevity
long-lived
moderate
populations
preservatives

prevent
solve
streams
stress
theories
theorize

unpolluted
valid

- 3 **Thinking and predicting** Suggest answers to these questions.

- What kind of places are famous for people who live long and healthy lives? Give reasons for your answer.
 - mountainous areas _____
 - deserts _____
 - coastal areas _____
 - islands _____
 - cities/towns _____
 - villages _____
 - other: _____
- What do you think day-to-day life is like in these places? _____
- What kind of diet do people in these places have? _____
- What do you think the environment is like? _____

While You Read



4

Reading Read the article and compare your answers in 3 to the information in the article. Underline the words in the text that provide the answers.

What's The Secret?

A There are several places in the world that are famous for people who live a very long time. These places are usually in mountainous areas, far away from modern cities. Even so, doctors, scientists, and public health experts often travel to these regions to solve the mystery of a long, healthy life. In this way, the experts hope to bring to the modern world the secrets of longevity.

Hunza in the Himalayan Mountains



B Hunza is at a very high altitude in the Himalayan Mountains of Asia. There, many people over 100 years of age are still in good physical health. Additionally, men of 90 are new fathers, and women of 50 still have babies. What are the reasons for this good health? Scientists believe that the people of Hunza have these three main advantages or benefits: (1) a healthful, unpolluted environment with clean air and water; (2) a simple diet high in vitamins, fiber, and nutrition but low in fat, cholesterol, sugar, and unnatural chemicals; and (3) physical work and other activities, usually in the fields or with animals.

The Caucasus Mountains in Russia

C Inhabitants of the Caucasus Mountains in Russia are also famous for their longevity. Official birth records were not available, but the community says a woman called Tsurba lived until the age 160. Similarly, a man called Shirali probably lived until 168; moreover, his widow was 120 years old. In general, the people not only live a long time, but they also live well. In other words, they are almost never sick. Furthermore, when they die, they not only have their own teeth but also a full head of hair, and good eyesight too.



Vilcabamba in Ecuador

- D** Vilcabamba, Ecuador, is another area famous for the longevity of its inhabitants. This mountain region – like Hunza and the Caucasus – is also at a very high altitude, far away from cities. In Vilcabamba, too, there is very little serious disease. One reason for the good health of the people might be the clean, beautiful environment; another advantage is the moderate climate. The temperature is about 70° Fahrenheit all year long; furthermore, the wind always comes from the same direction. In addition, the water comes from mountain streams and is high in minerals. Perhaps as a result of this valuable resource, the region is rich in flowers, fruits, vegetables, and wildlife.



The Island of Ikaria in Greece



- E** Moreover, a small island in Greece called Ikaria is known for its residents' excellent health and long lives. But what is it about the people's lifestyle that is so good for human health? People in Greek islands typically eat a Mediterranean diet with lots of organic vegetables, olive oil, and honey, and very little dairy or meat. They sleep over eight hours every night and walk almost everywhere. Furthermore, they spend much of their day outdoors. They avoid white flour and refined sugar.

Differences in the Diets of People with Unusual Longevity

- F** In some ways, the diets of the inhabitants in the four regions are quite different. Hunzukuts eat mainly raw vegetables, fruit (especially apricots), and chapatis – a kind of pancake; they eat meat only a few times a year. In contrast, the Caucasian diet consists mainly of milk, cheese, vegetables, fruit, and meat. In Vilcabamba, people eat only a small amount of meat each week; their diet consists mostly of grain, corn, beans, potatoes, and fruit and surprisingly large amounts of coffee. The islanders of Ikaria follow a Mediterranean diet with lots of organic vegetables, olive oil, and honey, and very little dairy or meat.

Similarities in Diet

- G** However, the typical diets of the four areas are similar in three general ways: (1) The fruits and vegetables are all natural; that is, they contain no preservatives or other chemicals. (2) Furthermore, the population uses traditional herbs and medicines to prevent and cure disease. (3) The inhabitants consume fewer calories than people do in other parts of the world. A typical North American eats and drinks an average of 3,300 calories every day, while a typical inhabitant of these mountainous areas takes in between 1,700 and 2,000 calories.

Other Possible Reasons for Healthy Longevity

- H** What the inhabitants in all four regions have in common is their distance from modern cities and their low-calorie natural diets. Because they live in the countryside and are mostly farmers, their lives are physically hard and extremely active. They spend much of their day

outdoors, looking after their orchards or crops and walk everywhere. Therefore, they do not need to try to exercise. In addition, the population does not seem to have the stress of fast city work and recreation. As a result, people's lives are quite free from worry – and therefore, illness or other health problems. Thus, some experts believe that physical movement and a stress-free environment might be the two most important secrets of longevity. An additional health advantage of life in these long-lived communities may be the extended family structure: the group takes care of its members from birth to death.

The Validity of Longevity Claims

I Nevertheless, some doctors theorize that members of especially long-lived populations have only one thing in common: they don't have valid official government birth records. These health scientists think there is a natural limit to the length of human life; in their theories, it is impossible to reach an age of more than 110 years or so. Therefore, they say, claims of unusual longevity in certain groups are probably false.

- 5** **Getting meaning from context** Read each paragraph of the text *What's the Secret?* Use the context and logic to answer the questions that will help you figure out the meaning of each word. Circle the letter of the explanation that is closest to your idea.

Paragraph A

- Who is trying to find out about longevity? _____
Why might they want to know such "secrets"?

Whom are they studying? _____
What does the noun *longevity* mean?
A health researchers
B a hundred different ages
C many years between birth and death
D old people in the mountains

Paragraph B

- What is the meaning of the noun *altitude*?
A vertical distance from sea level
B dying at an early age
C living a long time
D having a full head of hair and healthy teeth
- What is an *environment* in this paragraph?
A clean air and water
B a healthful place in the desert
C unnatural or extreme atmospheric conditions
D the conditions of a place that influence people
What two things can an environment have?

Where might an environment be?

Paragraph C

4. Were Tsurba and Shirali inhabitants of or visitors to the mountains? _____
 Are inhabitants people, places, things, or actions? _____
 Who are the inhabitants of a place?
- A people that live there
 - B people that visit there in summer
 - C people that study the environment in that region
 - D hardworking, physically active farmers
5. What is the meaning of the verb *inhabit*?
- A to make an action difficult
 - B to work during the day in a place
 - C to have scientific interests in common
 - D to live in (a region or area)

Paragraph D

6. What kinds of temperatures are not moderate? _____
 What is the meaning of the adjective *moderate*?
- A very hot and very cold
 - B not extreme; in the middle
 - C related to the air and water of a region
 - D of the modern world
7. If an environment has clean water, is the water polluted? _____
 What do high mountain streams bring to a healthful environment?
- _____
- What is high in minerals? _____
- What does the adjective *unpolluted* mean?
- A dirtying of the earth and air
 - B high in preservatives and chemicals
 - C having a lot of vitamins and minerals
 - D not containing unhealthful substances
8. What are high mountain streams?
- A small rivers of moving water
 - B regions with little serious disease
 - C widows that keep birth records for communities
 - D to move a lot from one place to another

Paragraph I

9. What do populations contain?
- _____
- _____
- What are *populations*?
- A members of government
 - B ideas that are widespread
 - C all of the people living in specific areas
 - D kinds of freedom from worry



10. Do all health experts believe that certain populations have unusual longevity?

What don't these long-lived people have?

What does the adjective *valid* mean?

- A officially legal or accepted
- B of high value in the community
- C to prove something is correct
- D of the region of Vilcabamba

- 11 Do certain populations make claims about unusual longevity?

Do people in these communities believe the claims?

What is the meaning of the noun *claims* in this context?

- A to state something is right and real
- B attempts to get money that is legally yours
- C something important about a person
- D statements about the truth of something but without any proof or evidence

After You Read



Skills Focus Recognizing Reading Structure



Strategy

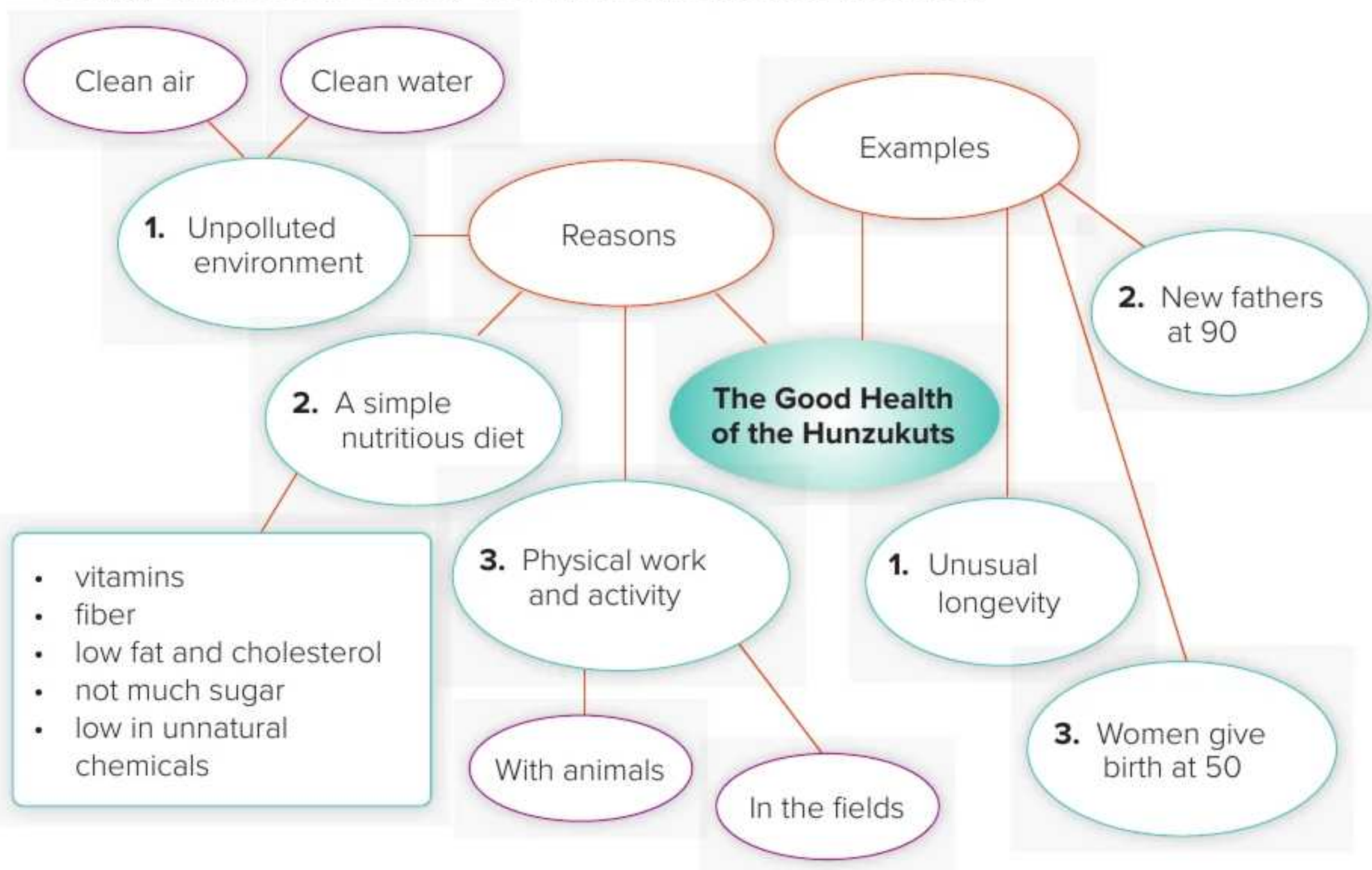
Using a Mind Map

You can organize the topics and main ideas of a reading text by using a mind map. It can be used to review and recall material.



- ▶ A mind map shows the relationship of the topics, main ideas, and supporting details.
- ▶ The main topic is placed in the center of the map.
- ▶ The most general parts of the reading text can appear in big circles connected to the central topics.
- ▶ The main idea for each paragraph can appear in smaller circles connected to these general parts.
- ▶ Supporting details are connected to the main ideas.
- ▶ You can use color to help organize the material.

- 6 **Using a mind map** Look at the example of a mind map for the material in paragraph B of the reading text *What's the Secret?* Then answer the questions that follow.



1. What is the main topic of the diagram? (the title)

2. What are the two general divisions? 1. Examples

2. Reasons

3. What are the three examples given?

4. How many main reasons are there for the good health of the people of Hunza?

What are these reasons?

5. What are two characteristics or elements of an unpolluted environment?

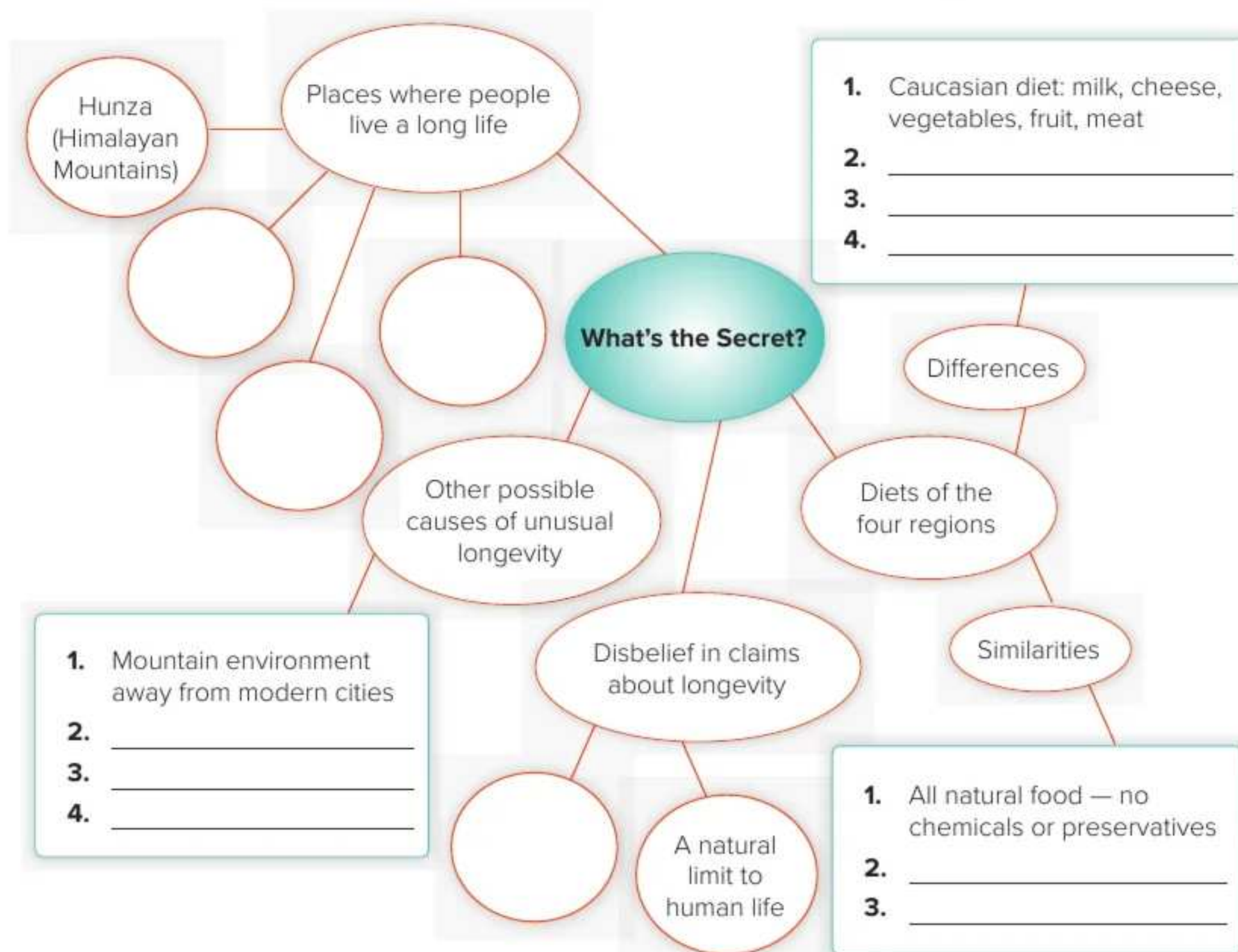
6. How many characteristics of a simple nutritious diet are there in the diagram?

List three of them:

7. "In the fields" and "with animals" are two details of which reason for good health?

7 Completing a mind map

1. Read and complete the mind map about *What's the Secret?* with phrases in the box.



- | | |
|--|--|
| <ul style="list-style-type: none"> • Hunzukur diet: raw vegetables, fruit, chapatis • Caucasus Mountains, Russia • fewer calories • stress-free lives • island of Ikaria, Greece • Vilcabamba, Ecuador | <ul style="list-style-type: none"> • Ecuadorian diet: grain, vegetables, fruit, coffee • no valid birth certificates • hard physical activity • Ikarian diet: Mediterranean, vegetables, olive oil, honey, little dairy and meat • extended family structure • traditional herbs as medicine |
|--|--|

2. Now answer the question about the main idea: What is the main (the most general) topic of the reading text?

- A** Places in the world where people live a long time.
B Some possible secrets to the mystery of longevity.
C A comparison of the health of people in the Caucasus Mountains and Ecuador.
D The typical diet of the inhabitants of mountain regions.

Before You Read



Franklin D.
Roosevelt



Stephen Hawking



John Nash



Helen Keller



Ludwig van
Beethoven

1 Topic Focus on the images and the title of this section.

1. Brainstorm ideas, feeling, words and phrases that you associate with the people in the images and what they achieved in their lives.
2. Look at the title and explain the meaning of adversity.
 - A challenge, difficulty
 - B being different
 - C being special



2 Vocabulary Read and listen to the words and phrases in the box. Circle the words and phrases you know. Check the items that are new.

admirable
breakthrough
bring about
cosmology
envied

gave up
gone through
gradually
obstacles
obviously

overcome
paid off
posit
struggling
taking on

turned out
unidentified
went on to
wheelchair

3 Matching words and definitions Compare with a partner. Check again when you read the text.

Words	Definitions
1. breakthrough	A propose, suggest
2. bring about	B succeed in dealing with something
3. unidentified	C slowly
4. gradually	D not recognized
5. obstacle	E difficulty
6. overcome	F to cause something
7. posit	G important discovery

4 **Thinking critically** Read the quote and explain its meaning. Interpret and reword each section (1–3).

"Nothing in the world is worth having or worth doing unless it means effort, pain, difficulty... I have never in my life envied a human being who led an easy life. I have envied a great many people who led difficult lives and led them well."

Franklin Roosevelt

1. "Nothing in the world is worth having or **worth doing unless it means effort, pain, difficulty...**"
Things that are really valuable _____
Things that are easy to get _____
2. "I have **never** in my life **envied** a human being **who led an easy life...**"
I have never wished for _____
I have never wanted _____
3. "I have **envied** a great many people who led difficult lives and led them well..."
I admire people who have _____
I admire people who had to _____

Now, comment on the quote. Do you agree or disagree? Why? Why not?

While You Read

5 **Reading** Read the article and make notes about each person in the chart. Then look through the article again and make notes about the way each person lived and what they had to deal with.

	Disability / Challenge	Time and Duration	Achievements	Life
Franklin D. Roosevelt	<i>paralyzed from the waist down</i>	<i>from the age of 39</i>	<i>became president of the U.S. four times</i>	<i>with difficulties but also with great achievements</i>
Andrew Donnellon				
Stephen Hawking				
Piper Otterbein				

Overcoming Adversity

"Nothing in the world is worth having or worth doing unless it means effort, pain, difficulty..."

I have never in my life envied a human being who led an easy life. I have envied a great many people who led difficult lives and led them well."

Franklin D. Roosevelt



Franklin D. Roosevelt was paralyzed from the waist down after suffering from polio (poliomyelitis) at the age of 39, yet went on to become president of the U.S. four times. But what about those who have had to overcome adversity since birth or childhood in order to achieve their dreams?

Andrew Donnellon from Cincinnati was born with a congenital (present from birth) heart defect – he functions with just half a heart. His parents were originally told that he had a 50 percent chance of reaching his fifth birthday, and he had gone through three open heart surgeries by the time he was four years old. It seemed as if he was never going to be able to run or play sports. But things turned out differently. As a young child, Andrew played football and baseball, and did well at them, then when he got to high school he decided that he wanted to be a kicker on the school football team. The kicker is the person who specializes in kicking the ball to score goals and has to be very strong. Andrew played throughout high school, and today, he is a kicker for the Bluffton University football team.

Stephen Hawking from the U.K. was a renowned physicist, but he's no ordinary physicist. During his early twenties, he was diagnosed with motor neurone disease (Lou Gehrig's disease, or ALS), which gradually paralyzed him. He spent his life in a wheelchair. As a student, his professors realized he was smarter than they were. He was the first to posit a theory of cosmology explained by a union of the general theory of relativity and quantum mechanics, and never gave up trying to make more scientific breakthroughs about the universe.

Piper Otterbein, from New York, suffers from dyslexia. She had spent all her elementary school years struggling with an unidentified disability. It was only in high school that Piper realized she was taking on too much and decided to concentrate on what she was good at – the arts, event organizing, and community programs. Today, she paints, draws, and makes ceramics. She is also involved in local community programs and the organizing of TEDx talks in her area. And all her hard work has paid off – next year she starts a college course in interior and accessory design.

I think that the most valuable thing I have learned when researching this essay is that we are all responsible for bringing about change in our lives. As I see it, life isn't only about the opportunities given at birth, though obviously that is important, too. It's actually more about how you deal with these opportunities. In my opinion, these four people are awesome. The way they have overcome their obstacles is really admirable, and we can all learn a lot from them. I just wish I had read their stories earlier.

After You Read



Language Focus Expressing Views

There are several phrases you can use to express opinion or strong opinion. Sometimes, you write to convince the reader that you have an important point to make. Remember to:

- focus on the topic
- use evidence to support your view(s).



Language Focus Expressing Views

Here are some examples from the article that express different views:

It seems as if he was never going to be able to...

...he had a 50% chance of reaching his fifth birthday...

His professors realized he was smarter than they were.

Piper realized she was taking on too much and decided to concentrate on what she was good at.

As I see it, life isn't only about the opportunities given at birth, though obviously that is important, too.

- 6 **Thinking critically** Think about the people in the text and other people that you know or know about who had to fight through difficulties in order to realize their dreams. What kind of qualities do they share in your view?

WRITING 1

Summarizing: Using a Mind Map



1 **Topic** Think about and discuss these questions.

1. Do you search the Internet for information on health issues? Why? Why not?
2. Do you think all the internet sources are reliable? Give reasons or examples.
3. Has the Internet had a positive or negative effect on people's health and life habits? Explain your thoughts.

2 **Vocabulary** Match as many words and phrases as possible with the definitions. You will be able to check and complete your answers when you read the text.

Words	Definitions
1. accurate	A being true or acceptable
2. dishonest	B not true
3. patient	C to make good use of the opportunities offered by something
4. remedy	D solution or treatment to an illness
5. take advantage of	E someone who is receiving medical treatment
6. validity	F correct, without any mistakes

 3 **Reading** Read and compare the information in the reading text with your ideas in 1 and your answers in 2. Then look for the following and make notes:

1. reasons people use the Internet _____
2. people's expectations _____
3. validity (accuracy) of information _____

Can you Trust the Internet for Medical Advice?

On the subject of physical health and medical research, there are thousands of amazing websites where people can get information. However, when does the amount of available information affect its validity and health benefits? The Internet is greatly influencing people's attitudes about their own health care: probably, this worldwide cultural trend improves global health. Because computer users can look up almost any topic of interest to them, they become their own researchers. In the busy modern world, doctors don't always take the time to explain illnesses and possible remedies to their patients; they may not give scientific details in words that are easy to understand, either. For this reason, many hopeful people take advantage of internet resources to find the facts they need for good medical decisions. But are the beliefs of "experts" always completely accurate or real? Are they helpful to everyone that needs advice on a specific medical condition? The health products or books that seem the most wonderful are often the most fraudulent – that is, dishonest or false. Do sick or worried people expect too much when they look for clear, easy answers to difficult health questions or problems on the computer?



Skills Focus Summarizing: Using a Mind Map



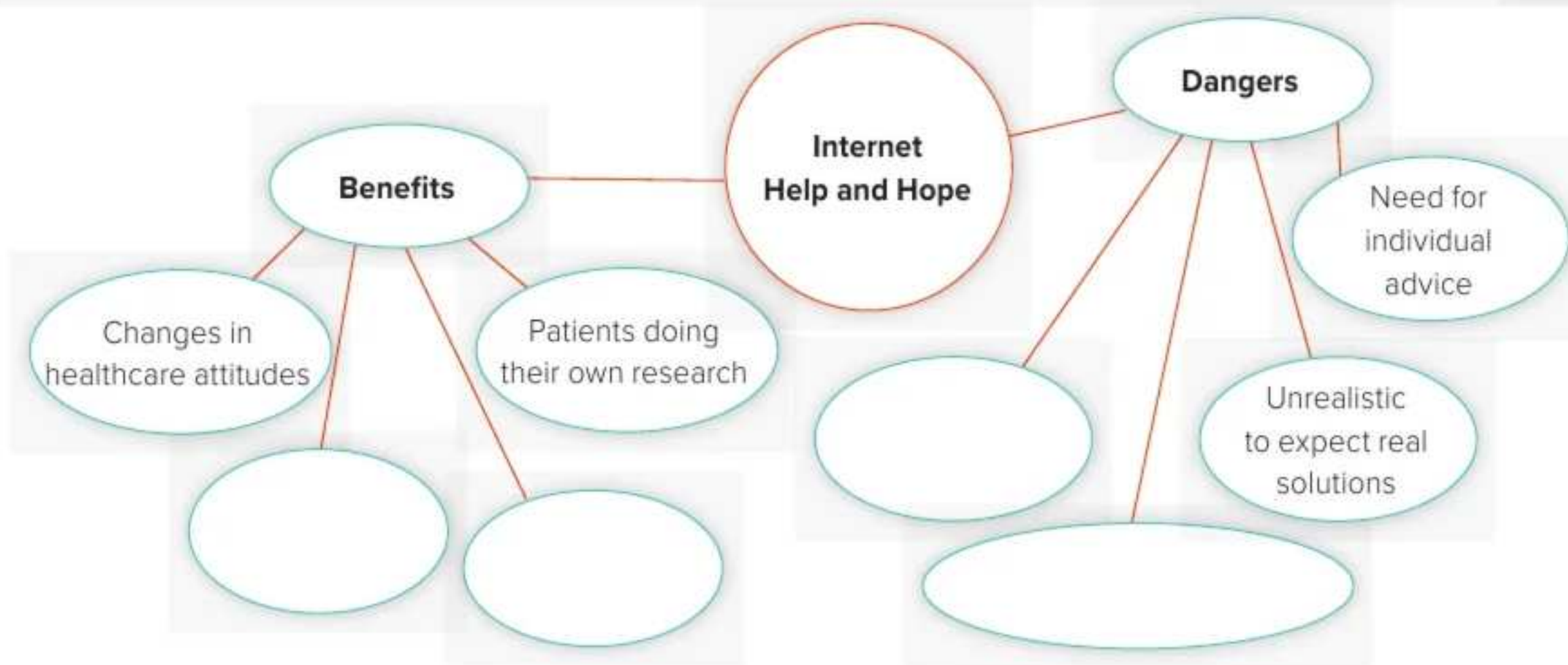
Strategy

Using a Mind Map

A mind map can be used to summarize.

- ▶ First, figure out the topic, the main ideas, and the supporting details. You can make a mind map showing the relationship of the points to one another.
- ▶ Then create a short summary from the items on the map.

Look at the example of a mind map of the reading text *Can you Trust the Internet for Medical Advice?* A summary follows based on the mind map.



- 4 **Completing a mind map** Read the following summary and compare it with the mind map. Underline key terms that are used in both the summary and the mind map (an example is given for you). Fill in the missing information in the mind map using the phrases in the box.

information not always accurate
better medical decisions

information is clear
fraudulent claims for sales purposes

Benefits vs. Limits of Internet Health Information

On the Internet, people can find many medical facts and beliefs. Their availability can improve world health: people may change their attitudes about healthcare when they get information in clear language through their own research. Then they can make better medical decisions. However, the information on the Internet may not always be accurate or helpful to all individuals. There may even be fraudulent (false or deceptive) claims about products to increase sales. Is it realistic to expect real solutions to difficult health problems from the Internet?

- 5 **Thinking critically** Think about and answer the question in the summary text, “Is it realistic to expect real solutions to difficult health problems from the Internet?” Use arguments and/or evidence to support your view. Make notes. Use your notes to write a paragraph about your opinion. Exchange with a partner and discuss.



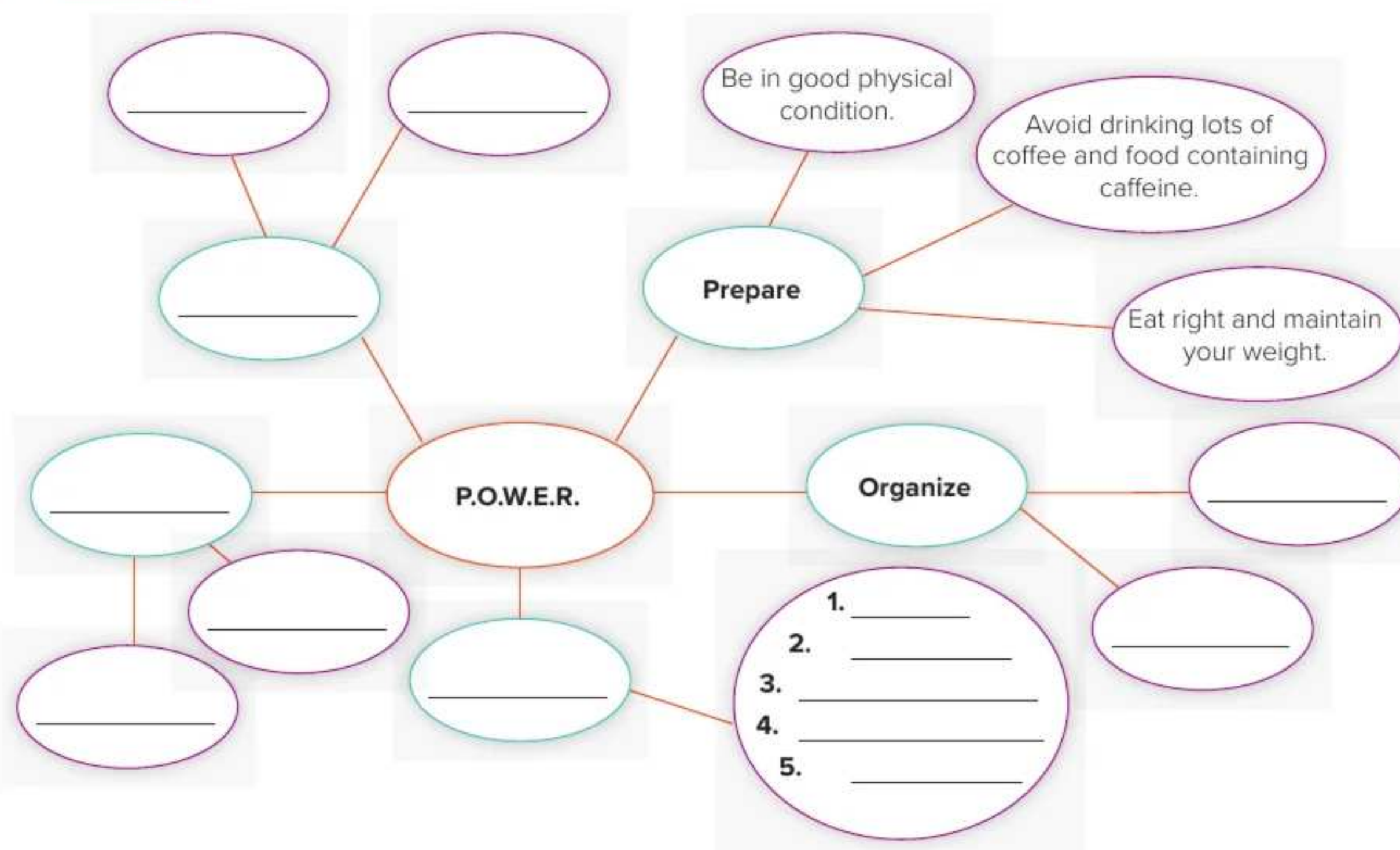
1 **Topic** Look at the images. How do you think the people in the images are feeling?

1. Are there times when you feel this way yourself? Give examples and discuss with a partner or group.
2. Do you manage to control stress? Why? Why not?
3. Have you ever tried any tips or methods? What was the result?

2 **Thinking critically** Read the excerpt and comment. Do you agree or disagree with the view it expresses? Give reasons for your answer.

“Stress is a part of life that you can’t stay away from. In fact, a life with no stress at all would be so boring, so ordinary, that you’d quickly miss the stress that had been removed.”

3 **Reading** Read the following article *Handling Stress* and complete the mind map.



Handling Stress

Stress is a part of life that you can't stay away from. In fact, a life with no stress at all would be so boring, so ordinary, that you'd quickly miss the stress that had been removed. That doesn't mean, though, that we don't have to take action and accept stress when it does occur. Coping is the effort to control, reduce, or tolerate the threats that lead to stress. Using the following P.O.W.E.R. principles described can help you protect against stress and enthusiastically deal with it. (Each letter in the word "POWER" stands for one of the steps: Prepare, Organize, Work, Evaluate, Rethink.)

A Prepare: Readyng Yourself Physically

Being in good physical condition is the main way to prepare for future stress. Stress causes harm to your body, so it makes sense that the stronger and fitter you are, the less negative impact stress will have on you. For example, a regular exercise program reduces heart rate, respiration rate, and blood pressure at times when the body is at rest – making us better able to resist the negative consequences of stress. If you now drink a lot of coffee or soda, a change in your diet may be enough to cause a reduction in stress. Coffee, soda, chocolate, and a surprising number of other foods contain caffeine, which can make you feel unable to relax and anxious even without stress. Eating right can make another problem better: obesity. Obesity can bring on stress for several reasons. For one thing, being overweight reduces the functioning of the body and leads to fatigue. In addition, feeling heavy in a society that admires the qualities of slimness can be stressful by itself.

B Organize: Identifying What Is Causing You Stress

You can't cope effectively with stress until you know what's causing it. To organize your attack on stress, take a piece of paper and list the major circumstances that are causing you stress. Just listing them will help put you in control, and you'll be better able to find strategies for coping with them.

C Work: Developing Effective Coping Strategies

A wide variety of methods can help you deal with stress. Among the most effective approaches to coping are these:

- Take control of the situation. Stress is most likely to occur when we are faced with situations over which we have little or no control. If you have control over the situation, you'll reduce the experience of stress.
- Don't waste energy trying to change the unchangeable. There are some situations that you simply can't control. Don't try continuously to do something with no success and try to change things that can't be changed. Use your energy to improve the situation, not to change the past.
- Look for the positive things. Stress occurs when we see a situation as negative and threatening. If we find something good about it, we can change our reactions to it.
- Talk to your friends. Social support assistance and comfort supplied by others can help us through stressful periods. Asking for help from our friends and family and simply talking about the stress we're experiencing can help us accept it more effectively.
- Relax. Because stress produces continuous damage to the body, it seems possible that practices that lead to the relaxation of the body might lead to a reduction in stress.

D Evaluate: Asking If Your Strategies for Dealing with Stress Are Effective

Just as the experience of stress depends on how we explain circumstances, the strategies for dealing with stress also differ in their effectiveness depending on who we are. So if your efforts at coping aren't working, it's time to think again about your approach. If one coping strategy doesn't

work for you, try another. What's important is that you don't become unable to act, unable to deal with a situation. Instead, try something different until you find the right combination of strategies to improve the situation.

E Rethink: Placing Stress in Perspective

It's easy to think of stress as an enemy. In fact, the coping steps presented in the P.O.W.E.R. Plan are aimed to overcoming its negative consequences. But consider the following two ideas, which in the end may help you more than any others in dealing with stress:

Don't sweat the small stuff . . . and it's all small stuff. Stress expert Richard Carlson emphasizes the importance of thinking about a situation or problem in a wise and reasonable way. He argues that we frequently let ourselves get upset about situations that are actually unimportant. One of the best ways to reduce stress, consequently, is to maintain a right way of considering the events of your life.

Make peace with stress. Think of what it would be like to have no stress – none at all – in your life. Would you really be happier, and more successful? The answer is “probably not.” A life that presented no challenges would probably be boring. So think about stress as an exciting, although sometimes difficult, friend. Welcome it, because its occurrence shows that your life is encouraging, challenging, and exciting – and who would want it any other way?

- 4 **Preparing to write** Work with a partner. Choose one of the sections in the reading text and summarize it. Use your completed mind map.
- 5 **Drafting and editing 1: Peer review** Write a summary for one of the five sections of the article (A–E). Prepare your draft and edit it. Use the notes you have filled in the mind map. To check your draft, use the following criteria. In groups, exchange your draft to review and edit each other's work.

Content and Meaning	Form
• Does your text present the topic and main idea of the paragraph clearly?	• Punctuation, capitalization, other quotation marks
• Are the important details of the paragraph included in your summary?	• Spelling
• Does your text align to the structure of the mind map?	• Grammar (grammatical accuracy)
• Are there any unnecessary details?	• Vocabulary (lexical accuracy)
- 6 **Drafting and editing 2: Peer review** Read the comments on your first draft and make corrections. In your groups, assemble (combine individual section summaries) and create a summary of the whole text.
- 7 **Editing, rewriting, and finalizing** In groups, combine your paragraph summaries. Form your groups so that you have at least one summary of each paragraph (A–E). Read your summaries together. You can share on screen or post on the wall or board. Decide on the correct order and make any changes that are necessary to connect them. You might have to reorder information or change words and expressions to make sure that your group summary flows and makes sense.
- 8 **Blogging** Create your own list of important advice on how to handle stress. 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).

OUR BLOG

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 interpret images, make creative comments, and anticipate content and language.	5	4	3	2	1
I can activate what I know about a topic and answer questions.	5	4	3	2	1
I can brainstorm and recall words and phrases related to a topic.	5	4	3	2	1
I can read and identify main ideas and details and make notes.	5	4	3	2	1
I can recognize reading structure using a mind map.	5	4	3	2	1
I can interpret and reword quotes.	5	4	3	2	1
I can make predictions using relevant knowledge and experience and interpreting clues.	5	4	3	2	1
I can think critically, express and support my views with arguments and evidence.	5	4	3	2	1

VOCABULARY

I can understand and use words and phrases about different types of environment, health, way of life, medical advice, and handling stress.	5	4	3	2	1
I can figure out new vocabulary using context clues and logic.	5	4	3	2	1

GRAMMAR

I can give advice about health.	5	4	3	2	1
I can evaluate and agree or disagree with health tips.	5	4	3	2	1

WRITING

I can select relevant information and complete a mind map.	5	4	3	2	1
I can summarize a text using a mind map.	5	4	3	2	1
I can express views on a topic.	5	4	3	2	1
I can draft, edit, redraft, and finalize written work.	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



Before You Read

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



- How long do you spend each day using a screen?
- What kind of device do you use? Do you prefer hand-held devices?
- Do you watch television on a large screen, your laptop, tablet, or another device?
- Which are your favorite social media networks? Please give reasons.
- Do you watch the news on television? Do you look up sources on the Web? Both?
- What is your view on “fake news”? How easy or difficult is it to misrepresent facts?
- How would you feel if you did not have access to the Internet and/or any of your devices for a week?



- 2 **Vocabulary** Read and listen to the words and phrases, and compare them with your list of words from your brainstorming. Circle the words you know and put a check mark (✓) next to the words you don't know.

Nouns		Verbs	Adjectives	
addiction	primetime	affect	available	numerous
access	reality	concentrate	boring	programmed
behavior	screen addict	contribute	digital	reliable
exposure	viewers	evolve	indifferent	visually-oriented
images	violence	focus	interactive	
influencer	visual media	identify	mundane	

- 3 **Thinking and predicting** Think about TV and the Internet, and suggest possible answers to these questions.

- What do people mean by “visual media”? Do people have different definitions of the phrase?
- How have hand-held devices affected people's lives?
- How do viewers feel about television and the big screen? What is your opinion?
- What is the main difference between passive and interactive viewing?
- How can one become an influencer? How do influencers affect people's lives?
- Does screen violence affect people's behavior? If yes, in what way?
- Do all internet users or viewers become screen addicts? Why? Why not?

While You Read



- 4 **Reading** Read the article, and compare your answers in 3 to the ideas and information in the article.

Screens, Everywhere!



Introduction: What exactly do we mean by “visual media”?

- A** What exactly do people mean when they refer to visual media? Two decades ago people thought of television as the visual medium that ruled over home entertainment and information. However, the word “media” has evolved since then alongside technological development and the expansion of the Internet. Visual media are no longer limited to the programmed content of television networks but have expanded to include numerous sources, services, and social networks that are available on the Internet. Younger users, referred to as millennials, tend to spend a lot of time watching video, searching, playing games, blogging, or streaming on their laptops, tablets, or smartphones.

Mobility and Flexibility

- B** The introduction of hand-held, mobile devices has made it possible for users to have access to entertainment and information sources anywhere, anytime, as long as they are connected to the Internet. What appeared to be the stuff of science fiction a few decades ago has now become our way of life. It is no longer necessary for people to be available at a specific time in order to watch the news on television, since they can access their preferred network or news site at their own convenience. This inevitably raises a key question, “Is this the end of television?”

Television networks have adapted to change by introducing digital technology and providing the flexibility and mobility that most users are accustomed to. Is this going to secure the future of television in a changing, digital world?

- C** The Internet has transformed viewing from a passive to an interactive activity. In the past, cable television viewers were often referred to as “couch potatoes” to describe people who sat for hours watching television passively. Nowadays, viewing content can be personalized to suit individual user preferences from a wide range of sources on the Web. Such sources include extremely popular subscription-based streaming services that offer extensive film libraries and television programs.

Opinions vary as to whether news broadcasts on television are more reliable compared to internet sources. Some viewers feel that a television network can broadcast what it wants,

how it wants it and influence people as a result. They think that the Internet is more reliable since it offers a range of different sources and viewpoints that can be accessed before forming an opinion. What do you think?

-
- D** Despite the flexibility and mobility of hand-held devices, people love a big screen. They also seem to follow the same pattern of peak viewing times as TV primetime and weekends. They still enjoy watching live sports, sitcoms, breaking news, and dramas on TV, but they also expect a lot more from it.



Viewers do not like the limitations that come with the traditional TV viewing experience. This is the reason that cable TV is declining, as consumers switch to digital television. By “cutting the cable”, consumers make sure that their TV experience can be personalized and combined with their favorite non-TV original content.

-
- E** Views differ regarding the effect of interactive viewing on mental capacities and memory. Passive television viewing was supposed to affect the ability to concentrate and reason in a negative way. Children who are raised with “electronic babysitters” and eventually spend too many hours watching videos might develop Attention Deficit Disorder (ADD) and become unable to pay attention, listen actively, follow instructions, or focus on something for a long time. Some specialists, however, challenge such views as they consider this type of effect natural as people become more visually-oriented in a digital world.

The principle of providing support to help people focus and remember is an established requirement for effective presentations, webinars, and education. Recent research has also shown that students who play strategy games during long school breaks are better able to deal with problem solving in math and other subjects.

-
- F** Screen violence in the news as well as in movies or games has always caused great concern. Studies have shown that frequent viewers of violent programs and video games might get used to witnessing violent behavior and become indifferent to it. There is also a



chance that strong emotional reactions to such images can lead sensitive viewers to dangerous thoughts or acts. People with certain personality types might even copy the acts that they see in violent shows, start fires, attack people, destroy things or worse.



Parents and educationalists worry that continuous exposure to violence through entertainment such as video games, movies, or series contribute to bullying and abusive behavior. The question is whether exposure to such material becomes more “real”, combined with real acts of violence, war, and injury covered by the news on television as well as social media. In other words, is it the screen or our world that is violent?

G “Reality shows” have made life on screen more real than reality, as they involve “real people”, not actors or other celebrities. Such shows became popular because they made success and fame accessible to the “person next-door” that viewers could identify with. Winners of reality shows, such as *Survivor*, *Got Talent*, and others, have become well-known, wealthy celebrities and “influencers” who affect the way other people behave, dress, look, speak, and so on.

Social media, e.g. Instagram, Facebook, Snapchat, etc, and video-sharing websites, e.g. YouTube have helped create a new type of influencer. Access to blogging and streaming has allowed individuals to become celebrities by attracting large numbers of “followers”. As a result, they are often recruited by marketing companies to promote different products or services. Streaming content, watched by users, can vary from fashion blogging to DIY (Do-it-yourself) workshops, journals and personal stories to day-to-day, mundane activities, such as shopping, fixing a broken chair, or dyeing one’s hair!

Why are internet users attracted to different types of streaming content that might seem boring or almost too common? Is it because they can see themselves in the people they watch? What makes one an influencer? Is it a matter of appearance, expression, hidden talent?

H Media or screen addiction is the most negative effect of visual media. Media addicts feel a strange and powerful need to watch videos, download material, play video games, or spend long hours on social media, at the slightest opportunity. It is not unusual for a screen addict to be unwilling to socialize or participate in other activities that require him or her to go out and interact with people. Real life feels boring and colorless to addicts compared to the action and characters on the screen. They are happier interacting with people online rather than face-to-face and gradually distance themselves from friends and family. The screen becomes the living portal of their own world!



Skills Focus Identifying information structure

Information structure (also called information packaging) describes the way information is organized and presented in a sentence. It is the way that language and meaning work together to convey a message, transfer information, or cause a specific effect. For example, the question "What exactly do people mean when they refer to visual media?" directly addresses the reader, raises the issue of visual media, makes the reader think about the topic, activates relevant knowledge sources or search for information.

- 5 Identifying information structures** Read the types of information structure and examples listed in 1–5. Then read the article again and find an example for each type of structure. Write the letter of the paragraph and the example on the lines.

1. Question to address the reader, raise an issue, and invite speculation.

A – "What exactly do people mean when they refer to visual media?"

2. Past – present comparison and contrast

B – "What appeared to be the stuff of science fiction a few decades ago has now become our way of life."

3. Current situation or state of affairs as an outcome over time

C – "Such sources include extremely popular subscription-based streaming services that offer extensive film libraries and television programs."

4. Opinion(s)

D – "Viewers do not like the limitations that come with the traditional TV viewing experience."

5. Explanation, supporting details, examples, or evidence

F – "Studies have shown that frequent viewers of violent programs and video games might get used to witnessing violent behavior and become indifferent to it."

- 6 Identifying the main idea** Underline the sentence or sentences in the article that express the main idea of each section. Then match and write the missing headings 1–6 for sections C–H in the article.

1. The Effects of Screen Violence
2. Media Addiction
3. The Effects of Passive and Interactive Viewing

4. Internet vs Television
5. The Ever-Popular TV Screen
6. Influencers and Streamers

After You Read



Skills Focus

Working Out the Meaning of Words



Strategy

Using Surrounding Text and Context

You can use the context of a text to help you understand the meaning of a new or difficult word. In order to do that, you need to use what you know about the topic (general knowledge/knowledge of the world) and clues in the text. It is important to focus on what you know or understand rather than the unknown words. You should also read sentences that come before and after the part with the new word in order to work out a possible meaning.



Language Focus

Understanding Suffixes

A useful clue to the part of speech of a word is its ending, or *suffix*.

- The noun suffixes presented in Chapter 7 were *-ance* or *-ence*, *-ity*, *-ment*, *-ness*, and *-sion* or *-tion*.
- The adjective endings were *-ant* or *-ent*, *-able* or *-ible*, *-ive*, *-ous*, *-ic*, and *-al*.
- The adverbs ended in *-ly* or *-ward(s)*.

The following chart shows a few additional word endings that may indicate if a word is a noun, a verb, or an adjective. In parentheses are the general meanings of the suffixes. Examples are included.

Noun Suffixes	Examples
<i>-er</i> , <i>-or</i> , <i>-ist</i> (a person or thing that does something)	daughter, calculator, actor, scientist
<i>-ship</i> (having a position or skill)	citizenship, friendship
<i>-hood</i> (a state or time of something)	childhood, widowhood
<i>-ism</i> (a belief or way of doing something)	liberalism, capitalism
Verb Suffixes	Examples
<i>-ate</i> , <i>-ify</i> , <i>-ize</i> , <i>-en</i> (to make something be a certain way or change it to that quality)	create, decorate, beautify, clarify, realize, energize, strengthen, widen
Adjective Suffixes	Examples
<i>-al</i> , <i>-ar</i> (relating to something)	dental, financial, muscular
<i>-y</i> (full of or covered with something)	rainy, angry, moody
<i>-ful</i> (full of)	careful, beautiful
<i>-less</i> (without something)	careless, endless
<i>-ing</i> (causing a feeling)	interesting, exhausting
<i>-ed</i> (having a feeling)	interested, exhausted

- 7 Practicing more word endings** Here are some of the important nouns, verbs, and adjectives (or related words) from the reading selections. In these words, the suffix (ending) clearly indicates the part of speech. On the line before each item, write *n* for “noun,” *v* for “verb,” or *adj* for “adjective.” Underline the suffix. A few words are done as examples.

- | | | |
|----------------------------------|------------------------------------|--------------------------------|
| 1. <u> <i>n</i> </u> chapter | 11. <u> </u> boring | 21. <u> </u> personalize |
| 2. <u> </u> behavior | 12. <u> </u> nuclear | 22. <u> </u> relationship |
| 3. <u> </u> classify | 13. <u> <i>adj</i> </u> truthful | 23. <u> </u> emotional |
| 4. <u> </u> addicted | 14. <u> </u> childhood | 24. <u> </u> exciting |
| 5. <u> </u> psychologist | 15. <u> </u> bloody | 25. <u> </u> specialist |
| 6. <u> </u> concentrate | 16. <u> </u> simplify | 26. <u> </u> shadowy |
| 7. <u> </u> computerized | 17. <u> </u> organize | 27. <u> </u> investigate |
| 8. <u> </u> unlimited | 18. <u> </u> viewer | 28. <u> </u> sadden |
| 9. <u> <i>v</i> </u> visualize | 19. <u> </u> babysitter | 29. <u> </u> natural |
| 10. <u> </u> visual | 20. <u> </u> disappointed | 30. <u> </u> adulthood |

Language Focus Understanding Word Families

Strategy

Identifying Related Words and Forms in Word Families

Word families are groups of related words of various parts of speech. Read the following about word families.

- ▶ Within a word family of related forms, some words can be used as more than one part of speech. For example, *increase* can be used both as a noun and a verb.
- ▶ There may be two or more nouns with different suffixes: often, one noun names an idea, while a related noun with a different ending is a word for a person – like *psychology* (a field of study) and *psychologist* (a specialist in psychology).
- ▶ There may be related words of the same part of speech with meanings that are a little different from each other. Some examples are *vision* (*noun*: a mental picture) and *visionary* (*noun*: a person with clear ideas of the future), *criticize* (*verb*: to judge negatively) and *critique* (*verb*: to evaluate the quality of), *classic* (*adjective*: important and popular) and *classical* (*adjective*: based on traditional ideas).

- 8 Choosing the right word form** Read the following topic sentences. Circle the correct word form in parentheses. Then write the missing words in the chart that follows – except for the boxes with Xs. There may be more than one possible word for some of the boxes, e.g. one noun for a person and another for an idea.

1. What kinds of shows do you (preference / prefer / preferable)? Do they decrease your ability to (concentration / concentrate / concentrated)?
2. Are you (addiction / addict / addicted) to television or other (visions / visualize / visual) media?
3. Many TV critics and viewers (criticism / criticize / critical) the amount of (violence / violate / violent) in the media.
4. Psychologists worry about the (behavior / behave / well-behaved) of young people who watch a lot of TV during their (children / childhood / childless).

5. (Frequency / Frequent / Frequently) TV watchers may become (dissatisfaction / dissatisfy / dissatisfied) with their normal or average lives.
6. They might (envy / enviable / envious / enviously) the lives of TV or screen actors because their lives seem (excitement / excite / excitable / exciting).
7. "Trash TV" brings (reality / realism / realize / real) people onto talk shows whose behavior might not be (accept / acceptable / accepting) to society.
8. Are the guests on these shows telling the (truism / truth / true / truthful) about their lives? Are the people on reality TV showing their real (person / personalities / personalize / personal)?
9. The TV show *Stranger Things* is an example of a (psychology / psychologists / psycho / psychological) thriller.
10. The Duffer Brothers, who produced *Stranger Things*, (strength / strengthen / strong) the (scare / scary / scared) mood of the TV show with frightening details.

Nouns	Verbs	Adjectives
preference(s)	prefer	preferred preferable
	concentrate	concentrated
addiction(s)	addict	
vision(s)		critical
		violent
behavior		(well-)behaved
		childish
		childless
		frequent
		dissatisfied
envy		
	excite	
		real
truth		
personality		
personalities		psychological
		strong
scare		

You can check your guesses in a dictionary. Can you use your words in sentences that show their meanings?

- 9 **Thinking critically** Discuss the issues raised by the questions in the article in groups. Make a note of ideas, opinions, thoughts that you might be able to use later when you post comments on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on).

Before You Read

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



- 2 **Vocabulary** Read and listen to the words and phrases, and compare them with your list of words from your brainstorming. Circle the words you know, and put a check mark (✓) next to the words you don't know.

actively
baby/infant
brain
color/colorful
development
difficult

experience
learn
limited
noise
passively
patches

screen
sense
silent
skills
stage
studies

survey
teaching
technology
watching

Write each word in the correct column, in alphabetical order, after you read the article in 5.

Nouns	Verbs	Adjectives	Adverbs

- 3 **Thinking and discussing** Think about and discuss the questions. Make a note of interesting ideas and words or phrases that will help you remember your answers.

- Do adult language learners benefit from watching television or videos? Give examples.
- Do young and mature adults benefit from using the Internet? Do they learn? Give reasons and/or examples.
- Do young children benefit from watching television? Why? Why not?
- Does watching television help babies learn their mother tongue (native language)? Give reasons.
- Do the media offer language learners "real-life" exposure to language? Give reasons.
- Do the media help language learners develop their understanding of spoken language? Why? Why not?
- Would you encourage a child under two years of age to watch television/videos for hours on end? Why? Why not?

While You Read

-  **4 Reading** Read the article *Visual Media and Language* and compare your answers in 3 to the ideas in the article. Do not try to complete the missing words at this stage. Focus on the meaning of the whole reading text.



Skills Focus Dealing with New Words in Texts



Strategy

Focusing on the Surrounding Text and Context

Use the surrounding text to try and think of the meaning of the missing word or phrase, not the item itself. Use this as a strategy to deal with new or difficult vocabulary items in texts in this way:

Blank out the word or phrase. In other words, pretend that it's not there and try to work out the meaning of the missing item. You can also think about the form of the word or phrase or its purpose, e.g. if it's an action (verb), a person, a thing (noun), etc.

- 5 Understanding vocabulary from context** Read the article. Think about the meaning of the missing word or phrase. Then check the following list of words and definitions, and select an appropriate item. Write the letter of the item in the blank space.

Visual Media and Language

Although technology has been useful as a teaching tool, the (1) _____ of young children to television or video is still believed to have a negative effect on learning. In the first twelve months of life the brain triples in size. It continues to develop, in the next two years, more than at any other period in an individual's life. What children experience during this time can therefore have (2) _____ effects on their (3) _____ and learning skills and especially their ability to learn language. Unfortunately, studies have shown that exposure to television can make it more difficult for infants to learn language.

Children learn many lessons about the (4) _____, sensual, and emotional world through three-dimensional reality. It makes no difference if this reality involves a ball sailing through the air, (5) _____ pots and pans on the kitchen floor, or seeing your mother annoyed at the noise. This is not the case with images on a screen that look broken up to a very young child. A baby can only see bright (6) _____ of color and light. Babies are attracted to colorful images but can't make sense of them or learn anything.

Some parents watch television with their young children and actively explain images on the screen, instead of using the "tube" as a babysitter! But even that doesn't change the fact that every time the television is on, children are doing a passive activity instead of participating in social interaction. According to Dr. Dimitri Christakis, a University of Washington pediatrician, no matter how much parents communicate with their children when the television is on, there are fewer occasions for children to learn language. It is during social interaction that children are able to hear, process, repeat, and learn language, not during silent television viewing. This is a particularly worrying statistic for the 30% of American households where the television is on most of the day, regardless of whether anyone is watching. Surveys tell us about 40% of infants are watching some sort of video by age five months, and by age two the number rises to 90%.

According to Christakis, baby videos may be connected with the drop in language acquisition (learning the first language) in infants, a fact which led the American Academy of Pediatrics to

prevent any and all television watching for babies under two years of age.

Though such studies are limited to the effects of learning and language acquisition on very young children, it does make one (7) _____ the effects that staring at screens, passively, instead of interacting actively with other people have on individuals of all ages, at all stages of their (8) _____.

- A banging** making a very loud noise (by hitting something against a surface or object)
- B cognitive** connected with thinking and conscious mental processes
- C development** the process of growing or changing (cognitive development, physical development)
- D exposure** experiencing something or being affected by it because you are in a particular place or situation
- E long-term** continuing a long time into the future
- F patches** small parts of a surface or material that is different from what is around it
- G physical** relating to things that you can see, touch, hear, smell, or taste
- H wonder** ask yourself a question or wish to know about something

After You Read

- 6 **Thinking critically** Think about and discuss the issues raised in the article. Post your comments on OUR BLOG or OUR BLOARD.

WRITING

Story Plot: Summary

- 1 **Topic** Focus on the following images and discuss the questions.



1. Can you identify the characters in the images?
2. Which science fiction and fantasy movies are they from?
3. Do you like watching science fiction movies? Why? Why not?
4. What are your favorite movie genres (drama, adventure, thriller, etc.)? Please give reasons.
5. Do you read reviews and/or the story plot of a film before you go to the movies or watch a video?
6. Do you prefer to watch a film at home or go to the movies? Please give reasons.

-  **2 Vocabulary** Brainstorm and make a list of words and phrases that you associate with science fiction. Then 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. Look up words that are new in a dictionary.

<i>alien</i>	<i>experience</i>	<i>keen (to do)</i>	<i>recruit</i>	<i>strange</i>
<i>be willing to</i>	<i>explode</i>	<i>linear</i>	<i>reveal</i>	<i>symbol</i>
<i>complex</i>	<i>explosion</i>	<i>make a</i>	<i>scary</i>	<i>tool</i>
<i>conscious</i>	<i>extraterrestrial</i>	<i>difference</i>	<i>share</i>	<i>unaware</i>
<i>demand</i>	<i>follow suit</i>	<i>out of reach</i>	<i>space</i>	<i>unconscious</i>
<i>depart</i>	<i>friendly</i>	<i>perception</i>	<i>spacecraft</i>	<i>weapon</i>
<i>ejects</i>	<i>hostile</i>	<i>prevent</i>	<i>split</i>	
<i>evacuate</i>	<i>humanity</i>	<i>project</i>	<i>stand down</i>	

- 3 Classifying stories** Most programs in the visual media include stories that tell what happened, most often in time order. The following are the kinds of stories that most often appear in movies and TV series. Write the title of a movie, series, or other show that you remember for each category. Compare with a partner and complete any gaps.

- | | |
|------------------------------|--|
| 1. _____ adventure or action | 6. _____ science fiction or fantasy |
| 2. _____ crime or mystery | 7. _____ comedy |
| 3. _____ authentic history | 8. _____ animated cartoon |
| 4. _____ serious drama | 9. _____ musical |
| 5. _____ suspense or horror | 10. _____ biography or people's personal experiences |

-  **4 Reading** Read the story plot about the film *Arrival* and answer the questions.

- What do you think a linguist's job involves?
- How did the governments of different countries feel about the aliens? Why do you think so?
- What was China's reaction to the aliens' arrival?
- What is your opinion about the two soldiers who planted the bomb?
- What was the purpose of the aliens' visit?
- Which character would you want to be? Why?
- Would you want to know what would happen in the future? Why? Why not?

Story Plot: *Arrival*



Louise Banks, a linguist, () has a strange vision in which she sees her terminally ill daughter die. In the meantime, () twelve extraterrestrial spacecraft appear at different locations around the world. The governments and the military of the countries are keen to find out what the aliens' intentions are and the reason that they have come to Earth.

A US Army officer, Colonel G.T. Weber, () recruits Banks and physicist Ian Donnelly and () takes them to one of the alien spacecraft near an army camp in Montana. () Banks and Donnelly enter the craft and () meet two of the aliens that they call Abbott and Costello. The aliens () use a written language which is made up of circular symbols that they project in space, almost like smoke signals.

Banks () decodes some of the alien language and () asks Abbot and Costello why they have come to Earth. They () answer, "Offer weapon". Unfortunately, China () translates this as, "Use weapon", and () breaks off communications as more () nations follow suit. Banks () argues that the symbol might mean "tool" rather than "weapon" but not everyone is willing to listen.



Two soldiers who () believe that the aliens are hostile and dangerous secretly () plant a bomb in the Montana craft. Unaware, Banks and Donnelly () reenter the alien craft, where the aliens () give them an extremely complex message. Just before () the bomb explodes, one of the aliens () saves Donnelly and Banks by throwing them out of the craft. In the meantime, the army () prepares to evacuate, and the spacecraft () has moved out of reach.

Donnelly discovers that the symbol for time is present in the complex message, and that the writing takes up exactly one-twelfth of the space in which it is projected. Banks suggests that the full message is split among the twelve spacecraft, and that the aliens want all the nations on Earth to share the complete message.

China demands that the aliens leave within 24 hours and Russia, Pakistan, and Sudan follow suit.

Banks enters the craft and finds out that one of the aliens is dying from the explosion; the other explains that they have come to help humanity, for in 3,000 years they will need humanity's help in return. The "weapon" is their language, which changes humans' linear perception of time, allowing them to experience "memories" of things that have not happened yet. Banks's visions of the child are "memories" of her future daughter, Hannah.

Banks returns to the camp and tells Donnelly that the alien language is the "tool". She explains that people who learn it can view the past and future. She then has a "memory" about a future United Nations event where the Chinese leader thanks her for preventing an attack against the aliens by calling his private number and saying his wife's dying words: "In war there are no winners, only widows."



In the present, Banks finds a satellite phone, calls the number, and recites the words. China stands down and releases their twelfth of the message. The other countries follow their parts of the message, and the twelve craft depart.

Donnelly and Banks talk about life choices and whether seeing the future would make a difference. Banks knows that they will have a daughter, Hannah, who will die. She also knows that Donnelly will leave them after she reveals that she knew about it!



Skills Focus Summarizing a Story



Strategy

A reading selection or paragraph that describes a plot (sequence of events in a story) is usually organized in a chronological order – that is, in the natural order of events following one another. What we call the natural order of events represents our perception of time which is linear (organized along a timeline). When you prepare to summarize a plot identify:

- ▶ the main and supporting characters – the people who are involved in the story, who they are, what they do, their personality and sometimes appearance, their role, e.g. Louise Banks is a linguist who experiences a strange vision before extraterrestrial spacecrafts appear on Earth.
- ▶ the events and actions – underline verbs or verb chunks, e.g. visited the spacecraft.
- ▶ the sequence of events and actions in natural order (in the order they happened) numbering the events and actions you have underlined in the source text, or ordering them in an outline, e.g. (1) Louise Banks has a vision before (2) twelve extraterrestrial spacecraft appear. A US Army officer, Colonel G.T. Weber, (3) then recruits Banks.
- ▶ how things happened if it is important in the context of the story plot, e.g. they went in secretly.

5 Identifying details Read the text again about the film *Arrival* then answer the questions.

1. Identify the main and supporting characters. Use the following headings to make notes.

Main Characters	Name	Profession/ Role	Supporting Characters	Name	Profession/ Role
1	<i>Louise Banks</i>	<i>linguist</i>	1		
2			2		
3			3		
4			4		

2. What does the text tell you about each character's personality? Choose three characters, and make notes on their personalities, using clues from the text.

Character: _____

Character: _____

Character: _____

6 Reading again Read the story plot again and:

1. Number the underlined events and actions in the story.
2. Underline and number the rest of the events in the story.
3. Copy and complete the "Summary Outline" chart with the rest of the information about the story plot. (Write down the events that you have underlined and numbered.)

Tip If you are confident about remembering *who* did *what*, *where*, *how* and *why* (if necessary), your outline can mainly consist of verbs or verb phrases.

SUMMARY OUTLINE					
Who/What	Event/Action	What/Who	Where	When	How/Other
	<i>has</i>	<i>vision</i>			
<i>spacecraft</i>	<i>appear</i>		<i>Different locations/countries</i>		
<i>Weber</i>	<i>recruits</i>	<i>Banks/Donnelly</i>			
	<i>takes to</i>		<i>spacecraft/Montana</i>		
<i>Banks and Donnelly</i>	<i>enter</i>	<i>Craft</i>			
	<i>meet 2 aliens</i>	<i>Abbot and Costello</i>			
	<i>use</i>	<i>symbols projected in space/language</i>			
<i>Banks</i>	<i>decodes</i>	<i>alien language</i>			
	<i>asks</i>	<i>reason/purpose of visit</i>			
<i>Abbot and Costello</i>	<i>answer</i>	<i>"Offer weapon"</i>			
					<i>Cont.</i>



Language Focus Narrating a Story

Look back at the story plot. Which is the most frequent verb form/tense? Past or present? Then read about the historic present.

The *historic* or *narrative present* is used to narrate past events in a livelier manner as if we were there, witnessing what was happening. It is frequently used in spoken and written narrative.

- 7 **Summarizing** Read the summary of part of the story plot. Compare the information and text with the notes in the outline and the underlined items in the original story plot. Then use your completed outline and underlined items to write the remainder of the summary. Remember to use the historic present.

Louise Banks, a linguist, has a strange vision about a daughter that she doesn't have. Out in the world, twelve alien spacecraft appear in twelve different countries. Louise has a strange vision in which she sees her terminally ill daughter die. G.T. Weber, an army officer, recruits Banks and Donnelly, a physicist, and takes them to a spacecraft in Montana, near an army camp. Banks and Donnelly enter the craft and meet two aliens that they call Abbot and Costello. Banks decodes the aliens' language that is a code of symbols in space. She asks them why they have come to Earth and they answer, "Offer weapon". China takes this to mean "Use weapon" and stops communicating. Banks argues that the symbol might mean "tool", but they don't listen.



Skills Focus Drafting and Editing

Think back to the stages you have followed when writing your own text and fill in the blanks with the words in the box.

*content
draft*

*editing
improved*

*organization
summary*

*technical
temporal*

Remember that the outcome of your first attempt to write a text is a (1)_____. In other words, it is a document that can be read again and corrected or (2)_____ in different ways. In this chapter, you don't have to be too concerned about content (3)_____, since it follows (4)_____ guidelines, i.e. natural sequence of events as they happened. However, since you have to work on a (5)_____, more than one peer review and (6)_____ can only improve your work and make it clearer, more articulate, more concise and comprehensive. Always agree on criteria to use in order to review and correct drafts. Your criteria can include (7)_____ related items, e.g. clarity and accuracy of information/events, development and sequencing, as well as more (8)_____ items, e.g. writing conventions for specific genres such as paragraphing, punctuation, capitalization, etc.

- 8 **Drafting and editing 1: Peer review** Work in groups of three or four. Exchange summary drafts (second part) of the *Arrival* story plot to review and edit.

Stage 1: Read your own draft once again before you hand it over to your partner.

Stage 2: Read and review a peer draft. Use these questions to help you:

Content and Meaning

- Have all the events and necessary information been included?
- Do events follow a natural sequence?
- Is the agent of an action/event clear?
- Are there any details that you think should be added?
- Are there too many redundant details?
- Is the draft summary too wordy, too long?
- Are events/actions and other information related?
- Can sentences/content be presented differently? (combined differently)

Form

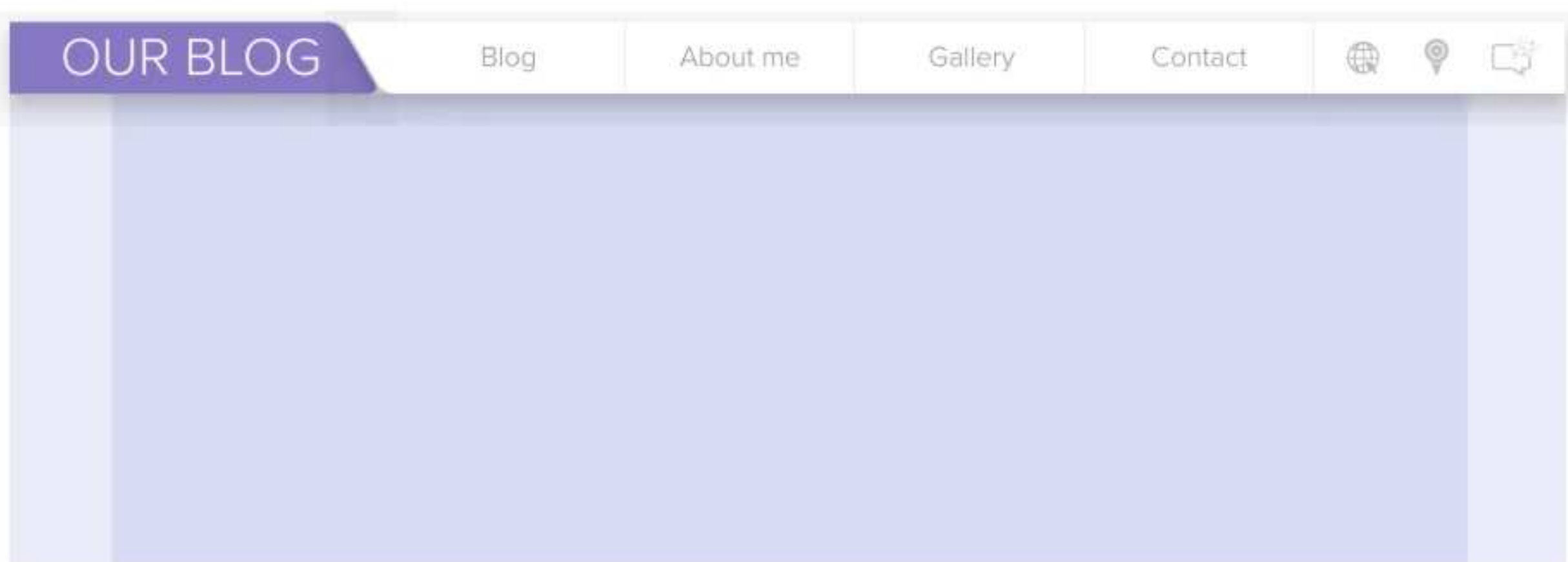
- Punctuation, capitalization, other quotation marks
- Spelling
- Grammar (grammatical accuracy)
- Vocabulary (lexical accuracy)

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

- 10 **Researching and documenting** Work in pairs or groups of three. Decide on the story plot of a film that you liked and search for information about the film on the Internet. Select what you would like to use as source material. Then, follow similar steps as the ones you have followed with the *Arrival* story plot to prepare (underline, highlight, note-take, outline) your story plot and write it together. If you cannot agree on the same story plot, you may decide to write individual summaries that you can review and edit within your group.

- 11 **Editing, rewriting, and finalizing your summary** Help each other to correct and improve your group or individual texts and finalize them. You may also like to illustrate, or search and find illustrations that you can use, on the Internet.

- 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 interpret images and make creative comments.	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 make predictions and anticipate language and content based on experience and knowledge.	5	4	3	2	1
I can identify the topics and main ideas of a text.	5	4	3	2	1
I can identify and interpret implied messages.	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
I can read and understand story plots.	5	4	3	2	1

VOCABULARY

I can understand vocabulary from context.	5	4	3	2	1
I can understand and use suffixes correctly.	5	4	3	2	1
I can understand and use word forms correctly.	5	4	3	2	1

GRAMMAR

I can use historic present to narrate events.	5	4	3	2	1
---	---	---	---	---	---

WRITING

I can classify stories and put events in order.	5	4	3	2	1
I can identify key information and complete an outline.	5	4	3	2	1
I can use an outline/notes to write a summary.	5	4	3	2	1
I can draft, edit, redraft, and finalize a summary.	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

Let's Hang Out!

Chapter Goals

- ◆ **Reading:** Recognizing the structure of written conversations, understanding left-out words and references, reading for literal meaning and inferences, identifying main ideas and supporting details and making notes, identifying pros and cons, getting meaning from context, identifying literal and implied meaning, identifying attitudes about a topic, interpreting quotes.
- ◆ **Writing:** Summarizing pros and cons, describing the qualities of friends, rewording quotes, making and organizing notes, using graphic organizers, expressing personal views and opinions.

Focus on the Images

- ◆ What do you see in the images? How are these people related to each other?
- ◆ Do you use digital applications mainly to make friends or to keep in contact with them? Why?
- ◆ In your opinion, what makes a long-term friendship?

Brainstorm and Associate

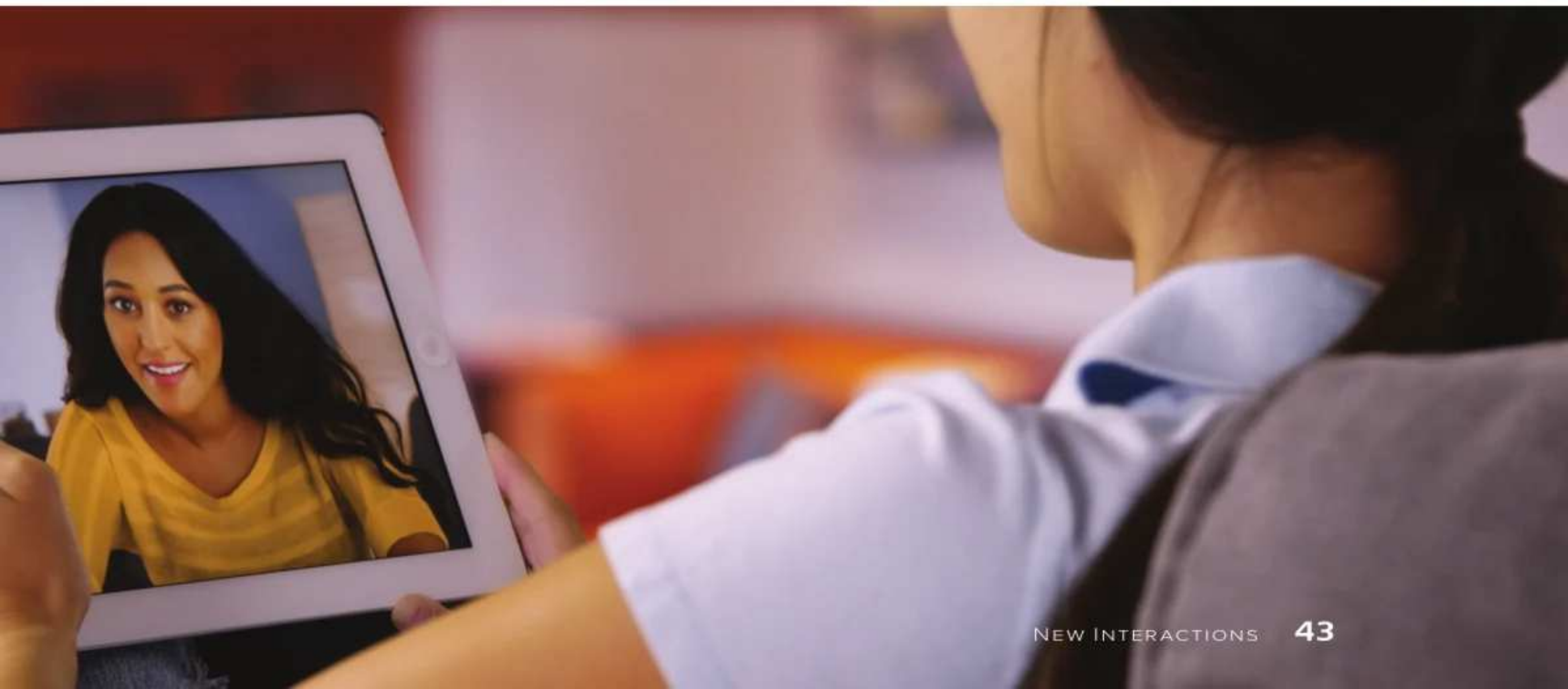
- ◆ Words and phrases that come to mind about friendship
- ◆ Thoughts and feelings that people experience when they meet people they know

Think and Comment

“A friend to all is a friend to none.”

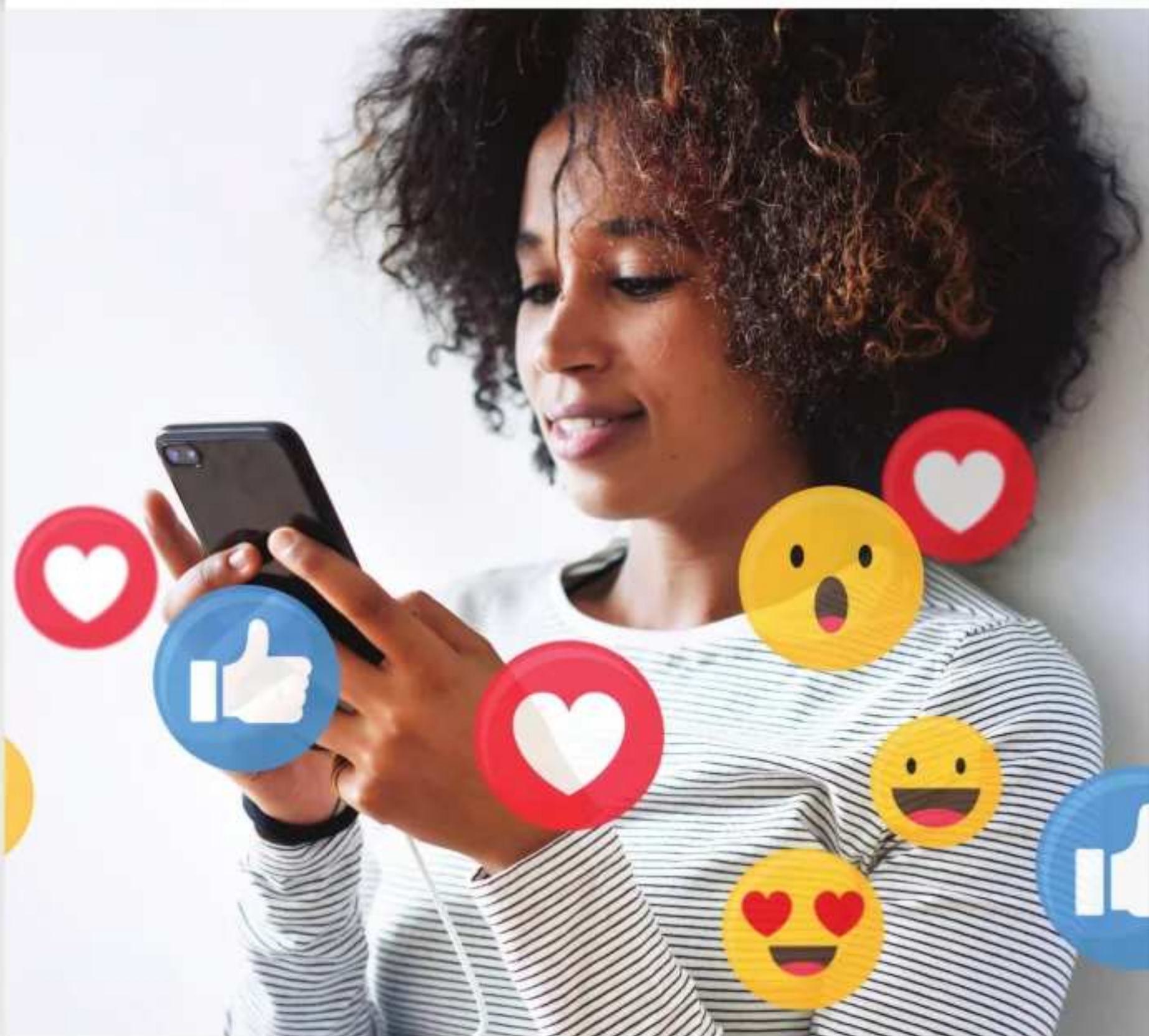
Aristotle





Before You Read

- 1 **Topic** Focus on the images and think about friendship. Discuss the questions with a partner or in a group.



1. What makes a good friend? Explain what is important to you in a friendship.
2. When and where did you meet most of your friends? How long have you known your best friend?
3. Have you kept in touch with friends from kindergarten, elementary school, the neighborhood, or trips you have made?
4. Do you keep in touch with friends who live far away? How often do you talk to each other? Is distance a problem for keeping your friendship strong?
5. Comment on the quote "A friend to all is a friend to none". Do you agree or not? Explain your reasons.



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

admit
bonds
complain
feeling blue
hurdle

in person
ingredient
intimacy
keep in touch
lack

long-lost
regretted
ruined
seduce
self-confidence

self-esteem
slang
state
stay in touch
surely

think twice
tough times
treasured
ultimately

3 Thinking and predicting Suggest possible answers to these questions. Discuss with a partner or in a small group. Make notes so you can compare your answers to the information in the reading text.

1. In your opinion, has the Internet changed today's friendships?
2. How can social media affect friendships?
3. Can you successfully express all your feelings on social media? Why? Why not?
4. What are some features of true and long-term friendships?
5. If someone is shy or insecure, would they prefer online or offline interaction? Explain the reasons for your answer.

While You Read



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

The Digital Age of Friendships

For the past month, I've been taking a university graduate course called "Social Structure." It's a very popular class. We've been discussing friendship in the Information Age. One of our assignments is to examine the ways that social media affects friendships. I interviewed Professor Mark Williams on campus as part of my study. He's a social scientist that teaches at my college.



"Has the nature of friendship changed because of the Internet?" I asked him.

"Well," he said, "first you have to consider who is a friend. Is a friend someone who lived in your neighborhood and have known since childhood, someone you met at school and still keep in touch?"

"Yes," I answered.

"I see that your Facebook page says you have 563 'friends'," he added. "Some of these people you have never met in real life but they're part of your online social network. Admit it, these are your friends too, right?"

"Um... yeah," I said.

“Welcome to the digital age of friendships!” he responded.

“How does social media affect today’s friendships?” I asked.

“Social-networking sites expand your circle of friends. They seduce you into believing that the more friends you have, the better. They create a sense of connection for you, not an actual connection. We’re friends with just about everyone now. That’s the state of modern friendships in the 21st century. Nowadays, getting to know people in person and making friends takes too much time. In today’s busy world, who has time to meet? Digital communication is here, isn’t that what the Internet is for? At the touch of a button, with just one click or scroll, you have the convenience of friendship. Whether in a neighboring town or thousands of miles away, you’re never too far away from your friends.”

“Hmm... you make an interesting point,” I said.



“Internet slang and emoticons have replaced laughter, hugs, and kisses – all important elements of true and lasting friendships. Another important ingredient is intimacy, for example telling your best friend a secret. You shared things, often to or with one person at a time. Personal connection builds trust, respect, and admiration. Feeling blue? Go ahead, tell all your online friends or groups. Surely you’ll feel better just by expressing your emotions. Got your degree? Share memories on social media, show how proud you are at the graduation ceremony. Friendship also requires patience, something that your favorite social-networking sites and hundreds of friends don’t really leave you time for,” he explained.

“So online friendships aren’t as meaningful as face-to-face ones?” I asked.

“Your parents and older relatives formed their friendships by interacting with others face-to-face. Over the years, they laughed and cried together with their friends, sharing almost everything in person. They treasured these friendships, and formed deep bonds, no matter the distance or time,” he added.

“My mom and dad have had the same friends since the ’70s, but I often heard them complain because they lived far away,” I said.

“You’re right when you say that distance isn’t a hurdle anymore like it was in the past. Now both of them can reconnect with long-lost friends or stay in touch. It’s true that you can keep your friendships strong and get support during tough times thanks to several online platforms,” he said.

“What are some other ways that social media affects friendships?” I asked.



"In real-life conversations, have you regretted saying certain things that have ultimately ruined a friendship or two?" he asked.

"Unfortunately, yes!" I answered quickly.

"Online, you can think twice before opening your mouth and saying something that you'll later wish you hadn't said. Also, if you lack social skills, sitting behind a computer screen might actually help you build self-confidence and self-esteem."

"To be honest, I never thought about that," I said.

"Social media is helping people all over the world to become much more aware of each other's cultures and lives," he added.

"We're a global village," I answered.

"With social networking, there are no more limitations, you can be friends with whoever you want, however you want, and whenever you want. What I'm trying to say is that they shouldn't replace real-life ones. A balance of online and offline interactions will lead to better friendships.

I nodded my head. "Very interesting!" I said.



Skills Focus Recognizing Reading Structure



Strategy

Recognizing the Structure of Written Conversations

Texts that include conversational forms, i.e. the words of each speaker in quotation marks (" ") are organized carefully around a main topic and smaller topics or subtopics. Each main topic includes relevant and supporting details and ideas. This is necessary as the words (utterances) of speakers are used to convey a fact, an opinion, a message explicitly or implicitly (through inference).

Look back at the text and provide an example. Choose a conversational form and identify its function.

Which main idea does it express, support, or add to?

Does it support something else that has been stated by the writer?

Does it provide additional information, details?

Does it convey an attitude or opinion?

5 Recognizing structure Organize the main ideas and supporting details from *The Digital Age of Friendships*. Choose from the list of pros and cons and fill in the following chart. Look back at the interview for help and additional pros and cons. Some answers are in the chart as examples.

- Social-networking sites expand your circle of friends.
- Social-networking sites create a sense of connection for you, not an actual connection.
- At the touch of a button, you have the convenience of friendship.
- Social media friendships usually lack intimacy.
- Distance isn't a hurdle anymore, long-lost friends can easily reconnect on social networks or stay in touch.
- Internet slang and emoticons have replaced laughter, hugs, and kisses.
- Online, you can think twice before opening your mouth and saying something that you'll later regret.
- Friendship requires patience, something that your favorite social-networking sites and hundreds of friends don't really leave you time for.
- If you lack social skills, sitting behind a computer screen might help you build self-confidence and self-esteem.
- Social-networking sites are helping people all over the world to become much more aware of each other's cultures and lives.

Interviewer's question: How does social media affect today's friendships?

Main Idea	Speaker's Pros	Speaker's Cons	Your Opinion
Circle of friends	Social-networking sites expand your circle of friends.		
Type of connection		Social-networking sites create a sense of connection for you, not an actual connection.	
Time			
Distance			
Intimacy			
Social Skills	If you lack social skills, sitting behind a computer screen might help you build self-confidence and self-esteem.		
Meaningful friendships			
Cultural awareness and diversity			
The best of both worlds			

After You Read



Skills Focus

Understanding Left-Out Words and References

1. Left-out words

Often, a writer leaves out words because information in other sentences or sentence parts makes them unnecessary. The reader figures out the missing information from the context.

Example “Internet slang and emoticons have replaced laughter, hugs, and kisses — all important elements of true and lasting friendships. Another important ingredient is intimacy.”

Full meaning: “Another important ingredient of true and lasting friendships is intimacy.”

2. References

Some words refer to ideas that came before them in the interview.

Example “Social-networking sites expand your circle of friends. They seduce you into believing that the more friends you have, the better.”

Note: The word *they* refers to social-networking sites.

- 6 Providing left-out words** In the following examples some words are left out because they can easily be understood from the context. Which words are missing? Write them in the blanks. See the Skills Focus box for more help.

- “Have you regretted saying certain things that have ultimately ruined a friendship or two?” he asked. - “Unfortunately, I have _____!”
- Friendship requires a lot of patience. Doesn’t it _____?
- How can you expand your circle of friends? One way _____ is to use social-networking sites!
- Has the nature of friendship changed because of the Internet? Yes, _____ indeed.
- “Your Facebook page says you have 563 friends. Have you met all of them in real life?”
“Um... _____ most of them.”

- 7 Identifying references** In each of the following sentences, circle the words that the underlined word refers to. The first one is done as an example. See the Skills Focus box for more help.

- With social-networking, there are no more limitations; you can be friends with whoever you want. Of course, I’m not trying to say that they should replace real-life ones.
- Social-networking sites create a sense of connection, they don’t offer an actual connection.
- Got your degree? Share memories on social media, that way you will show how proud you are at the graduation ceremony.
- “If you lack social skills, sitting behind a computer screen might actually help you build self-confidence and self-esteem.” “To be honest, I never thought about that.”
- Your parents and older relatives laughed and cried together with their friends, sharing almost everything in person. They treasured these friendships, and formed deep bonds, no matter the distance or time.
- We’re friends with just about everyone now. That’s the state of modern friendships in the 21st century.

- 8 Thinking critically** Read and think about the statement. Do you agree or disagree? Discuss with a partner or in a group. Give reasons for your answers.

“Online, you can think twice before opening your mouth and saying something that you’ll later wish you hadn’t said. Also, if you lack social skills, sitting behind a computer screen might actually help you build self-confidence and self-esteem.”

Before You Read

- 1 **Brainstorming** Focus on the images. Brainstorm ideas, feelings, words and phrases that you associate with the images. Is there a connection between gaming and friendship? Please give reasons for your answer.



- 2 **Vocabulary** Read and listen to the words and phrases. Compare with the words from your brainstorming. Circle items that are familiar. You can figure out the meaning of words or phrases that you don't know when you read the text.

above board
aggressive
available
aviation
competitive
consulted

custom building
demanding
doubtful
environment
glitches
innovative

key in
knights
know-how
re-enact
sophisticated
specs

subject buffs
truthful
you sound like
you've got a point there

- 3 **Thinking and predicting** You are going to read about a conversation Ethan had with his friend Liam and Liam's roommate, Rob. Look at the statements and circle either Agree (A) or Disagree (D). Compare and discuss your opinion with a partner or in a small group.

1. It is easy to make "friends" online.	A D
2. You can find interesting people through gaming.	A D
3. Interactive games are too competitive for most users.	A D
4. Online games are only appropriate for younger people.	A D
5. Game simulations can help you develop skills such as driving or flying.	A D
6. Forums are not accessible to most users.	A D
7. You need to provide personal details on social media.	A D
8. Online friends rarely meet face-to-face.	A D

While You Read



4

Reading Read the text and compare the writer's views with your ideas.

Show Me Your Friends!

"Can one make real friends online?" asked Liam, who lives down the hall from me in the dormitory. "You know, not the kind of hundreds of social media 'friends' that you hardly get to know."

"Have you ever met any of your social media 'friends' in person?" I asked.

"A couple of times, a long time ago. But we didn't have much in common. What about you?" asked Liam.

"Some of my media 'friends' are people I've known from school or other places. But I have also found some amazing people in forums and certain game platforms."

"No kidding! Game platforms? I never thought you could meet intelligent people playing games. The thing is, I am not keen on competitive games," said Liam, sounding very doubtful.

"Well, you should try. But first of all, you need to look for the type of interactive games that will attract the kind of people you like. Some games are quite sophisticated and very demanding in terms of techniques and strategies. So, for example, if you are interested in aviation, there are amazing flight simulation games that attract really cool professionals, even pilots and mechanics. What's more, there are platforms that allow you to contribute ideas and know-how and have a say in the development of the game. "

"Hang on! You can't mean that! Which gaming platform would allow that?" protested my friend.

"You'd be surprised," I answered. "There are often glitches – problems that is – that players help solve. This kind of thing requires intelligence and innovative thought along with specialized knowledge. You also have to deal with different challenges during flights, including technical problems or accidents. Game simulation helps you develop your flying skills. Let me remind you that a good part of pilot training is done on simulators!"

"I see. Yes, you've got a point there. But I still find it hard to believe that an experienced pilot would find flight simulation interesting. You're just saying this to change my mind about games," Liam answered.

"Not at all. I mean it. There are games that are challenging enough to attract experienced professionals and all kinds of subject buffs."

"What do you mean?" asked Rob, Liam's roommate, who had just joined us.

"You know, people who are passionate about a subject, say, for example history, are history buffs. There are games that give you the opportunity to re-enact whole battles or city development projects in the way that you think is best. By trying to do so, you gain points or whatever the game involves, and you learn more about the period in history as you travel through a virtual environment and can only use what was available at the time."

"You mean castles and knights and horses... that kind of thing?" asked Rob.

"Yes, and a lot more! There are games that have fantastic graphics that are quite accurate, such as clothing, tools, professions, buildings, and so on."

"What about astrophysics? Any games there?" asked Liam.



"The best! From calculating, designing, and custom building a spacecraft to your own specs, to space travel and discovery. Bear in mind that SMEs – subject matter experts – are consulted to make sure that the information is correct."

"You sound like an expert! You must spend a lot of time gaming," said Rob.

"Yes, but no more than other gamers!" I answered.

"Meaning what exactly?" asked Rob.

I started getting a bit annoyed. "Ask around," I told him. "You'd be surprised to know how many of our fellow students are gamers!" They both looked at me and said nothing.

"Anyway, going back to the issue of friends, Liam, if you're really interested, you can join special groups or forums where you can meet cool, intelligent, like-minded people."

"And how do you know it's all above board? I mean alright, safe... you know," asked Rob.

"You can find out from other people who have joined or read reviews. You can't know till after you do your research. All you need to do is key in a word or two. The Internet is not the way it used to be a couple of decades ago, when there were fewer people online. Now, we're talking about millions of people. Can you tell that everyone is truthful and honest when you walk down a busy street downtown?" I asked Rob and Liam.

"I guess not," admitted Liam. "But it's different. You can see and sense things."

"Well, try to do the same online. Talk to people, try to find out about them. Don't share any personal details until a lot later, if and when you decide to meet someone face-to-face."

"But the games I have tried to join have been quite violent and the players seemed very competitive and aggressive. They expect you to know all the rules the minute you join," Liam continued.

"Well, there you go again. This is what I'm trying to explain. You need to find a group that you share the same interests with. I mentioned aviation because I have always been interested in aerodynamics and flying and have read about aircraft and engineering all my life."

"Have you found any real friends through the Internet?" asked Rob.



"Have I indeed! My best friend is someone that I started communicating with about eight years ago. We met through a game. Then we started exchanging emails and sending each other photos and so on. To cut a long story short, we now try to plan a vacation every year or so. Maybe it was chance, but we have found out that we can share space with absolutely no problems and have a great time travelling around or just sitting at home watching a movie or chatting. He lives in Sweden and I... well, you know where I live!"

- 5 **Getting meaning from context** Find and highlight the words and phrases from 2 in the reading text. Use the context to try and explain the meaning of each word or phrase. Compare answers with a partner and discuss the clues you used to help you. Make notes.

Words and Phrases	Meaning and Clues
1. above board	
2. aggressive	
3. available	
4. aviation	
5. competitive	
6. consulted	
7. custom building	
8. demanding	
9. doubtful	
10. environment	
11. glitches	
12. innovative	
13. key in	
14. knights	
15. know-how	
16. re-enact	
17. sophisticated	
18. specs	
19. subject buffs	
20. truthful	
21. you sound like	
22. you've got a point there	



Skills Focus

Understanding Literal Meaning and Inference

The first time readers skim a piece of information, they usually read for literal (exact) meaning, in other words, what is stated clearly and directly in the text. Beyond the basic meaning of the words and expressions, however, they may be able to infer (figure out) other ideas or opinions that are implied or suggested by the writer. On a second, more careful, reading they can recognize and understand thoughts, opinions, or attitudes that are implied (not stated directly) but can be inferred from context and the surrounding text.

- 6 Identifying literal and implied meaning** Read the following sentences. Put a check mark (✓) on the line in front of the ideas that the author stated clearly or implied in the conversation. Put a cross (X) before the ideas that the writer did not state or imply. Look back at the conversation and the Skills Focus box to help you answer.

1. _____ Liam has a conversation with his roommate, Ethan.
2. _____ Liam has met some of his social media friends in real life.
3. _____ Ethan enjoys playing online games.
4. _____ Liam hardly believes that meeting interesting people through gaming is possible.
5. _____ Ethan believes that it is easy to attract sophisticated people while gaming.
6. _____ It is possible for some people to contribute to the development of a game.
7. _____ Some experienced pilots prefer flight simulation games rather than flying.
8. _____ Gamers get the chance to learn more about specific scientific fields while playing.
9. _____ Even high quality graphics cannot be as accurate as reality.
10. _____ Ethan says that many of their fellow students are gamers, too.
11. _____ All three friends agree that there is no safety or trust in online relationships.
12. _____ Ethan is happy about the friend he has found thanks to the Internet.

- 7 Identifying attitudes** Read the conversation again and write down each speaker's attitude. You can use words like *positive*, *negative*, *neutral*, *skeptical/unsure*, or *enthusiastic*.

	Ethan	Liam	Rob
Making friends online			
Game communities			
Simulation games			

Security/Risks			
Meeting face-to-face			

After You Read

- 8 Thinking critically** Look at the quotes and explain their meaning. Interpret and reword each quote. Compare and discuss your answers with a partner or in a group.

- A real friend is one who walks in when the rest of the world walks out.* (Unknown)

- Little friends may prove great friends.* (Aesop)

- Strangers are just friends waiting to happen.* (Unknown)

- The road to a friend's house is never long.* (Danish proverb)

- I don't need a friend who changes when I change and who nods when I nod; my shadow does that much better.* (Plutarch)

- Wishing to be friends is quick work, but friendship is a slow ripening fruit.* (Aristotle)

Comment on each quote. Do you agree or disagree? Why? Why not?

Are there any proverbs with similar meaning in your native language? If so, translate it into English and explain its meaning.

Do you know any other proverbs with the opposite meaning in your native language or English? Comment on their meaning.

- 9 Reflecting and discussing** Think about your friends.

- Do they share any qualities or characteristics? What does that tell you about yourself?
- Do you share personal qualities or characteristics with your friends? Do you think it's important for friends to be similar in some ways?
- Did you meet many of your friends in the same place, event, or group? If so, where and how did you meet them?
- What made you become friends?
- Do you think you will remain friends for life? Why? Why not?
- Do you trust all or some of your friends with your real thoughts, wishes, and secrets? Why? Why not?



- 1 **Topic** Think about ways of meeting people and making friends. Which opinion is closest to your beliefs and attitude? Compare and discuss answers with a partner or in a group.
 - A It is amazing to be able to connect with so many people globally and have friends in so many places around the world. I would feel safe and comfortable anywhere I went.
 - B The Internet has changed the way we view the world. It has provided access to so many people and sources that it is impossible to use them all in a lifetime. It's cool to be able to communicate with people from different cultures but being friendly and being friends are not the same thing!
 - C I can't really decide if my social media friends are true friends or not. There are online friends that I can often communicate with more successfully than real friends. I think we're going through a change where things are still a little confusing. I don't think I can give an opinion on this and then not change it.



Skills Focus Summarizing a Story, an Interview, or a Discussion



Strategy

Summarizing by Identifying Pros and Cons

You have already learned to summarize stories by ordering the main events in the plot. Another way to summarize a story, a discussion, or an interview on a subject where different views are expressed, is to tell the advantages (pros) and disadvantages (cons) of each viewpoint or side of the story. The interviews in *The Digital Age of Friendships*, are fiction, but they contain real information about how social media, forums, and game platforms affect today's friendships. It's a good idea to write the pros and cons of friendship based on digital communication in your summary of each interview.

- 2 **Summarizing through pros and cons** Work in groups. Each student should complete two or more of the following items about *The Digital Age of Friendships*. Then read your sentences to your group. As a group, put your sentences together in a summary about the pros and cons of friendship in the digital age.
 1. The writer has been interviewing Professor Mark Williams on campus as part of a study on how social media affects friendships. According to the professor, social networking sites _____
 2. The advantages of digital communication are that _____
and you _____
You can communicate with people who are _____

3. The disadvantages are that _____
4. In the past people formed meaningful friendships by _____
5. Sometimes, we say certain things that _____
Online you have the time to _____
6. There are no limitations with _____
7. However, online friendships shouldn't _____



Language Focus Identifying Negative Prefixes



Strategy

A *prefix* (a part added to the beginning of a word) does not show the part of speech; however, a prefix usually changes the *meaning* of the word it is attached to. (In contrast, a *suffix*, an ending added to a word, often indicates its part of *speech* – that is, if it is a noun, a verb, an adjective, or an adverb.)

These are some common prefixes that add negative meanings to words; that is to say, these word beginnings change a word to its opposite.

dis- *il-* *im-* *in-* *non-* *un-*

Example During our trip, we discussed our disssatisfaction with our relationship. He was impolite, and I was indirect. Even so, the talk was so important and interesting that the miles seemed to disappear.

In the words *dissatisfaction*, *impolite*, and *indirect*, the prefixes *dis-*, *im-*, and *in-* add a negative meaning. However, the same letters are not negative prefixes in the words *discussed*, *important*, and *interesting*.

The prefix *im-* appears most often before the letters *b*, *m*, or *p*. Words beginning with the letter *i* may take the prefix *il-*. The most common negative prefix is *un-*.

- 3 Identifying negative and neutral prefixes** Which of these words from Chapters 1 to 9 contain a prefix with a negative meaning? Underline those prefixes and write Neg on the line before the word. Write X on the lines before the words without negative meanings. Use a dictionary if you need help.

- | | | |
|-----------------------|-----------------------------|-------------------------|
| 1. _____ discover | 11. _____ inability | 21. _____ non-Western |
| 2. _____ discussion | 12. _____ increase | 22. _____ impatience |
| 3. _____ disease | 13. _____ indirect | 23. _____ understanding |
| 4. _____ dishonesty | 14. _____ industrialization | 24. _____ unidentified |
| 5. _____ disorder | 15. _____ informal | 25. _____ universal |
| 6. _____ distance | 16. _____ ingredients | 26. _____ unlimited |
| 7. _____ illustration | 17. _____ interrupt | 27. _____ unpolluted |
| 8. _____ images | 18. _____ immoral | 28. _____ unusually |
| 9. _____ immediately | 19. _____ nonsense | 29. _____ unwelcome |
| 10. _____ impolite | 20. _____ nontraditional | |

- 4 **Using negative prefixes** From your own knowledge of the vocabulary in this book, write the missing negative prefix (*dis-*, *il-*, *im-*, *in-*, *non-*, *un-*) in each blank, as in the example. Then compare with a partner and check your answers in the dictionary.

- | | | |
|--------------------------|---------------------|---------------------|
| 1. ____ advantage | 6. ____ effective | 11. ____ natural |
| 2. <i>dis</i> appearance | 7. ____ fortunately | 12. ____ perfect |
| 3. ____ certain | 8. ____ healthy | 13. ____ politeness |
| 4. ____ common | 9. ____ legal | 14. ____ sense |
| 5. ____ consistent | 10. ____ memorable | 15. ____ specific |

Read through the words with the prefixes. Are they opposites of the original words? For example, appearance – disappearance, advantage – disadvantage.

- 5 **Identifying words with similar meaning** Read the words in 1–10. Three of the words, in each row of four, have the same or similar meanings. One of the words has a different meaning. Circle the word with a different meaning. Identify the words that have a positive connotation with a check mark (✓), a neutral connotation with a zero (0) and a negative connotation with a minus sign (-).

- | | | | |
|----------------|----------------|---------------|--------------|
| 1. loyal | faithful | trustworthy | independent |
| 2. cheerful | joyful | offensive | positive |
| 3. jealous | envious | resentful | supportive |
| 4. depressed | friendly | outgoing | sociable |
| 5. patient | tolerant | uncomplaining | smart |
| 6. pessimistic | positive | optimistic | hopeful |
| 7. well-liked | popular | pleasing | unpopular |
| 8. assertive | self-confident | calm | strong |
| 9. funny | respectful | amusing | humorous |
| 10. gentle | hostile | aggressive | intimidating |

- 6 **Identifying pros and cons** Look at the reading texts in Reading 1 and 2 and identify the pros and cons. Use a mind map to make notes. Make notes on your notepad if you need more space.

<i>across the globe</i> <i>diversity</i> <i>intercultural communication</i> Pros Social Media Friends Cons <i>too many/too public</i> <i>not real friends/contacts</i> <i>sharing personal information</i>	 Pros Online Gaming Friends Cons
---	--

- 7 **Summarizing pros and cons** Use your completed mind map and write a summary of pros and cons about making friends through digital communication. The first part has been done as an example.

The digital age influences our friendships both positively and negatively. Thanks to social media, we are able to communicate easily with people from all over the world and become more aware of each other's cultures. _____

Today, it is also possible to meet people through game platforms and forums. _____

- 8 **Exchanging and reviewing** Exchange, review, and comment on each other's summaries.
- 9 **Correcting and developing** Read through your partner's comments and make corrections. Then think about your own ideas and experience and make a list of pros and cons about digital communication and online friends. Use your list to summarize your views.
- 10 **Thinking and writing** Think about and answer the question "Can one make real friends online?" from the text in Reading 2. Use arguments and/or evidence to support your view. Make notes. Use your notes to write a paragraph about your opinion. Exchange with a partner and discuss

WRITING 2

Friends: The Good, The Bad, and the Indifferent



- 1 **Topic** Describe how you think people in the images are feeling and why. Are there times when you feel this way yourself? Give examples and discuss with a partner or group. Can you always manage your feelings? Why? Why not? Have you tried any tips or techniques? What was the result?

- 2 **Thinking critically** What makes a good friend, a bad friend, or an indifferent friend in your opinion? Brainstorm words and phrases to identify the characteristics of each type of friend. You can list your ideas in the first column and put a check mark (✓) in each of the columns, depending on the friend's characteristics. Look back at Writing 1, 5 for words to help you.

Friend's Characteristics	Good (friend)	Bad (friend)	Indifferent (friend)

- 3 **Drafting and editing 1: Peer review** Write a three-paragraph essay using one of the following titles: *A Caring Friend*, *An Indifferent Friend* or *The Good, the Bad, and the Indifferent Friend*. Prepare your draft and edit it. Then, work in small groups, and exchange your drafts to review and edit. To check your draft, use the following criteria.

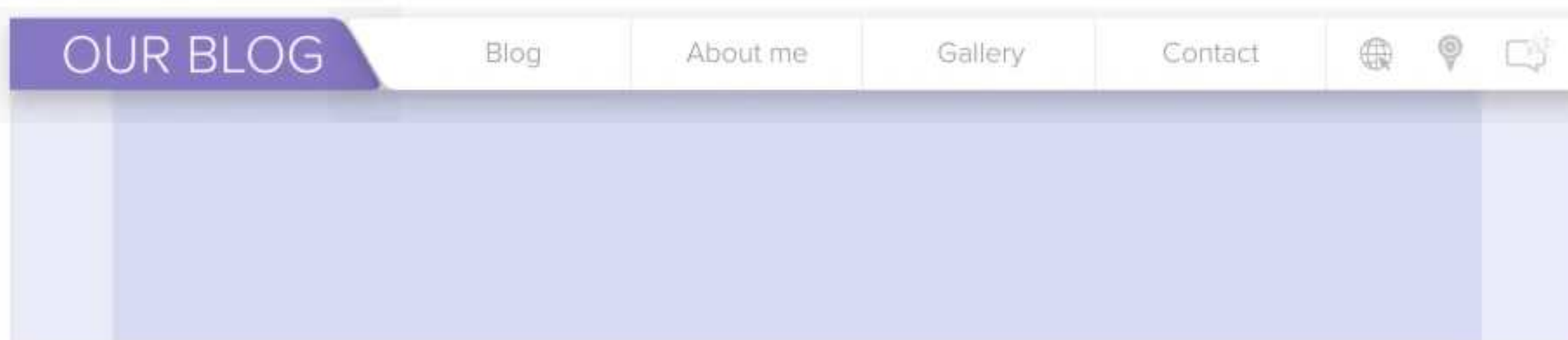
Content and Meaning

- Does your text present the theme clearly?
- Are important details included? Do they support your main ideas?
- Does your text include appropriate adjectives and examples describing different people? (personality, good or bad qualities, etc.)
- Are there any unnecessary details that might bore the reader?
- Are ideas and information organized in sections/ paragraphs?

Form

- Punctuation, capitalization, other quotation marks
- Spelling
- Grammar (grammatical accuracy)
- Vocabulary (lexical accuracy)

- 4 **Drafting and editing 2: Peer review** Read the comments on your first draft and make corrections. Exchange second drafts with another group and review changes, corrections, and improvements.
- 5 **Editing, rewriting, and finalizing** Look through your second draft again and finalize it.
- 6 **Blogging** Post your essays on OUR BLOG or OUR BLOARD. Comment on each other's texts.



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 interpret images and make creative and critical comments.	5	4	3	2	1
I can activate prior knowledge, answer questions, and discuss 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 understand explicit or implicit messages in a conversation.	5	4	3	2	1
I can make predictions based on knowledge and experience.	5	4	3	2	1
I can interpret and reword quotes.	5	4	3	2	1
I can organize main ideas and supporting details and make notes.	5	4	3	2	1
I can identify pros and cons about a topic.	5	4	3	2	1
I can identify the structure of written conversations.	5	4	3	2	1
I can identify speakers' attitudes about a topic.	5	4	3	2	1
I can identify literal and implied meaning.	5	4	3	2	1

VOCABULARY

I can understand vocabulary from context.	5	4	3	2	1
I can figure out new vocabulary.	5	4	3	2	1
I can identify positive, negative, and neutral word connotation.	5	4	3	2	1
I can identify and use prefixes correctly.	5	4	3	2	1

GRAMMAR

I can figure out left-out words in a sentence.	5	4	3	2	1
I can identify references in written discourse.	5	4	3	2	1
I can identify the function of conversational forms.	5	4	3	2	1

WRITING

I can summarize a text using pros and cons.	5	4	3	2	1
I can choose information to complete a mind map.	5	4	3	2	1
I can interpret and reword quotes.	5	4	3	2	1
I can use notes/an outline and connectors to write a summary.	5	4	3	2	1
I can express my views on a topic.	5	4	3	2	1
I can think about a topic and make organized notes.	5	4	3	2	1
I can draft, edit, redraft, and finalize written work.	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

Get Up, Go Out, Get Moving!

Chapter Goals

- ◆ **Reading:** Identifying similarities and differences, recognizing the writer's point of view, distinguishing opinion from fact, identifying main ideas and supporting details, identifying and commenting on point of view, thinking critically, expressing and supporting opinion.
- ◆ **Writing:** Organizing supporting details, using arguments to support an opinion, organizing supporting opinions in a Venn diagram, summarizing opinions.

Focus on the Images

- ◆ Which athletic events do you see in the images? Have you ever attended international sporting events? Which ones? If not, which ones would you like to attend?
- ◆ What are some of the benefits of sports competitions? Are there any drawbacks? Name some.
- ◆ "A sound mind in a sound body". What does this phrase mean?

Brainstorm and Associate

- ◆ Words and phrases that come to mind about sports and other activities
- ◆ Thoughts and feelings that people experience when they compete in the Olympics and other international athletic events

Think and Comment

"One man practicing sportsmanship is far better than a hundred teaching it."

Knute Rockne (1888–1931)





Before You Read

- Topic** Look at the images and brainstorm on the Olympic Games in pairs or small groups. Think about the Games now and in the past and try to answer as many of the questions as you can. Make notes in the chart.



- Do you know how many countries participate in the Olympics?
- Where and how often do the Games take place? Where and when did the last Olympic Games take place?
- How long do the Olympics last? What sports (events) are included? (List as many as you can.)
- Where were the first Olympic Games held? How long did they last? How did people travel to the Games?
- Could anyone participate in the ancient Olympics? What about today? Who can participate in the events?
- What is the prize for a winner in the Olympic Games? Do you think it was the same in ancient times?

Make notes in the chart about the Olympic Games, now and in the past. Add your own ideas or questions.

The Olympic Games	Now	In the Past
Location (city, country)		
How often they take place		
Participants (age, gender, nationality, profession)		
Type of athletic events		
Men's events		
Women's events		

Prizes		
Travel		
Effect on world events and effects of world events		
Other ideas, information, or questions		

-  **2 Vocabulary** Read and listen to the words and phrases. Circle the words you know and put a check mark (✓) next to the words you don't know. Do not use a dictionary.

Nouns			Verbs		Adjectives
achievement	feasts	promise	award	participate	competitive
cauldron	gender	refugee	boycott	recreate	extreme
competition	representation	representatives	cancel	symbolize	forbidden
conflict	judges	sanctuary	contribute		original
coordination	nations	spectators	enforce		
demonstrations	participant	wreaths	feature		
distinction	peacefulness	wrestling	honor		
fairness	pilgrims		host		

- 3 Thinking and predicting** The following phrases are headings or topics for the paragraphs in the two articles. Read and think about ideas or information you expect to find for each. Make notes.

A Introduction: The Olympics: Now and Then

B Article 1: The Olympic Events, Athens, Greece, the 4th Century A.D. (CE)

C Women in the Olympic Games

D The Politics of the Olympics

E Article 2: The Olympic Events, Rio de Janeiro, Brazil, August 5, 2016

F Women in the Olympic Games

G/H The Politics of the Olympics

While You Read



- 4 **Reading** Read the two articles and compare your answers in 1 and 3 to the information in the articles. Underline the words that provide the answers.

The Olympics: Now and Then

A In a world troubled by political conflict, the Olympic Games have symbolized peace and unity throughout their history. In the ancient Greek Olympics, youthful athletes honored the gods with demonstrations of their speed and coordination. Based on the highest ideals, the Olympic Games were offered in the spirit of peace, for the love of sport, and honest, fair competition. Although the Olympics have changed over time, you might be surprised to learn that according to historians there are many similarities between the original Olympic Games and the modern ones.

Here are two articles, narrated by two different people, to compare the Olympic competitions of past millennia with the widely celebrated Olympic Games of the 21st century.

Article 1: The Olympic Events, Athens, Greece, the 4th Century A.D. (CE)

B As the greatest of our national festivals comes to a close again, here are some of its highlights and history:

- Since 776 B.C. (BCE), our summer Olympic Games have been held every four years at the sanctuary of our ruler Zeus at Olympia in the western Peloponnese.
- As usual, this year's Games began with the promise of fairness by athletes and judges to Zeus. There was a ceremony before the statue and altar of the great god. There were contests for young boys.
- Over 40,000 people traveled to Olympia from all over the world to watch the Games. They included athletes, philosophers, politicians, artists, poets, and pilgrims.
- Next came the competitive sports events: the pentathlon (five track and field events, including the discus throw, javelin throw, the long jump, running, and wrestling); boxing; the four-horse chariot race; horse racing; and an extreme combination of wrestling and boxing. Under a full moon, there were sacrifices to the King of the Gods.
- On the fifth and final day, prizes were awarded – wreaths made of a special olive tree branch from the sanctuary of Zeus. Feasts and music lasted all night. A victory in the Olympic Games was the highest distinction and honor for the athletes and their city. Olympians were considered heroes.



Women in the Olympic Games

C Only free male Greek citizens over 18 were allowed to participate. Married women were forbidden to participate in or watch the Games. If a female participant was caught in the stadium, she would be thrown off the cliff of a nearby mountain. This rule was never enforced. However, unmarried women could attend the competition. In fact, unmarried women had their own festival at Olympia every four years honoring the Greek goddess Hera.

The Politics of the Olympic Games

D In my opinion, the most important achievement of the Olympic Games has been its peacefulness – not only at the Games, but in all of the Greek world. Of course, the actual events fill only five short days. Even so, during the three months before and after the competitions, there is an agreement to protect travelers, so there is usually no fighting between or among competing cities.

Although there have been exceptions, in its long history of over a millennium, the ancient Games have never been canceled for political reasons. In general, even during the times of major wars, the Games have contributed to the cause of peace for well over a thousand years.

Article 2: The Olympic Events, Rio de Janeiro, Brazil, August 5, 2016

E As another wonderful worldwide Olympic festival comes to a close, here are some of its highlights and history:

- With a few exceptions, our modern Olympic Games have been held every four years in a different city around the world. This year, they took place in Rio de Janeiro. It became the first South American city to host the Olympic Games. As usual, they began with the opening ceremony.
- Representatives of all athletes and judges made promises of fairness. For the first time in history, ten refugee athletes (six male and four female) competed. Five from South Sudan, two from Syria, two from the Democratic Republic of the Congo and one from Ethiopia, competed in athletics, swimming, and judo.
- The opening ceremony ended with fireworks and the lighting of the Olympic Cauldron.
- For spectators and TV watchers, the most popular sports were gymnastics and swimming. Others included track, women's soccer, water polo, men's basketball, volleyball, table tennis, wrestling, taekwondo, judo, and handball.
- The Games featured 28 Olympic sports, and another six will take place in 2020 in Tokyo. Baseball and softball will return to the Tokyo Olympics. For the first time ever, we'll see karate, skateboarding, climbing, and surfing.
- Prizes were awarded after each event – the gold medal for the first place winner, silver for second place, and bronze for third. On the seventeenth and last day, the athletes got together for the closing ceremony. There were musical performances and speeches. The head of the International Olympic Committee, Thomas Bach, closed the 31st Olympic Games.



Women in the Olympic Games

F Women first participated in the Olympic Games in 1900. At that time, they represented only 2.2 percent of the athletes. Since then, women have been trying to achieve equal gender representation at the Olympics. Things have really improved in recent decades. In Rio, 45 percent of all athletes were women. At the 2004 Summer Olympics in Athens, just one third of the athletes were female, or about 4,700. In addition, for the first time, almost half of the sports featured women.

The Politics of the Olympic Games

G In my opinion, the most important achievement of these Olympic Games was its peacefulness. In their 120-year history, the modern Olympics have been canceled three times because of world wars. Some countries have boycotted the Games for political reasons. Furthermore, the International Olympic Committee (IOC) has kept certain nations out of the Games because of their policies. Despite all the global problems, athletes from 207 nations participated in this major event. The Games contributed to the cause of peace.

H As we have seen, the worldwide Olympic Games re-created at the end of the 19th century have been different in many ways from the original Olympics of thousands of years ago. Even so, our modern competitions are more similar to the ancient ones than many people want to believe.



- 5 Getting meaning from context** Look for words from 2 in the articles. Read each definition and look for the word that matches the meaning in the paragraph indicated.

1. showed great respect (A) _____
2. holy place (B) _____
3. people who travel to a holy place (B) _____
4. a sport in which two athletes fight and try to push each other to the ground (B)

5. small branches with leaves in a circular shape placed on an athlete's head (B)

6. made happen (C) _____
7. someone who leaves their country to escape danger, especially war (E) _____
8. people who watch an event (E) _____
9. included as an important part (E) _____
10. not participate (G) _____

- 6 Identifying similarities and differences** Read the sentences with information from the articles. If the information is from the article on the ancient Olympics, write A in the blank. If the point is from the article about the modern Olympics, write M in the blank. Some ideas appear in both articles. Write "both" in the blank before those ideas. The first two have been completed for you.

1. A The Olympics were always held at Olympia in the Peloponnese in honor of Zeus – not in different cities around the world.
2. both Some of the events in the Games were the opening ceremonies, the pentathlon, boxing, equestrian (horse-related) competitions, and the closing ceremonies.
3. _____ Many of the prizes awarded at the Games were symbolic. Wreaths honored some of the winners' achievements but didn't have monetary value.
4. _____ Most of the participants were young men. Married women couldn't participate in any of the sports or even watch them.
5. _____ Almost half of all athletes who participated in the Olympic Games were female. Olympic organizations included both sexes. Anyone could be a spectator – male and female, single and married.
6. _____ The Olympic Games were held every four years for over 1,000 years. There were no cancellations, boycotts, or acts of political terrorism.

- 7 Identifying the main idea** Read the sentences and choose the sentence that best expresses the main point of Article 1. Identify facts in the article that support your answer.

1. In contrast to the modern worldwide Olympic Games, the ancient Greek Olympics were only noncompetitive demonstrations of speed and coordination; even so, they were often canceled because of political conflict.
2. Both the ancient and the modern Olympic Games are known primarily for their problems: the violence of the sports events, cheating, doping, and so on; however, these beliefs about the competitions are mostly myths.
3. The original ancient Greek Olympic Games were similar in many ways to the modern Olympic competitions in today's world.



Strategy

Using a Venn Diagram to Organize Supporting Details

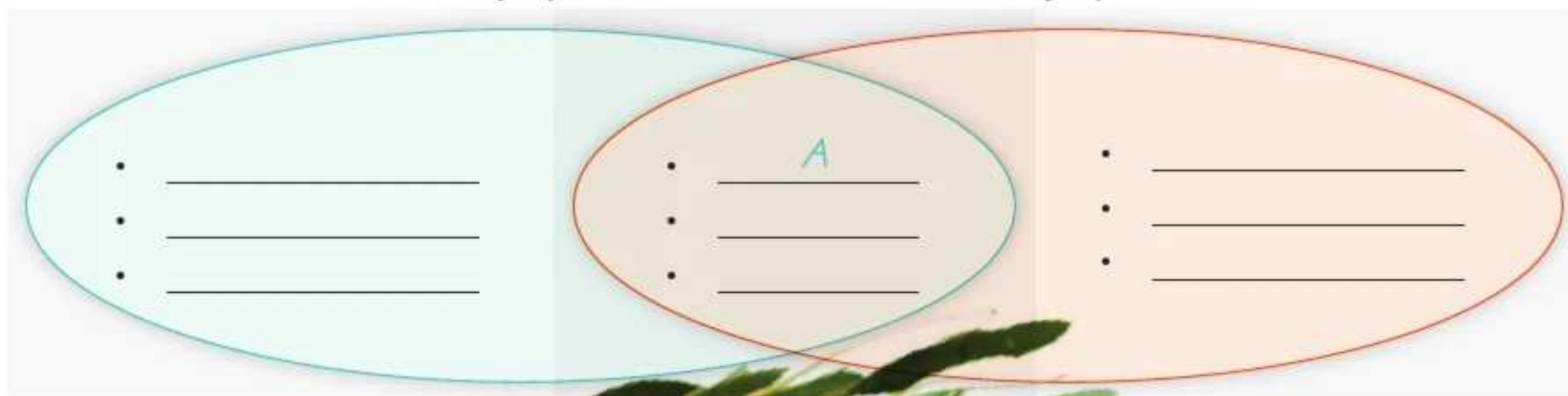
A Venn diagram can help you organize the details of two different topics you are comparing and contrasting. By separating the details that describe each topic and identifying the details that describe both topics, you can see their similarities and differences more easily.

- 8 **Organizing supporting details** In each box are some details about the information in the two articles about the Olympics. Some details are about the ancient Olympics, some are about the modern Olympics, and some are about both. Write the letters and/or the phrases of the details in the correct place in the Venn diagram.

The Olympic Events	
A	take place every four summers
B	held at the sanctuary of Zeus at Olympia in western Peloponnese, Greece
C	held in different cities around the world
D	begin with promises of fairness by athletes and judges
E	include sacrifices in honor of Zeus and feasts
F	start with the lighting of the Olympic Cauldron as part of the opening ceremony
G	include some sports competitions - footraces, the pentathlon, equestrian (horse-related) events
H	include other events - four-horse chariot race, extreme wrestling, and boxing
I	include other events - aquatics (water sports), cycling, soccer, basketball, volleyball, gymnastics
J	offer prizes - olive tree wreaths
K	offer prizes - gold, silver, and bronze medals for first, second, and third places

Ancient Olympic Games

Modern Olympic Games

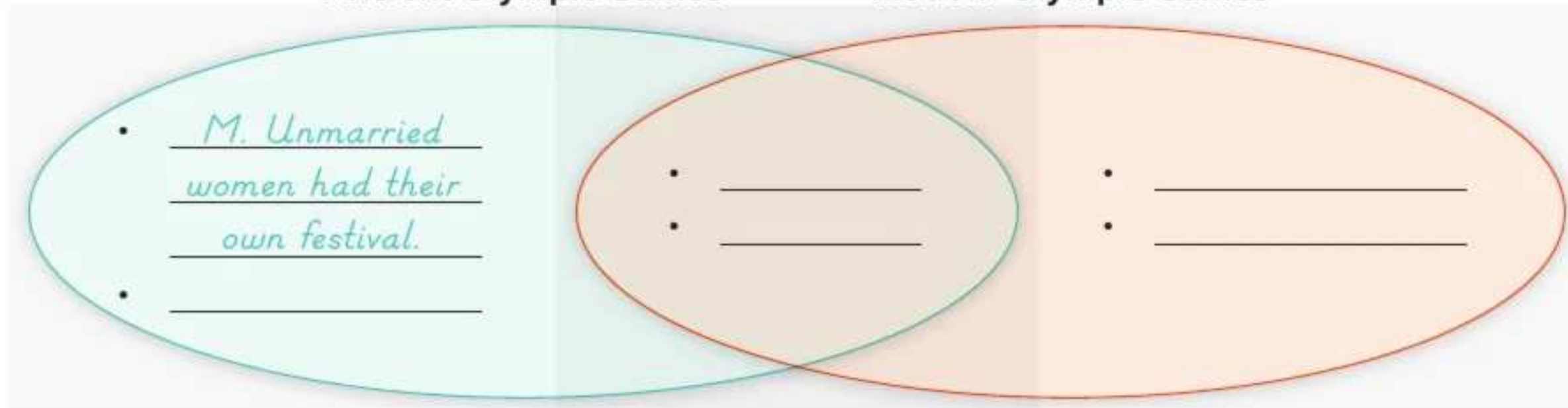


Women in the Olympic Games

- L** fewer women participants than men
- M** Unmarried women had their own festival.
- N** women athletes in many sports
- O** Married women were not allowed to enter Olympia during the Games.
- P** working towards gender equality

Ancient Olympic Games

Modern Olympic Games

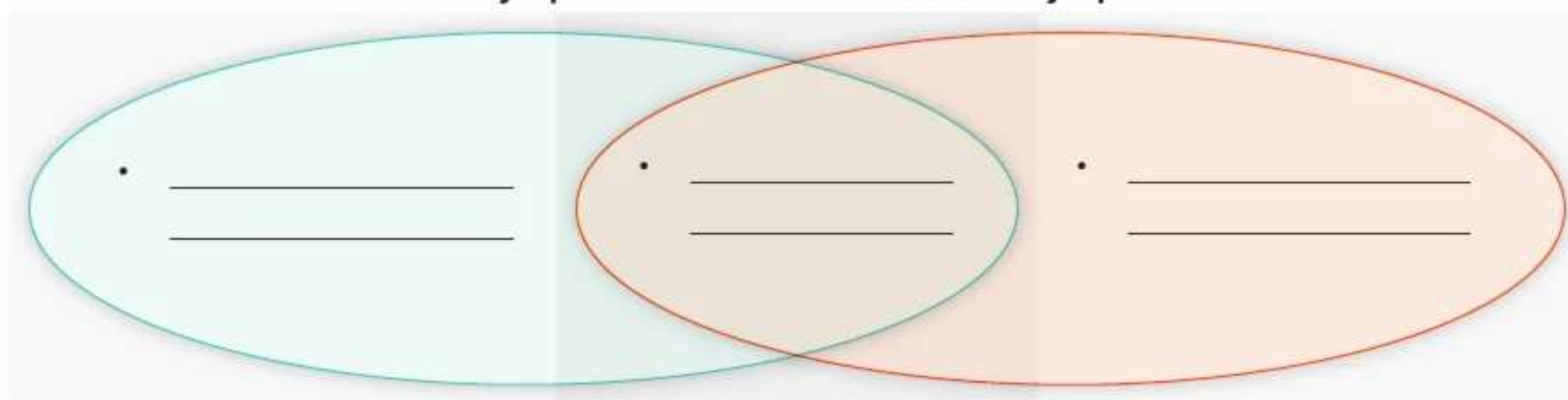


The Politics of the Olympics

- Q** spirit of the Games - contribution to peace
- R** three-month peace agreement among rival city-states to protect travelers to and from the Games
- S** Olympics canceled because of hostilities during the two World Wars
- T** sometimes political boycotts of the Olympics

Ancient Olympic Games

Modern Olympic Games



After You Read

- 9 Thinking critically** Reflect on the questions and discuss with a partner or in your group.
1. In your view, do the modern Olympics fulfill the same values as the ancient Olympics? Give reasons for your answer.
 2. In your opinion, what is the most fascinating thing about the modern Olympics? Why?

READING 2

Competitive Sports: Values and Issues

Before You Read

- 1 **Brainstorming** Focus on the images. Brainstorm ideas, feelings, words, and phrases that you associate with competitive sports nowadays.



- In your view, are the three central values of the Olympics supported in competitive sports today?
 - Excellence
 - Respect
 - Friendship
- Why do you think different countries are so interested in hosting the Games?
- What is the impact of competitive sports on day-to-day life for athletes, other sports professionals, and the public?
- Do you think the Olympic Games establish principles and standards for competitive sports in general? Why? Why not?
- What does “fair play and good sportsmanship” mean to you? How important is it in sports and other circumstances?



- 2 **Vocabulary** Read and listen to the words and phrases. Circle the words and phrases you know. Check (✓) the words that are new.

Nouns		Verbs	Adjectives	Expressions
bribery	patriotism	corrupt	banned	fair play
doping	pride	decrease	dishonest	performance-enhancing
fans	scandal	disqualify	profitable	substances
ideals	sponsors	influence		set (new) records
influence	sponsorship	preserve		side effects
opposition	sportsmanship	promote		
		solve		

While You Read



- 3 Reading** Read the two letters to the editor. They present two opposing points of view on controversial issues in competitive sports. Identify which letter supports competitive sports and which doesn't. Then fill in the blank of the title at the top of each letter with either *Promote* or *Stop*.

Competitive Sports: Values and Issues

Letter A: **The World Should _____ Sports Competition**

Dear Editor,

The Olympics should represent the principles and practices of all international sports competitions, but they have failed. The original ideals behind the Olympics have been corrupted and damaged. Here are some of the current problems and trends in competitive sports worldwide:

- Some of the most famous athletes in the world take and will continue to take banned drugs. A recent poll asked them, "If you knew you could get away with it, would you use performance-enhancing substances to increase your chance of winning?" Almost 95 percent said "yes."
- Many observers have the same opinion: the majority of world records in recent decades were supported by drugs. Advertisers, fans, and spectators want athletes to set new records, so opposition to doping is only talk and no action.
- Athletes and the idea of honest international competition have become less important than the interests of TV networks. Even the IOC (the International Olympic Committee), which makes billions from the big companies, has become uncomfortable with the amount of corporate sponsorship at recent Olympic Games. Some players seem to be representing their corporate sponsors as much as their countries.
- Bribery has been a part of the selection of host cities for the profitable Olympics. Aren't international sports supposed to promote moral development, individual achievement, behavior that is fair and shows respect for other athletes, and multicultural understanding? Unfair judges have awarded medals because of national pride rather than true athletic performance. This is not a healthy practice in the search for world peace.

In conclusion, the situation of the modern Olympic Games and other sports competitions has become very bad to deal with or accept. Competitive sports are sending the wrong message to athletes and young people around the world. They should therefore be stopped.

Regards,

Sophia Martin

Letter B: **The World Should _____ Sports Competition**

Dear Editor,

The Olympic movement has had a positive influence on individual people and societies around the world. Here are some of the current benefits of and trends in competitive sports worldwide:

- Doctors, laboratories, and sports officials are trying to solve the problem of illegal drug use by competitive athletes. In 1999, the IOC (the International Olympic Committee) formed the World Anti-Doping Agency to prevent drug use in international competition. Each country

has an agency to test its own athletes. Scientists are developing tests to discover new forms of doping. During the 2016 Summer Olympic Games, eight athletes were disqualified for drug use.

- Drug testing is becoming common in competitive sports. This will continue to protect young people from the dangerous side effects of doping. The testing also contributes to the ideals of fair play and good sportsmanship.
- Bribery and other kinds of scandal decrease viewers' interest in (and money from) sports competitions. The attention has forced dishonest officials to quit, and international organizations have been changing the way they do things. Are stronger rules making athletes, coaches, judges, and fans change their attitude about international competitive sports? I hope so! I want to see fair play and cooperation. And I want to see governments create more helpful policies in which everyone is treated in the same way. Patriotism may become a healthy emotion based on the pride of achievement and international understanding – a necessary development in the search for world peace.

In conclusion, international sports competition – based on the ideals of the ancient and modern Olympic Games – are a positive influence. They are sending a healthy message to athletes and young people around the world. We should preserve and promote competitive sports.

Sincerely,

Ali Badawi

- 4 **Thinking critically** Read each statement and decide if it represents a positive or negative point of view. Circle P for positive and N for negative. Then read the letters again and find the section that confirms your answer.

- | | |
|--|-----|
| 1. The world of competitive sports has been corrupted worldwide. | P N |
| 2. Corporate sponsorship rules the modern Olympics. | P N |
| 3. International sports don't seem to promote moral development, individual achievement, cooperative sportsmanship, and multicultural understanding. | P N |
| 4. Most top athletes take performance-enhancing substances. | P N |
| 5. Drug testing in competitive sports prevents the use of performance-enhancing substances by athletes. | P N |
| 6. Fair play and international understanding serve the will for world peace. | P N |

- 5 **Getting meaning from context** Read the two letters and figure out the meaning of the words and phrases from the context. Match each item to the correct definition.

Letter A

Words	Definitions
A corrupted _____	1. not allowed
B banned _____	2. giving money to support something or someone
C performance-enhancing _____	3. improving strength/performance
D opposition _____	4. dishonest
E sponsorship _____	5. disagreement

F bribery _____

6. support, help, publicize

G promote _____

7. persuasion through gift of money

Letter B

Words	Definitions
A disqualified _____	1. protect, keep
B fair play _____	2. strong love of one's country
C preserve _____	3. keep out of competition
D patriotism _____	4. sense of deep pleasure coming from achievement
E pride _____	5. respect for the rules and other players, good sportsmanship

**After You Read****Skills Focus****Distinguishing Opinion from Fact****Strategy**

Most views about a topic include both facts and opinions as supporting details. How can you distinguish between the two?

- ▶ A fact is supported by evidence. It does not include personal feelings; it is objective. It can be proven – perhaps through historical data, scientific research, or statistics.
- ▶ An opinion is based on individual beliefs, emotions, or ideas. It may be based on fact but cannot be proven. It is a personal conclusion or judgment; it is subjective.

- 6 Identifying opinions and facts** Read the following statements and decide if they are opinions or facts. Write F for each statement that is an objective fact and O for each statement that is a subjective opinion. Look back at the letters if necessary.

1. _____ In a recent poll, 95 percent of polled athletes said that if they thought they wouldn't get caught, they would take performance-enhancing drugs to increase their chances of winning in competition.
2. _____ Advertisers, fans, and spectators don't oppose doping (the use of performance-enhancing drugs) because they like to see athletes set exciting new records.
3. _____ The purpose of drug testing and the formation of world and national anti-doping agencies is to prevent and/or to punish the use of banned substances in international competitions.

4. _____ More and more, the IOC and other competitive sports organizations are bringing in huge sums of money from commercial sources such as corporate sponsorships and the sale of broadcast rights to TV networks.
5. _____ Unfair judges award medals because of national pride rather than true athletic performance.
6. _____ Scientists are developing tests to discover new forms of doping.
7. _____ International sports competition is supposed to support and promote moral development, athletic achievement, team cooperation, and cultural understanding at local, national, and international levels.
8. _____ The Olympics and other international sport competitions can and should be made more positive forces in the troubled modern world. It doesn't matter if they've succeeded or failed in the past.

7 Thinking and discussing Work in small groups. Comment on the following statements and explain why you agree, disagree, or have a different opinion. Use as many arguments as you can to support your opinion.

- Equality between the sexes is impossible in sports. Male and female competitors have always had different abilities. Fans, corporate sponsorship, and media will always support male athletes more than females.
- Athletes should be allowed to take supplements and other substances to improve their athletic ability. They shouldn't be punished.
- Whether it is pride for a city or a country, patriotism has a negative influence in the world. People should support everyone rather than just one nation.
- Politics ought to be based on cooperation rather than competition. Politics shouldn't be anything like competitive sports.



Language Focus Understanding Prefixes



Strategy

In addition to the negative prefixes *dis-*, *il-*, *im-*, *in-*, *non-*, and *un-*, there are other common syllables that change the meaning of base words when they are added to the beginning. Here are some of them – with their general meanings and examples.

Prefix	General Meaning	Examples
com-, con-, co-, cor-	with, together	compassion, convenient, co-worker, corporation
de-	down or away from	decrease, decline, detach
ex-, e-	out of, away from	exit, expand, emit
inter-	between, among	interview, intermission, Internet
pre-	before, in advance of, earlier	prepare, prefix, prepaid, precede
pro-	for, favoring, supporting	promotion, progress, propel
re-	again, back	repairs, repeat, re-created

- 8 Understanding and matching prefixes** Paying attention to the prefix and other word parts, match the vocabulary items and their parts of speech in Column A with their possible explanations in Column B.

Column A	Column B
1. <u>C</u> contribute (verb)	A the farthest possible; very great or intense
2. _____ predictions (noun)	B prizes given for winning or other behaviors
3. _____ conflict (noun)	C to give to something other people are also giving to
4. _____ compete (verb)	D a person who has special education or training
5. _____ coordination (noun)	E a disagreement
6. _____ professional (noun)	F involving two or more countries
7. _____ international (adj.)	G dishonest; willing to lie, cheat, or steal
8. _____ corrupt (adj.)	H organized activity of muscle groups in athletics
9. _____ extreme (adj.)	I to go against in order to win
10. _____ rewards (noun)	J acts of telling the future

- 9 Identifying antonyms** Read the vocabulary words in Column A. Choose the word in Column B that has the opposite meaning from the vocabulary word.

Column A	Column B
1. <u>F</u> corrupt	A support
2. _____ disqualify	B losing money
3. _____ expand	C contract, make smaller
4. _____ banned	D schedule
5. _____ opposition	E athletes
6. _____ fans	F honest
7. _____ intolerable	G cooperative
8. _____ profitable	H create a problem
9. _____ solve, answer	I allowed
10. _____ boycott	J acceptable
11. _____ cancel	K buy, purchase, participate in
12. _____ competitive	L qualify

WRITING 1**Summarizing Opinions****1 Topic**

1. Think back to what you had to do in order to summarize an article or other text. Make notes and discuss with a partner.
2. Do you think summarizing opinions is going to be similar or different? Why? Why not?
3. Read about summarizing opinions in the Skills Focus box and compare with your ideas.

**Skills Focus** Summarizing Opinions**Strategy****Summarizing Points of View and Supporting Points**

The letters in “Competitive Sports: Values and Issues” give reasons for and against the preservation and promotion of worldwide competitive sports as they are now. Here are some steps to follow to summarize letters of opinion like these:

- ▶ From the title, introduction, or conclusion of each letter, write a main-idea statement of the writer’s point of view – the main point of his or her opinion.
- ▶ State the important supporting points for that viewpoint. If necessary, include connecting words or other transitions that explain the logic of the writer’s conclusion.
- ▶ Do you think the writer “made the case” for his or her opinion? Why? Why not?

- 2 Reading and making notes** Work with a partner or in small groups. Group A reads the first letter in Reading 2 and writes a main-idea statement. Group B reads the second letter and writes a main-idea statement. Then each group makes notes on the supporting points for the writer’s viewpoint in the chart.

Group A Main Idea Statement		Group B Main Idea Statement	
Supporting Points	Group A	Group B	
Unethical behavior (corruption)			
Performance-enhancing substances			
Fair play/good sportsmanship			

International cooperation		
Moral development and achievement		
Media		
Sponsorship		
Prospects/Expectations		
Other		

- 3 **Drafting your summary** Use your notes to draft your summary. Look at the guidelines in the Strategy box. Remember to organize your summary in sections. You may look back at the text that you are summarizing to identify some details, but remember not to copy whole sections of the original.
 - Introduction: Include the main-idea statement that expresses the writer's point of view.
 - Main section: Use your notes to state the points/arguments that support the writer's viewpoint.
 - Conclusion: Has the writer supported his/her viewpoint well enough? Were the arguments convincing? Give reasons for your comments.
- 4 **Reviewing and editing** Exchange summaries and help each other to make changes or add arguments for the most convincing points of view.
- 5 **Choosing a summary** Read your summaries in class. Choose the most convincing summary.
- 6 **Thinking critically** Think about the influence of international sports competitions on spectators and viewers. Use arguments and/or evidence to support your view. Make notes. Use your notes to write a paragraph about your opinion. Exchange with a partner and discuss.

WRITING 2

Being an Individual or a Team



- 1 **Topic** Focus on the images and the title. Describe how you think the people in the images are feeling. Why are they working so hard? Are they professional athletes or amateurs? Think about and visualize the individual in the title. Do you picture an individual athlete:
 - in a basketball, football, or other team sport?
 - who does not fit in with the rest of the team?
 - on a country's national team?
 Justify your answer.
- 2 **Thinking critically** Read and explain the meaning of the excerpts from the text *Being an Individual on a Team*. Answer the questions.

They train through bruises, pulled muscles, even bone fractures for nothing but the equivalent of modern-day laurel wreaths: gold, silver, and bronze medals for their nations.

1. What kind of training do Olympians have to go through?
2. What is the equivalent of modern-day laurel wreaths?
3. Is there a cash prize for gold medalists?

As if getting to the Olympics weren't enough of a feat, once the athletes arrive at the Games, they face the harsh reality that their team will eventually be separated by success, failure, and commercial demands.

1. Does a "feat" involve an easy or demanding process?
2. How do success, failure, and commercial demands determine the fate of a team?



- 3 **Reading for details** Read the text and make notes about the difficulties that Olympic athletes face as they prepare for the Games. Discuss with a partner or group.

Training: _____

Travel, equipment, and training costs: _____

Living costs: _____

Paid jobs: _____

Winners: _____

Losers: _____

Life before the Olympics: _____

Life after the Olympics: _____

Being an Individual on a Team

Every four years, the world watches the fastest, strongest, most coordinated athletes compete in the same spirit the ancient Greek athletes competed at Olympia. They train through bruises, pulled muscles, even bone fractures for nothing but the equivalent of modern-day laurel wreaths: gold, silver, and bronze medals for their nations. Since Olympians are athletes who are not paid for their work, the prizes signify nothing more or less than a belief in fair competition and dedicated teamwork. Yet the path these athletes follow to and from the Games does at times seem less than fair and quite solitary.

Olympians often pay more than \$100,000 to cover equipment, travel, and training costs. While they do receive some funding from the Olympic Committee, it generally does not cover all their needs. Usually, the athletes have to work some kind of full-time job between the Games, while still training up to five hours a day and negotiating the stress of demanding bosses, overtime, bill payment, and family obligations.

As if getting to the Olympics weren't enough of a feat, once the athletes arrive at the Games, they face the harsh reality that their team will eventually be separated by success, failure, and commercial demands. There is often only a few milliseconds or millimeters of difference between the scores of a gold medalist and those of athletes who get no public recognition. Yet with cameras from around the world trained upon one healthy, shiny face and toned body at a moment of extreme triumph and happiness, it is easy to understand the commercialism: multi-million-

dollar endorsement deals, magazine shoots, invitations to guest star on television talk shows that follow. It is less easy to make sense of why the other athletes from the Olympics return to a job at a supermarket, drugstore, or Home Depot where they hope to build a career as far removed from athletics as possible.

Some Olympic athletes decide that despite the setbacks and sometimes even losing their spot on the team, they can make a better living staying with the Olympics. They compete for spots on less competitive foreign teams with few restrictions regarding nationality and citizenship. There are countries that can afford to pay foreign athletes handsomely for their labors. Often, the team members don't even have to visit the country they agree to play for. They can train at international Olympic training centers, like the one in Denver, which hosts teams from different nations all year long.

Despite these hardships, the average Olympian must feel a very deep commitment to their sport as well as to the values of competition and teamwork.

- 4 **Writing** Write a letter to the editor of a sports publication, newspaper, or blog in response to the text. The aim of your letter can be to gather support, raise funds, or make organizations aware of other important issues. Here are some options. You can:
 1. Follow the model of the letters stating their main idea and supporting it with arguments.
 2. Write the letter from an athlete's point of view (an athlete who also needs to hold a full-time job).
 3. Write the letter from a gold medalist's point of view (who has had offers/opportunities etc.)
 4. Write the letter from a silver or bronze medalist's point of view (who has not had the number of offers and opportunities that a gold medalist normally has, and has chosen to get out of sports and develop a completely different career).
- 5 **Drafting and editing 1: Peer review** Prepare your draft and edit it. Use the following criteria to help you. Then, work in groups of three or four. Exchange the drafts of your text to review and edit.

Content and Meaning • Does your letter have a clear theme? • Have you clearly expressed the aim of your letter? • Does each paragraph have a main idea? • Is the main idea of each paragraph supported with convincing arguments? • Are there any details that you think should be added? • Are there too many redundant details? • Do you clearly state facts and opinions? • Have you used a letter layout (salutation – closing words/wrap up)?	Form • Punctuation, capitalization, other quotation marks • Spelling • Grammar (grammatical accuracy) • Vocabulary (lexical accuracy)
--	---
- 6 **Drafting and editing 2: Peer review** Read the comments on your first draft and make corrections. Exchange second drafts and review changes, corrections, and improvements.
- 7 **Editing, rewriting, and finalizing your description** Go through your second draft and finalize it.
- 8 **Blogging** Post your letter 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 letters. Say if you agree or disagree with the opinions expressed by the writers and give your reasons why.

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 interpret images and make creative comments.	5	4	3	2	1
I can activate prior knowledge, answer questions, and make predictions 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 distinguish opinion from fact.	5	4	3	2	1
I can interpret quotes and comment on them.	5	4	3	2	1
I can identify similarities and differences.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can identify main ideas and supporting details.	5	4	3	2	1
I can identify similarities and differences between articles.	5	4	3	2	1
I can organize supporting details in a Venn diagram.	5	4	3	2	1
I can identify point of view and supporting arguments.	5	4	3	2	1
I can think critically, express, and support my opinion.	5	4	3	2	1

VOCABULARY

I can understand vocabulary from context.	5	4	3	2	1
I can figure out the meaning of new vocabulary items and match with definitions or provide explanations.	5	4	3	2	1
I can identify antonyms.	5	4	3	2	1
I can understand and use prefixes correctly.	5	4	3	2	1

GRAMMAR

I can identify and use prefixes correctly.	5	4	3	2	1
I can use descriptive language for current and past events and situations.	5	4	3	2	1

WRITING

I can make notes on the writer's viewpoints.	5	4	3	2	1
I can summarize opinions and main ideas.	5	4	3	2	1
I can organize supporting details using a Venn diagram.	5	4	3	2	1
I can use arguments to convince others of my opinion.	5	4	3	2	1
I can express my views on a topic.	5	4	3	2	1
I can draft, edit, redraft, and finalize written work.	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

Live and Learn!

Chapter Goals

- ◆ **Reading:** Getting meaning from context, skimming for the topic and main idea, using a graphic organizer, critical thinking, understanding reference.
- ◆ **Writing:** Organizing information, summarizing, paraphrasing, drafting, reviewing, editing, finalizing, researching and collecting data.

Focus on the Images

- ◆ Which group of people would you like to join? Why?
- ◆ Who would you like to be? Would you choose to be your real self or create a new identity?
- ◆ How is the brain image relevant? What is the connection?

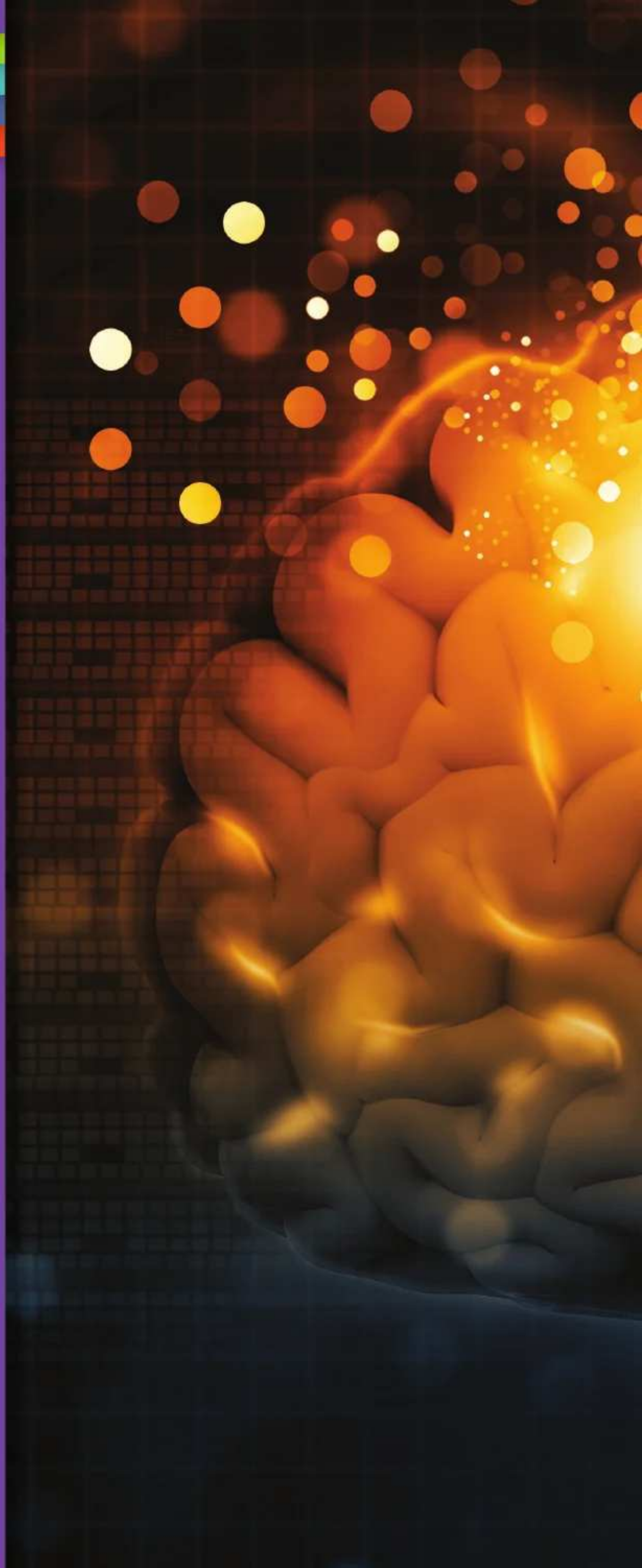
Brainstorm and Associate

- ◆ Words and phrases that the pictures bring to mind
- ◆ Memories, feelings, and expectations about learning

Think and Comment

“An education isn’t how much you have committed to memory, or even how much you know. It’s being able to differentiate between what you do know and what you don’t.”

Anatole France, French author





Before You Read

- 1 **Topic** Focus on the images and brainstorm. Read the questions and then discuss them in groups.



1. Who is the most intelligent person you know? Why is he/she intelligent?
2. What is the best way to learn something new?
3. Are mistakes important in learning? Why?
4. How can you improve your memory? Why would it be helpful?
5. Think about something you know well. How would you explain it or teach it to somebody?



- 2 **Vocabulary** Read and listen to the words in the chart and compare them with your brainstorming in 1. Circle the words that are the same and put a check mark (✓) next to the words that you recognize but had not recalled or thought of earlier.

Verbs	Adjectives	Nouns	
activate	emotional	aptitude	motivation
apply	enjoyable	commitment	optimism
empower	limitless	effort	potential
enhance	relevant	genes	resilience
operate	superior	genius	setback
review	wise	intelligence	storage
stimulate		memory	success
		mindset	

3 Your opinion Read these statements. Do you agree or disagree? Give reasons for your answers.

1. Developing greater intelligence is within the control of every brain owner.
2. Happy learners are good learners.
3. Learners need to be able to see new information as relevant to their lives, interests, and experiences.
4. Enjoyable learning experiences lead to successful learning.
5. Mistakes are a sign of failure and lack of intelligence.
6. Brain power can be developed through commitment and hard work.
7. Intelligence and talent are basic qualities that cannot be changed.
8. Applying what we learn to situations outside the classroom helps to expand intelligence.

While You Read



4 Reading Read the article and compare with your answers and opinions in 3. Do not look up any words or phrases in the dictionary.

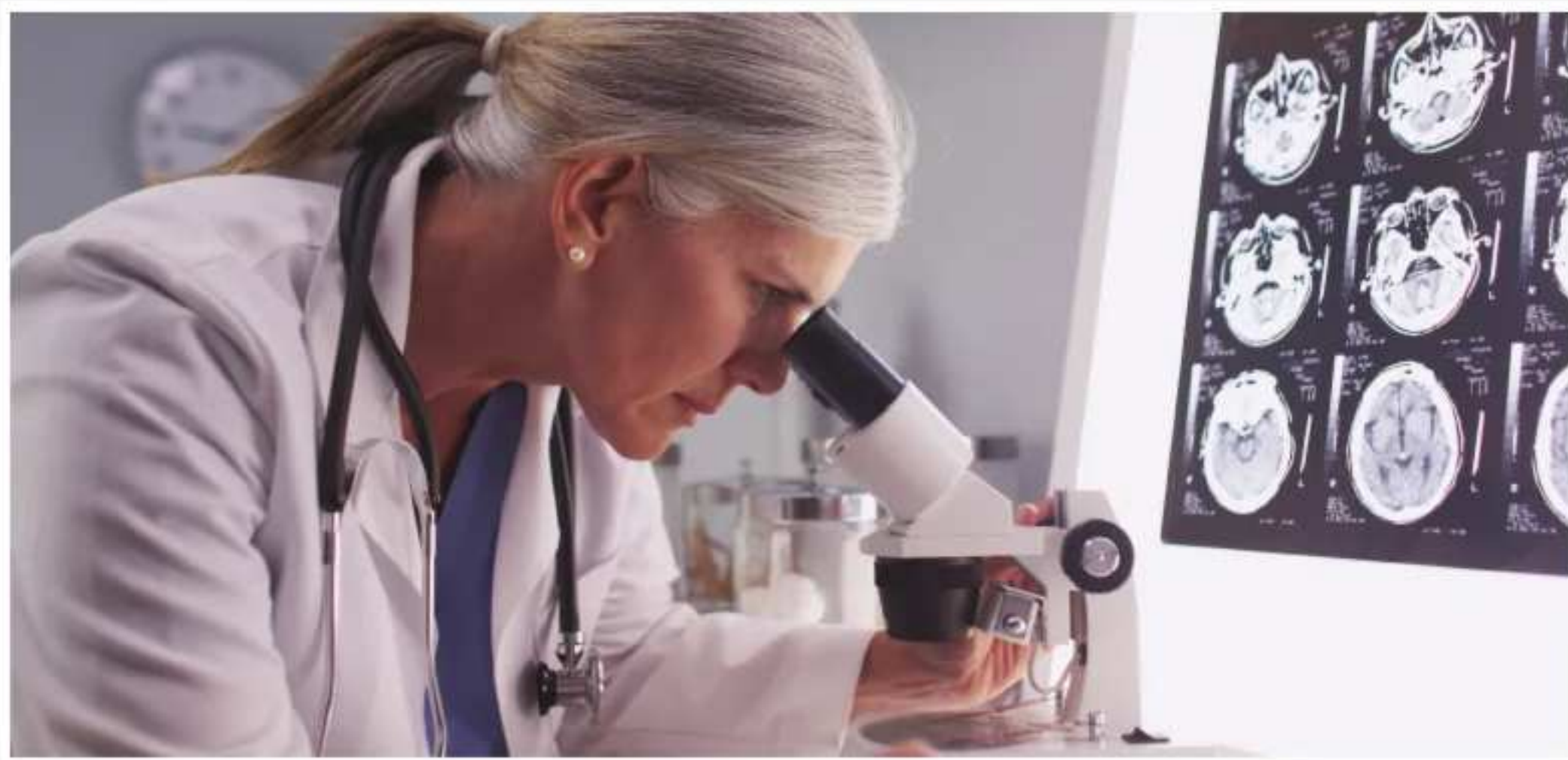
Building a Better Brain is Within Every Student's Power



Dr Judy Willis, a neurologist and teacher, specializes in brain research regarding learning and the brain. She often writes for professional educational journals, explaining the connection of the mind, brain, and education to enhance classroom teaching and learning strategies.

A I can think of no other scientific knowledge that is as life changing to students as knowing what you can do to change your brains and reach potentials you never believed possible. Understanding how your most powerful tool – your brain – operates gives you a sense of control and optimism about your future. I believe a better brain is within every student's power. Empowering yourself with a basic understanding of how your brain learns and remembers gives you the most powerful keys to success in school, careers, relationships, and every other aspect of life.

- B** Developing greater intelligence is within the control of every brain owner because genius is more than genes. In other words, intelligence isn't simply a set amount of aptitude or intellect that you are born with. We now know that there are many influences on intelligence. We know, for example, that superior learning takes place when learning experiences are enjoyable. We know superior learning takes place when you think of the information to be learned as relevant to your life, your interests, and experiences.
- C** Your emotional state also has an effect on learning, as well as on your judgement, memory storage, and information retrieval – recall from memory – and transfer. You create positive feelings and attitudes when you activate your prior knowledge and when you see the personal relevance of new information. In addition to having a positive emotional state, you should reduce stress. When you are experiencing highly negative emotions or severe stress, incoming information is transferred to your lower brain instead of the part where high-level thinking takes place. When this happens, memory is affected and active learning stops.
- D** When you know more about your brain, you begin to recognize and value incremental progress, all the small, gradual gains that result from your effort. This boosts your motivation and enables you to deal more effectively with setbacks, delays, and difficulties in the process of learning. You develop what Stanford psychologist Carol Dweck calls a growth mindset. According to Dweck, people with growth mindsets believe that their abilities can be developed through commitment and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.
- E** With a growth mindset, you realize that just because you have had a failure in the past doesn't mean that you will have one in the future. You appreciate your brain's unlimited potential to grow in memory and intelligence. In contrast to people with growth mindsets, people with fixed mindsets believe that intelligence and talent are givens, that they are basic qualities that cannot be changed. They believe that these qualities alone create success and that effort doesn't matter.



- F** Once you become “brain wise”, you know how to seek and construct patterns of new information that match the way your brain most successfully stores information. You understand why patterning tools, such as concept maps and comparisons of similarities and differences, are such effective learning tools. You also know the importance of taking time to think about which strategies helped you succeed, a process called metacognition.

- G** The goal of your education should be to equip yourself with tools for success in life and not just in the classroom. In order to succeed in this way, you must repeatedly stimulate the neural networks you have created in your brain. You stimulate neural networks by reviewing and applying what you have learned, especially by applying it in situations that go beyond the classroom (for example, applying certain math concepts to calculate the driving time between two cities). When you activate neural networks this way, you take advantage of the brain's ability to expand its intelligence.
- H** As you learn about strategies and apply them consistently, your motivation will grow. You will start to recognize and appreciate small steps of gradual progress – incremental progress – in challenging subjects. With each success, your confidence will expand. You will be able to make wise choices in work and social situations, and to work out first-rate solutions to problems. You will come to realize that your social, emotional, and academic intelligence is within your control. You will come to realize that your potential is virtually limitless.



Skills Focus Getting Meaning From Context



Strategy

Making the Most of Context

When you read you don't need to know the meaning of every word in order to understand the text. You don't need to look up every new word or phrase in the dictionary. You can often work out the meaning of many new words or phrases from the context – the meaning of other words or sentences in the text and your knowledge of the world and real situations. Here are three types of clues that can help you guess the meaning of new words or phrases. Look at the underlined parts of the sentences to help you.

- ▶ **Another sentence:** Sometimes there are clues in other sentences that can help you work out the meaning of a new vocabulary item.

Example: Developing... because genius is more than genes. In other words, intelligence isn't simply a set amount of aptitude or intellect that you are born with.

- ▶ **Punctuation:** Sometimes there's a definition or additional information after a new vocabulary item. This information may be in parentheses (), after a dash (–) or after a comma (,).

Example: Your emotional state also has an effect on learning, as well as on your judgement, memory storage, and information retrieval – recall from memory – and transfer.

- ▶ **Logic and world knowledge:** Your general knowledge and experience might also help you to guess the meaning of unknown vocabulary items.

Example: We know, for example, that superior learning takes place when learning experiences are enjoyable. (You know from experience that when you learn through an interesting, enjoyable activity, you remember what you learned and can apply it when needed.)

- 5 Reading again** Read the article again and apply the strategy of getting meaning from context. Work out the meaning of the following words, terms, and phrases. (The letters refer to paragraphs in the article.) Compare answers in your group.

- A** empowering yourself _____
D incremental progress _____
setbacks _____
E fixed mindsets _____
givens _____
F patterning tools _____
metacognition _____
G stimulate _____
H potential _____

Skills Focus Organizing Information

Strategy

Using a Graphic Organizer

Organizing information on a graphic organizer is an effective study technique. Here are two different types of graphic organizers:

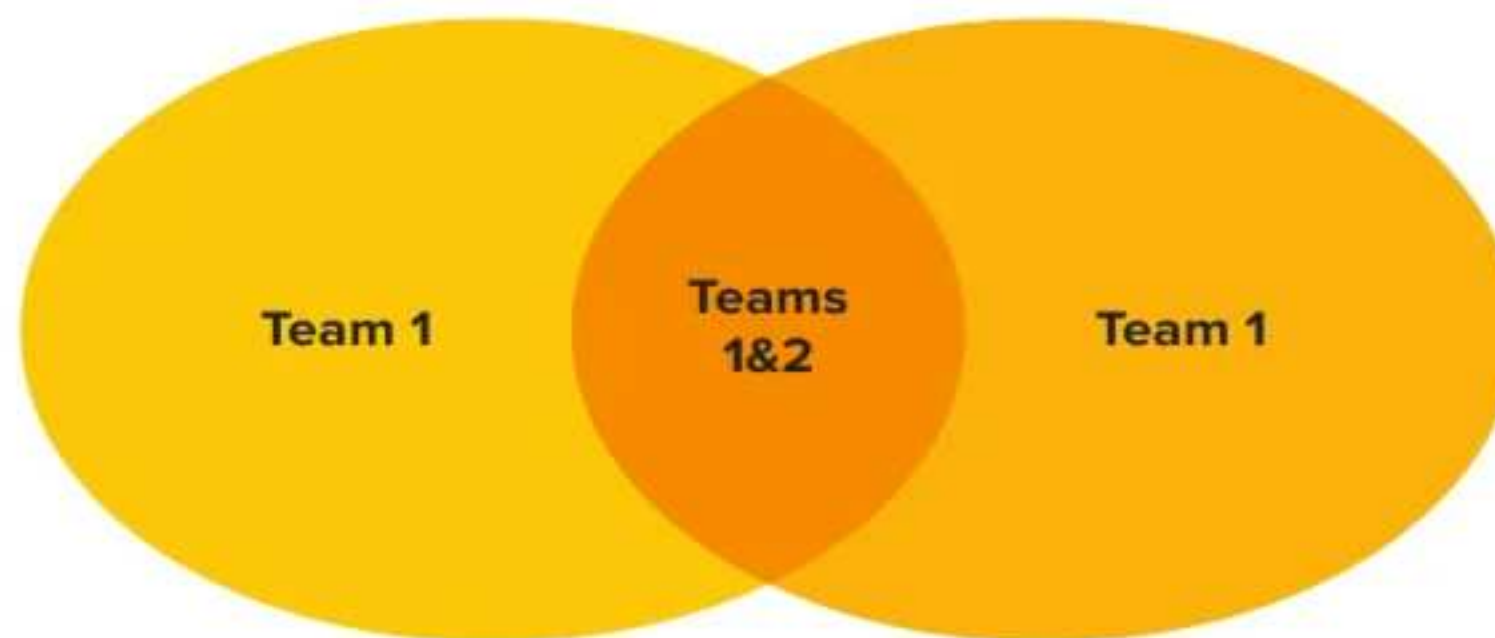
- ▶ **T-chart** (shaped like the letter T). This chart is used for contrasts or opposites.
- ▶ **Venn diagram** (two intersecting circles). This chart is used when there are differences and similarities on a number of points.

After You Read

- 6 Using T-charts** Include your main beliefs and attitude to intelligence and your views on mistakes and success.

Growth mindset	Fixed mindset

- 7 **Designing a profile** Design a profile of “the successful learner” with the qualities that you think are important. Use the headings in the box to make notes on a notepad. Then use the Venn diagram to compare profiles with your partner, or another pair or group, and fill in information about the qualities of “the successful learner”. Place similarities in the center.



The Successful Learner	
Personality Abilities Attitude towards others	Behavior Performance (in class) Achievements

Language Focus Collocations

- 8 **Forming collocations** Notice words that go together. Match and check (✓) possible combinations. Then find the words in the article in 4 and check your answers. Add more words.

	stress	potential	learning	emotions	knowledge	attitude	information
limitless							
superior							
negative							
positive							
severe							
scientific							
incoming							

- 9 **Understanding words and phrases** Find the words and phrases in the article and match them with their meanings. Then, in groups, discuss which words describe or reflect each image (or images). Give reasons for your answer. Share your experiences of similar situations or feelings.

1. potential (reach your potential)
2. optimism
3. aptitude
4. resilience
5. seek
6. construct
7. stimulate

- A** a person's natural ability or skill
B a feeling and attitude of hope
C create
D a person's ability to succeed after a bad or difficult situation
E help something to grow or become active
F a person's ability to achieve something or succeed in something in the future
G search or look for



READING 2

The Role of Online Education

Before You Read

- 1 **Brainstorming** Focus on the images. What do you think the students enjoy and dislike about each learning situation? Discuss in groups.





Strategy

Skimming for the Topic and Main Idea

You can skim an article to identify the topic and the main idea. To skim, read the title and any subheadings, look at any photos and diagrams, and read the first two and the last two sentences of each paragraph. Read quickly and don't read every word.

The topic of a paragraph is what the paragraph is about.

The main idea of a paragraph is the information or opinion that the writer wants to convey. The first or the second sentence often gives you the main idea. The other sentences give details about the main idea. The last sentence of a paragraph can also state the main idea.

Note: In the introductory paragraph of an essay, the main idea is usually near the end of the first paragraph.

While You Read



- 2 Reading** Read the following article quickly. Do not use a dictionary, and don't worry about the details. When you finish, write the topic and main idea of paragraphs A–E. (The first two have been done for you.) You can copy the main idea directly from the sentence(s) or use your own words to restate it. Compare your ideas in pairs.



Note You will use the underlined words in the article in 3.

The Role of Online Education



- A** An increasing number of educators and school administrators are rethinking the role of online education in order to address the needs of the 21st-century learner. Recent studies demonstrate that most educators see technology as a key factor in learning, helping with student encouragement, engagement, and participation. Many colleges and universities have special programs in place to accelerate and support the use of online learning among their learners. Their aim is to improve the quality of education and create a supportive learning

culture. Online higher education is no longer a future concept; it is a reality creating new and even better ways to engage students who may not fit the traditional “college student” mold.

Example **Topic:** *The role of online education*
 Main idea: *Technology encourages and motivates students and makes online education possible.*

B According to UNESCO, the number of students has more than doubled globally since 2000. More than 200 million students are currently enrolled in higher education. However, the number of students is not as significant as the fast-changing learner profile. Gone are the days of an individual going to college straight from secondary school, living in a dorm, and earning a degree three or four years later. The “21st-century learner” may be an adult who hasn’t taken a class in decades; a full-time professional hoping to get ahead or switch careers; a single parent balancing family obligations and a full-time job; or a younger student who cannot have access to traditional education. In fact, three-fourths of today’s students no longer seem to fit the traditional model.

Example **Topic:** *The learner profile*
 Main idea: *Learner profiles vary greatly and because of this the traditional model of education doesn’t always work.*



C The needs of students are changing simply because the lifestyles and circumstances of those pursuing higher education are changing. Students require a more customized, personalized education because they are busy with jobs, families, and financial responsibilities. This makes each and every student situation different from the last. In response, many institutions are acknowledging these drastic changes in learners’ needs and they are making changes. Today, educators are beginning to realize that in order to achieve superior results they need to build new types of relationships with students. They, therefore, create a culture of hospitality to support students in the non-academic aspects of success.

Topic: _____
Main idea: _____

D Hospitality, as it relates to learning, is all about the relationship between the student and the institution and how it feels to be supported as a member of a community. In this model, learners expect their unique circumstances to be embraced by the system. To do so, the educational system offers flexibility and self-paced learning combined with personalized attention. These qualities are difficult to find at traditional educational institutions. In order to cater for this model, institutions are introducing change and online learning options either independently or in partnership with online learning providers.

Topic: _____

Main idea: _____

E Many traditional learning programs have already become more digital, making online learning possible for students. But with online learning how can educators build strong relationships when the primary form of communication is web-based? How do educators find the right mix of flexibility and accessibility of virtual learning and the support and personal attention of face-to-face learning? They do so through instructional technologies that have emerged in recent years, which keep on advancing to offer better accessibility and more options.

Topic: _____

Main idea: _____

F Critics of online learning may still claim that students need hands-on instruction to succeed. Enrolment in face-to-face courses might even appear to support their views. However, customized hybrid-solutions such as blended learning are promptly addressing diverse learning needs by combining online and face-to-face – in person – components. For example, students can attend online lectures combined with a local tutor who provides individual support and attention to each student. Several blended learning courses require students to attend shorter face-to-face modules followed by online lectures and tutorials. Alternatively, students can take a practicum – a practical section of a course of study – while completing online coursework. In other words, students can enjoy a combination of a flexible online instruction and personalized, hands-on learning not common in the traditional one-size-fits-all educational system.

Topic: _____

Main idea: _____

G While online students may not be in the classroom, the popularity of social media has ensured that the support network for them is still strong. Educational technology can now create a supportive learning environment, combining tutor-help, peer-help, and self-help.

It is important for students to know that although they aren't physically surrounded by other individuals, they are not alone and help is within reach if needed. School-run online communities have been particularly successful in providing students with ongoing access to their tutors, so they can get support when and how they need it. These communities also give students the opportunity to speak to their peers, exchange views, and work on collaborative projects. Such measures of support do not only contribute to successful results; they also help many students feel confident about asking questions or expressing concerns in public, in a traditional classroom.

Topic: _____

Main idea: _____



H Finally, the variety of online tools at an educator's disposal cater for individual learning styles and create more efficient and customized learning environments. Online platforms provide tutors with learner analytics, data about who is learning what and how. This can, in turn, be used by tutors to evaluate and modify teaching materials and methods according to the learners' needs. Platforms also offer ongoing learning dashboards, self-assessment tools and a multitude of resources ensuring that students have access to the tools that can help them succeed – tools that they may not have had access to otherwise.

Topic: _____

Main idea: _____

I The best education providers understand the need to integrate new technologies and learning methods in higher education. They, therefore, embrace change in order to meet the needs of today's students in the real world.

Topic: _____

Main idea: _____



Skills Focus Pronouns



Strategy

Understanding Pronoun Reference

Pronouns take the place of nouns. When you read, it is important to understand the meaning of pronouns, to know which noun a pronoun refers to. To find the noun that a pronoun refers to, look back in the sentence or in the sentences that come before it.

Example: Many colleges and universities have special programs in place to accelerate and support the use of online learning among their learners.
(The word *their* refers to *many colleges and universities*.)

3 Reading Read the article again. What does each underlined pronoun refer to? (The first one has been done for you.)

1. it (section A) online higher education
2. they (section C) _____
3. they (section C) _____
4. their (section F) _____
5. them (section G) _____
6. This (section H) _____
7. They (section I) _____

WRITING

Keep Learning

1 Brainstorming Think about a person you know well and imagine that this person wants to study something new.

1. What do you think this person would like to learn in the future?
2. Which learning situation would work best for them: a face-to-face course, an online course, or a blended learning course? Explain why.



Skills Focus Summarizing



Strategy

Summarizing

In academic classes, the most common type of writing is a summary. A summary is written in the student's own words. It includes the main idea and important details of another piece of writing (a paragraph, section, article, chapter, or book). It does not include less important details. Students who summarize well can prove to the tutor that they truly understand the reading material.

2 Reading Read the article in Reading 1 again. Discuss the questions in pairs.

1. What's the main idea of the article?
2. What are the main arguments that support this idea?

3 Reading again Look at the article again. Complete the main ideas in the diagram. Use words and phrases from the box. (You will not need all of the words.)

effort
fixed

genes
growth

motivate
positive

progress
review

successful
tools

wise

Building a Better Brain is Within Every Student's Power

Paragraph 1: You can become more _____ if you understand how your brain works.

Paragraph 2: Many factors influence intelligence, not just your _____.

Paragraph 3: Feeling _____ helps you learn and feeling stressed doesn't.

Paragraph 4: A _____ mindset helps you deal with problems in learning.

Paragraph 5: A _____ mindset doesn't help you change or succeed.

Paragraph 6: Find _____ that can help you with your learning.

Paragraph 7: _____ the strategies that work for you and apply them in life.

Paragraph 8: _____ is sometimes slow, but you can control it.



4 **Reading** Read the summary of the article and circle the correct answers.

According (1) **with / to** the article "Building a Better Brain is Within Every Student's Power", it's important to know how your brain works because you can help yourself with your learning. One of the main points (2) **made / making** in the article is that a person's intelligence depends on their genes, but they can also improve it (3) **by / if** feeling positive and having a good attitude towards learning. When someone is stressed, it's more difficult to learn something new. (4) **However, / Furthermore**, the author recommends having a "growth mindset" rather than a "fixed mindset". (5) **In / On** other words, you should believe that hard work is as important as talent and brains. People may be born more or less intelligent, but they can also make an effort to become better learners. (6) **Despite / In addition**, you should use strategies to motivate yourself such as concept maps. It's essential to try and review different tools to find what works for you. These will help you with your learning but also in other areas of your life. To (7) **conclusion / conclude**, progress is sometimes "incremental" (in small steps) or slow, but you can find ways to control it.





Language Focus Paraphrasing

Paraphrasing a sentence means to rewrite it using different vocabulary items and/or with the words in a different order. These items are usually easier or simpler and the paraphrased sentence might be shorter or longer than the original one.

- 5 Rewriting sentences** Look at the sentences from the article in Reading 2. Rewrite them using your own words. (The first one has been done for you.) Compare sentences with a partner.

1. Many colleges and universities have special programs in place to accelerate and support the use of online learning among their learners.

There are programs in colleges and universities that promote online learning.

2. Today, educators are beginning to realize that in order to achieve superior results they need to build new types of relationships with students.

3. It is important for students to know that although they aren't physically surrounded by other individuals, they are not alone and help is within reach if needed.

4. Platforms also offer ongoing learning dashboards, self-assessment tools, and a multitude of resources ensuring that students have access to the tools that can help them succeed – tools that they may not have had access to otherwise.

- 6 Using your notes** Use your notes to write a summary. Look at the topic and main ideas you noted for each paragraph of the article in Reading 2. Use them to write a summary of the article including transition words and phrases. Write 150–200 words.

Tip Don't copy words, phrases or sentences from the article. Write your summary using your own words to express the same ideas. Use complete sentences and check your grammar. Transition words and phrases will help make the ideas clearer. Keep your summary short and concise.

Skills Focus Drafting and Editing

Remember that the outcome of your first attempt is a *draft*. In other words, it can be corrected or improved in different ways.

Always, agree on criteria to use in order to review and correct drafts. Your criteria can include content-related items (clarity and accuracy of information and events, development and ordering of facts) as well as formal items (punctuation, capitalization, paragraphing, etc.).

- 7 Drafting and editing 1: Peer review** Work in groups of three or four. Exchange summary drafts of the article to review and edit.

1. Read your own draft once again before you hand it over to another student in your group.
2. Read and review a peer draft. Use these questions to help you:
 - A** Have all the main ideas been included?
 - B** Are the ideas clear and easy to understand?
 - C** Have you used your own words to paraphrase the writer's ideas?
 - D** Are there any details that you think should be added?
 - E** Are there too many redundant details?
 - F** Is the draft summary too wordy or too long?
 - G** Can sentences or content be presented differently (combined differently)?
 - H** Are there sections or sentences that need to be rewritten? Make suggestions.

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

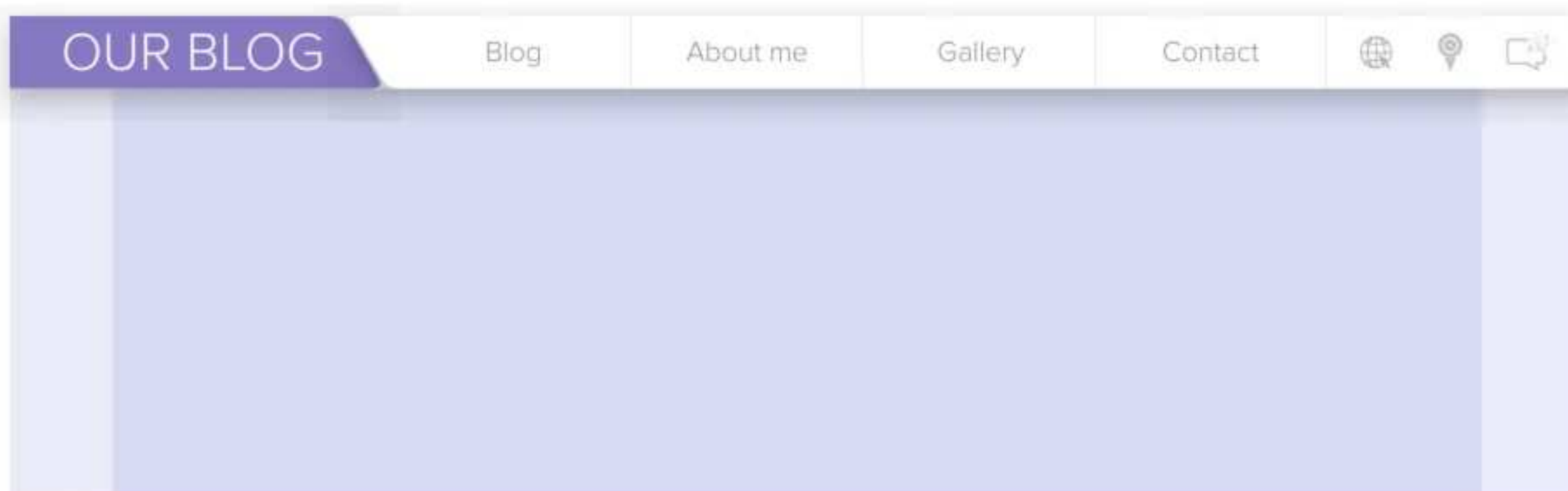


9 Finalizing your summary Go through your second draft and finalize your text.

10 Researching, selecting, and documenting Work in pairs or groups of three.

1. Search and find an article on a topic that interests you. Use an online or print source.
2. Scan the article and select sections or paragraphs that include ideas or facts that draw your attention.
3. Share the sections or paragraphs among you. Then read and paraphrase them using your own words.
4. Draft a summary of your paragraph.

11 Blogging Post your summaries 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 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 interpret images and make creative comments.	5	4	3	2	1
I can activate what I know and answer questions 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 important information.	5	4	3	2	1
I can identify text organization.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can understand pronoun reference.	5	4	3	2	1

VOCABULARY

I can understand vocabulary from context.	5	4	3	2	1
I can understand and use collocations.	5	4	3	2	1
I can match words and phrases with their definitions.	5	4	3	2	1

GRAMMAR

I can use different verb forms correctly.	5	4	3	2	1
I can use pronouns to refer to different entities (people, events, things).	5	4	3	2	1

WRITING

I can read, understand, and take notes on main ideas and topics.	5	4	3	2	1
I can paraphrase and rewrite sentences.	5	4	3	2	1
I can identify key information and use a graphic organizer.	5	4	3	2	1
I can use my notes/outline to write a summary.	5	4	3	2	1
I can draft, edit, redraft, and finalize my summary.	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

Bright Lights, Big City

Chapter Goals

- ◆ **Reading:** Identifying the main idea and supporting details, skimming and scanning, predicting content, critical thinking.
- ◆ **Writing:** Preparing to write, identifying positive and negative features, summarizing information, conducting peer reviews.

Focus on the Images

- ◆ Choose one of the cities in the images. How is it different to where you live?
- ◆ Would you like to live here? Why? Why not?
- ◆ What do you think are the advantages and disadvantages of living in a big city?

Brainstorm and Associate

- ◆ Words and phrases that come to mind about city life, population, and the environment
- ◆ Information, feelings, and wishes about life in cities

Think and Comment

“What is the city but the people?”

Coriolanus (Act 3, Scene 1)

William Shakespeare, English playwright





READING 1

A City That's Doing Something Right

Before You Read

- 1 **Topic** Look at the images. Read the following questions and discuss in groups.
1. How would you describe each of these cities? Brainstorm at least ten adjectives.
 2. Imagine you are inside one of these photos. What can you see, hear, and smell?
 3. Choose a person from one of the photos. Where do you think he/she is going? What is he/she thinking?
 4. Which of these cities would you like to visit? What would you do and see there?





2 Vocabulary Read and listen to the following words and phrases. Circle the words you used to answer the questions in 1. How could you use the words and phrases you didn't use to talk about a city? Do not look up any words in the dictionary.

modern
access
quality of life
trash

environment
traffic
improve
subway

pleasant
jobs
beautiful

green
natural beauty
efficiently

3 Thinking and discussing The first article discusses some common problems in big cities and the solutions that one city has found. Before you read, think about four problems in your city or other cities you know. Then, think about a possible solution for each problem. Make notes in the problem-solution chart and compare your ideas in small groups.

Problem

Solution













Strategy

Getting Meaning from Context

You do not need to look up the meanings of new words if you can guess them from the context. Here are three more types of clues that will help you guess new words.

1. The words *for example*, *for instance*, *such as*, and *among them* introduce examples that may help you. (Sometimes examples appear without these words, in parentheses, or between dashes.)

Example: Context: Almost four billion people will be living in cities in *developing countries* such as India and Nigeria.

Meaning: You can guess that *developing countries* are not rich.

2. Sometimes another word or group of words in a different part of the sentence or in another sentence has the opposite meaning from a new vocabulary word.

Example: Context: In some cities, like Berlin, Dubai, and Vancouver, instead of *worsening*, urban life is actually getting much better.

Meaning: You see that *worsening* is the opposite of getting better.

3. A definition or explanation follows the connecting words *that is* or *in other words*.

Example: Context: The downtown shopping area is now a *pedestrian zone* – in other words, an area for walkers only, not cars.

Meaning: A *pedestrian zone* is an area for walkers only.

- 4 **Guessing words from context** Figure out the meanings of the underlined words and write them on the lines. Use punctuation, logic, examples, opposites, and connecting words to help you.

1. People who study population growth predict a nightmare by the year 2025: the global population will be more than eight billion, and almost four billion of these people will be living in cities in developing countries such as India and Nigeria.

predict = say in advance that something will happen

2. It might not be a surprise to find that life in affluent cities is improving, but what about cities that aren't rich?

affluent = _____

3. In neighborhoods that garbage trucks can't reach, people bring bags of trash to special centers.

trash = _____

4. At a recycling plant, workers separate glass bottles, plastic, and cans from other trash.

recycling plant = _____

5. They cultivate medicinal plants and then process them into herbal teas.

cultivate = _____

While You Read

 **5 Reading** Look at the first two paragraphs of the article in 6. Use the context to explain the meaning of the underlined words.

 **6 Reading again** Look at the article. Compare your ideas to the problems and solutions you discussed in 3 to the information in the article.

A City That's Doing Something Right

A There's good news and bad news about life in modern cities – first, the bad. People who study population growth predict a nightmare by the year 2025: the global population will be more than eight billion, and almost four billion of these people will be living in cities in developing countries such as India and Nigeria. Population growth is already causing serious problems in many cities such as air pollution, disease, and crime. People spend hours in traffic when they travel daily from their homes to their work and back. There isn't enough water, transportation, or houses for people to live in. Many people don't have access to health services or jobs. Now the good news: in *some* cities, such as Berlin, Dubai, and Vancouver, instead of worsening, urban life is actually getting much better.

A City and Its Mayor

B It might not be a surprise to find that life in affluent cities is improving. But what about cities that *aren't* rich? The city of Curitiba, Brazil, proves that it's possible for even a city in a developing country to offer a good life to its residents. The former mayor of Curitiba for 25 years, Jaime Lerner, is an architect and a very practical person. Under his leadership, the city planners established a list of priorities – in other words, a list of what was most important to work on. They decided to focus on the environment and on the quality of life. With an average income of only about \$2,000 per person per year, Curitiba has the same problems as many cities. However, it also has some creative solutions.

Garbage Collection

C One creative solution is how they collect garbage – *Cambio Verde*, or Green Exchange. This does far more than clean the streets of trash. In neighborhoods that garbage trucks can't reach, poor people bring bags of trash to special centers. At these centers, they exchange the trash for fresh produce such as potatoes and oranges. They receive one kilo of produce for every four kilos of trash that they bring in. At a recycling plant, workers separate glass bottles, plastic, and cans from other trash. *Two-thirds* of Curitiba's garbage is recycled, which is good for the environment. And the plant gives jobs to the poorest people, which improves their lives.

Transportation

D Due to careful planning, Curitiba does not have the same traffic problems that most cities have. The statistics are surprising. The population has grown fast, to over two million people, but traffic has actually decreased 30 percent. Curitiba couldn't afford an expensive subway so instead there's an unusual system of buses



in the center lanes of five wide major streets. At each bus stop, there is a glass tube that's 40 feet long. Passengers pay before they enter the tube. Then they get on the bus “subway style” – through wide doors. This allows people to get on and off the bus quickly and efficiently. People get on and off the bus in only 30 seconds. This makes traveling around the city more pleasant and also helps to solve the problem of air pollution.

A Creative Social Program

E There is an agricultural operation just outside Curitiba that looks like other farms but actually helps to solve a social problem, in addition to growing crops. At *Fazenda da Solidaridade* (Solidarity Farm), the workers are not experienced farmers. Instead, they are people with mental and psychological challenges who volunteer to spend up to nine months in a program called *Verde Saude* (Green Health). The program helps them in two ways. First, it gives them jobs. They cultivate medicinal plants and then process them into herbal teas, syrups, and other products that are sold in health-food stores. Second, it offers them counseling, medical care, and job training.

The Environment

F To make the environment both cleaner and more beautiful, Curitiba encourages green space. It has low taxes for companies that have green areas. Several hundred major industries such as Pepsi and Volvo, which are willing to have green space in their plants, have offices in the city taking advantage of the city's low tax rate. Bringing natural beauty into the city is a priority. For this reason, Curitiba gave 1.5 million young trees to neighborhoods to plant and take care of. And the downtown shopping area is now a pedestrian zone – in other words, for walkers only, not cars – and is lined with gardens. Curitiba provides the city people with 22 million square meters of parks and green areas – more than three times the amount that the World Health Organization recommends for cities.



A Symbol of the Possible

G Clearly, too many people choosing to live in big cities worldwide is the cause of serious problems. However, the example of Curitiba provides hope that careful planning and creative thinking can lead to solutions. Many other cities worldwide are following Curitiba's lead and aim to reduce their carbon footprint. For example, city planners in Addis Ababa, Ethiopia, have updated their pipework to prevent leaks and in Copenhagen, Denmark, there is now a system in place where 50 percent of trash is burned to create heat. Curitiba is truly, as Lewis Mumford once said of cities in general, a “symbol of the possible.”



Skills Focus Identifying the Main Idea and Supporting Details



Strategy

Identifying the Main Idea

As you read in Chapter 1, usually one or two sentences in an essay or article state the main idea of the whole passage (the “umbrella” idea). You can usually find the main idea near the beginning of an essay.

- 7 Identifying the main idea** In the article in 6, the main idea is in Paragraph B. Read it again and underline the main idea. Then underline another sentence in the conclusion, Paragraph G, which seems to mean the same.



Strategy

Identifying Supporting Details

Every paragraph includes a main idea and specific details (facts, ideas, and examples) that support and develop the main idea. You can organize the main ideas and details on different types of graphic organizers. One way to do this is to put the main idea in a box on the left and the details in boxes to the right. See the example in 8.

- 8 Identifying supporting details** Complete this graphic organizer with information from paragraphs C and D in the article in 6 to answer the questions. Follow the examples.

Main Ideas:

Curitiba created a "Green Exchange" to help the city.

Details: How does this help the city?

cleans the streets of trash

Main Ideas:

Curitiba created an unusual transportation system to deal with traffic.

Details: What is good about this system?

makes traveling around the city more pleasant



Language Focus Understanding Italics

Writers use *italics* (slanted letters) for several reasons. Here are two:

1. Writers use italics for emphasis. The italics indicate that the word is important.

Example: Air pollution is a *huge* problem in that city.

2. Italics indicate a foreign word in an English sentence.

Example: In open areas in Seoul, *kaenari* blooms everywhere in the spring.

- 9 **Understanding italics** Find and underline the words in italics in the article in 6. Why are they used? Write three words in italics for emphasis and three words in italics for foreign words in the following spaces. Read the sentences with the words in italics that are used for emphasis and stress the words in italics.

Italics used for emphasis:

1. _____
2. _____
3. _____

Italics used for foreign words:

1. _____
2. _____
3. _____



Language Focus Understanding Contrast

Some writers use contrast to express an idea. In other words, they begin with the opposite of the point that they want to make.

- 10 **Understanding contrast** The article *A City That's Doing Something Right* can be divided into two parts. What is the first part? What is the second part? How do these parts show contrast? Discuss your answers with a partner.



Strategy

Making Inferences

Writers usually state information clearly. However, they also often *imply* information. In other words, they just suggest an idea without actually stating it. It is important for students to be able to make *inferences* – that is, to “read between the lines” and understand information that is not clearly stated.

- 11 Making inferences** The following are statements about the article. Which information is stated in the article? Write *Stated* on those lines. Which information is implied but not clearly stated? Write *Implied* on those lines. Look back at Paragraphs B, C, and D in 6 to decide.

1. Jaime Lerner was the mayor of Curitiba.
2. Jaime Lerner wanted the people of Curitiba to have a better quality of life.
3. Under his leadership, city planners established priorities.
4. Poor people receive fresh food when they bring bags of garbage to special centers.
5. Curitiba's transportation system consists of a system of buses.
6. Subways are more expensive than buses.

Stated

After You Read

- 12 Thinking and discussing** Discuss the questions in small groups.

1. What are the most urgent problems in your city or other cities in your country?
2. What is being done to solve the problems in your city or other cities in your country?
3. Which cities have you visited abroad? What made an impression on you?
4. Which cities would you like to visit in the future? Why?

READING 2

Planet Under Stress

Before You Read

- 1 Brainstorming** Focus on the images. Think of a title for each image and compare your ideas in groups.



- 2 **Thinking and predicting** The next article discusses a problem our planet is facing – overpopulation. Before you read, think about why overpopulation is a problem and how you can stop it. Brainstorm as many ideas as you can think of and write them in the chart. Look at the images for help.

Effects of Overpopulation	Ways to Stop Overpopulation

While You Read

- 3 **Reading** Look at the following article *Planet Under Stress* and compare with your ideas in 2.

Skills Focus Skimming and Scanning

Strategy

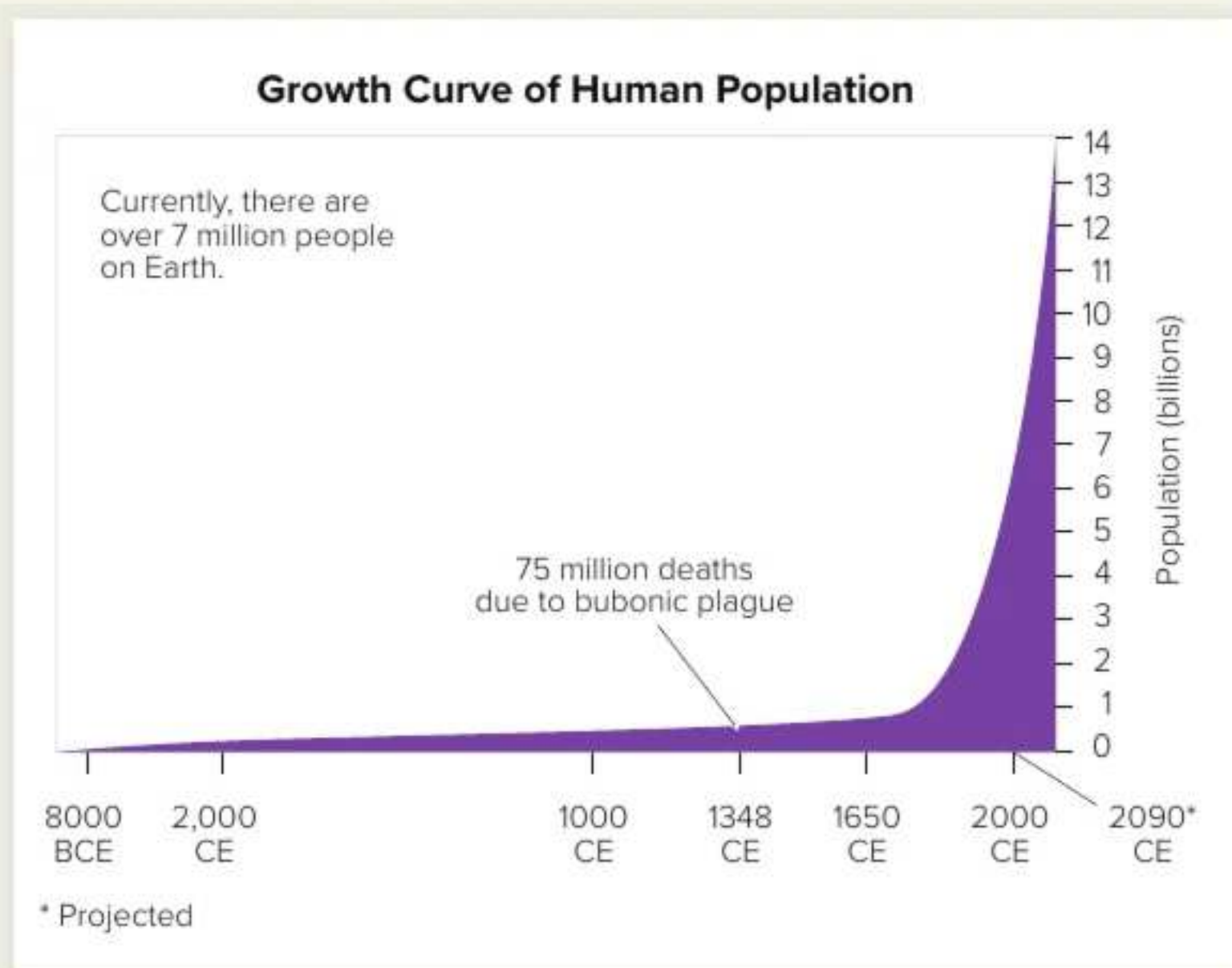
Skimming for main ideas

You can skim a reading text to identify the topic and main idea. It is an important skill that good readers use every day. Skimming a reading text before you read it carefully can help you to better understand it.

- 4 **Skimming for main ideas** Skim the article. Do not use a dictionary, and don't worry about the details. Identify the topic and the main idea of each paragraph. Compare it with your ideas in 2.

Planet Under Stress

A Humans first reached North America at least 12,000 to 13,000 years ago, crossing the narrow straits between Siberia and Alaska and moving quickly to the southern tip of South America. 10,000 years ago, when agriculture first developed, about five million people lived on Earth, distributed over all the continents except Antarctica. With the new and much more dependable sources of food that became



available through agriculture, the human population began to grow more rapidly. 2,000 years ago, an estimated 130 million people lived on Earth. By the year 1650, it reached 500 million and it has grown explosively for the last 300 years.

Topic: _____

Main idea: _____

- B** The world population reached 7.7 billion people in 2018, and the annual increase now amounts to about 82 million people, which leads to a doubling of that figure in about 53 years. At this rate the world's population will continue to grow to well over 10 billion by 2055. Such growth cannot continue because our world cannot support it.

Topic: _____

Main idea: _____

- C** One of the most alarming trends taking place in developing countries is the massive movement to urban centers. For example, Mexico City, one of the largest cities in the world and with problems like smog, traffic, and inadequate waste disposal, has a population of over 21 million people. The prospects of supplying adequate food, water, and sanitation to this city's people are almost unimaginable.



Topic: _____

Main idea: _____

- D** In view of the limited resources available on our planet, and the need to learn how to manage these well, the first and most necessary step toward global prosperity is to stabilize the human population. One of the biggest pressures we, as humans, place on the environment is the fact that we're using 40 percent of the land that can produce food. Given that statistic, a doubling of the human population in 53 years poses extraordinarily severe problems. The facts virtually demand that we restrain population growth.

Topic: _____

Main idea: _____

- E** A key element in the world's population growth is its uneven distribution among countries. Of the billion people added to the world's population in the 1990s, 80 percent to 90 percent live in developing countries. And of that number, about 60 percent of the people in the world live in countries that are at least partly tropical or subtropical. An additional 20 percent

live in China. The remaining 20 percent live in the so-called developed, or industrialized, countries: Europe, Russia, Japan, the United States, Canada, Australia, and New Zealand. Most of them are making an effort to slow the growth rate of their populations, and there are genuine signs of progress. If it continues, the United Nations estimates that the world's population may stabilize at 13 to 15 billion people. No one knows whether the world can support so many people indefinitely. Finding a way to do so is the greatest task facing humanity. The quality of life that will be available for your children and grandchildren in the next century will depend to a large extent on our success.

Topic: _____

Main idea: _____

F The world population growth rate has been declining, from a high of 2.0 percent in the period 1965–70 to 1.3 percent in 2003. The United Nations partly attributes this decline to the increased economic power and social status of women. Some people claim that money is better spent on improving education and the economy in other countries because it would help people become more aware of the issue of population decline. The United Nations certainly supports the improvement of education programs in developing countries but, interestingly, as families get smaller, it seems to have helped increase education levels.

Topic: _____

Main idea: _____

G Slowing population growth will help sustain the world's resources, but per capita consumption – in other words, how much each and every one of us consumes – is also a key factor. Even though the vast majority of the world's population is in developing countries, the vast majority of resources are used up in the developed world. The wealthiest 20 percent of the world's population accounts for 80 percent of the world's consumption of resources, whereas the poorest 20 percent is responsible for only 1.3 percent of consumption. People in the developed world must lessen the impact they make.

Topic: _____

Main idea: _____

H It is easy to become discouraged when considering the world's environmental problems, such as pollution, wasting resources, and population growth, but do not forget that each problem is solvable. A polluted lake can be cleaned; a dirty smokestack can be altered to remove harmful gas; waste of key resources can be stopped; population growth can be restrained. What we need to do is understand the problem clearly and commit ourselves to doing something about it.

Topic: _____

Main idea: _____



Strategy

Scanning for Details

You can scan a reading text to find information quickly. When you scan a text, you need to know the information that you want to find, or the question you want answered. To look for this information, don't read every word. Move your eyes quickly across the words until the information that you want "jumps out" at you.

- 5 **Scanning** Keep each of these questions in mind as you quickly scan the article *Planet Under Stress*. When you find each answer, underline it.

1. What's the estimated world population for 2055?
2. What other factor is important in sustaining our planet's resources, apart from population growth?

After You Read

- 6 **Understanding pronoun reference** Look back at the article *Planet Under Stress* to find the meanings of the following pronouns (underlined in the text). What does each pronoun refer to? Compare your answers with a partner.

1. it (Paragraph A, twice) _____
2. these (Paragraph D) _____
3. its (Paragraph E) _____
4. them (Paragraph E) _____
5. it (Paragraph H) _____

- 7 **Thinking and discussing** Answer these questions. Think about the population in your country and discuss in groups.

1. Is your country under- or overpopulated?
2. Should the population in your country be increased or decreased in the future? Explain why.
3. How can education help people to be more aware of population decline or increase in your country?

- 8 **Blogging** Comment on the issues raised in the article. 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).

OUR BLOG

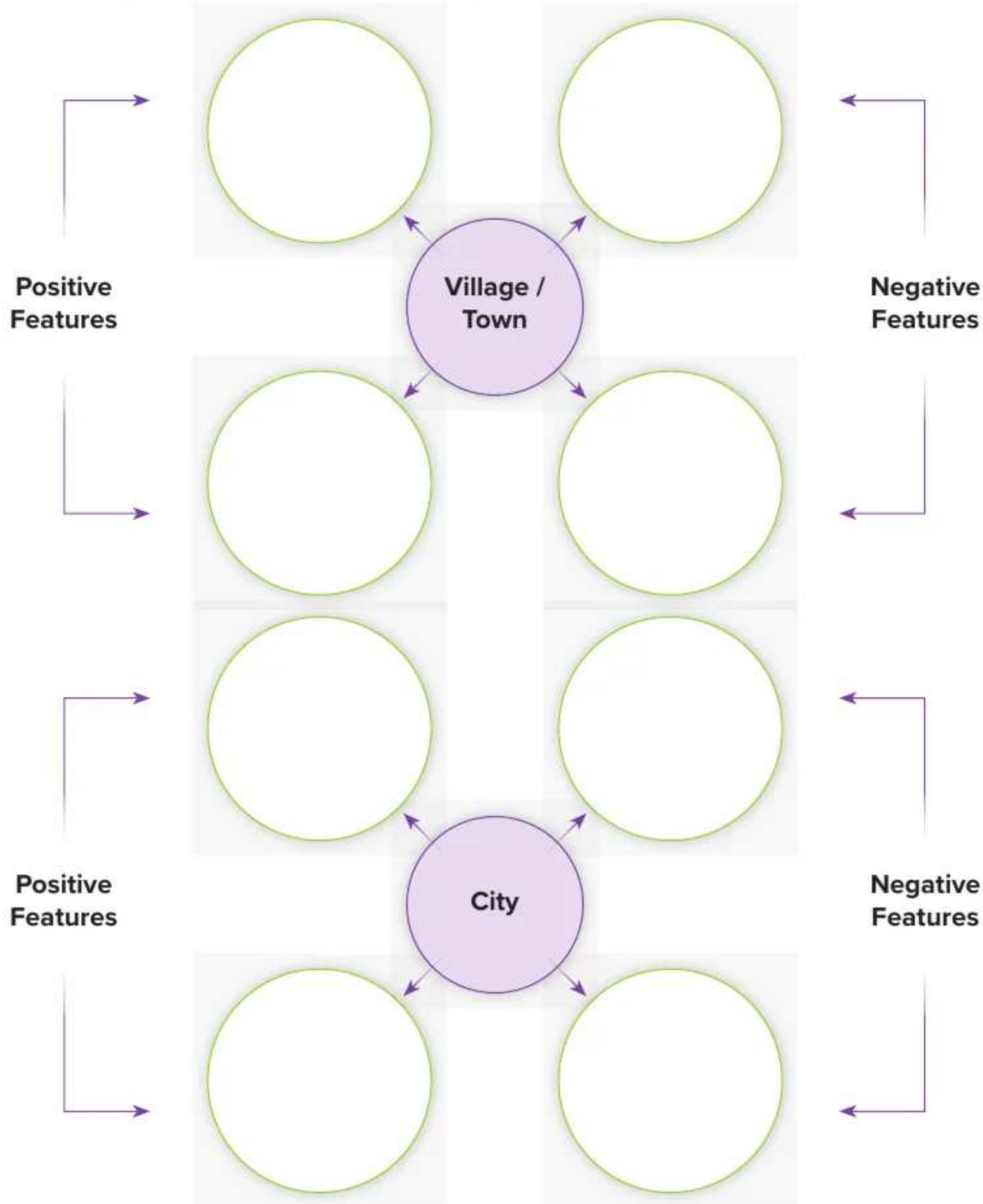
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1 **Topic** Look at the images and discuss. Read the following statements and check (✓) the ones you agree with. Compare your ideas with a partner.

1. If I decide to start a family in the future, I'll move to a small town where there's better quality of life.
2. I don't understand how people live in small towns or villages. I think it's really boring.
3. I'm not going to have any children because it's the only way I can help save our planet.
4. I love living in big cities because that's where I feel truly free.



- 2 **Vocabulary** Brainstorm a list of words you associate with life in different places. Think about positive and negative features of living in each place.



Skills Focus Summarizing

- 3 **Summarizing** Choose one of the following paragraphs from *A City That's Doing Something Right* to summarize.

1. Garbage Collection (Paragraph C)
2. Transportation (Paragraph D)
3. A Creative Social Program (Paragraph E)

First, read the paragraph and make sure you understand it well. Underline the important words in the paragraph (for example, verbs, nouns, adjectives) and write them in your notepads.

- 4 **Writing your summary** Now write your summary. Close your books and use the words in your notepads to summarize the paragraph. Exchange summaries with a partner and discuss the differences and similarities.

Skills Focus Preparing to Write

- 5 **Reading** Read the following paragraphs. What is the topic and the main idea? Do you agree with it? Discuss with a partner.

There's no doubt that one of the most important issues we face today as a human race has to do with Earth's natural resources. According to scientists, in the last 40 years, the amount of natural resources we consume has tripled and that's a huge problem because these resources won't last forever.

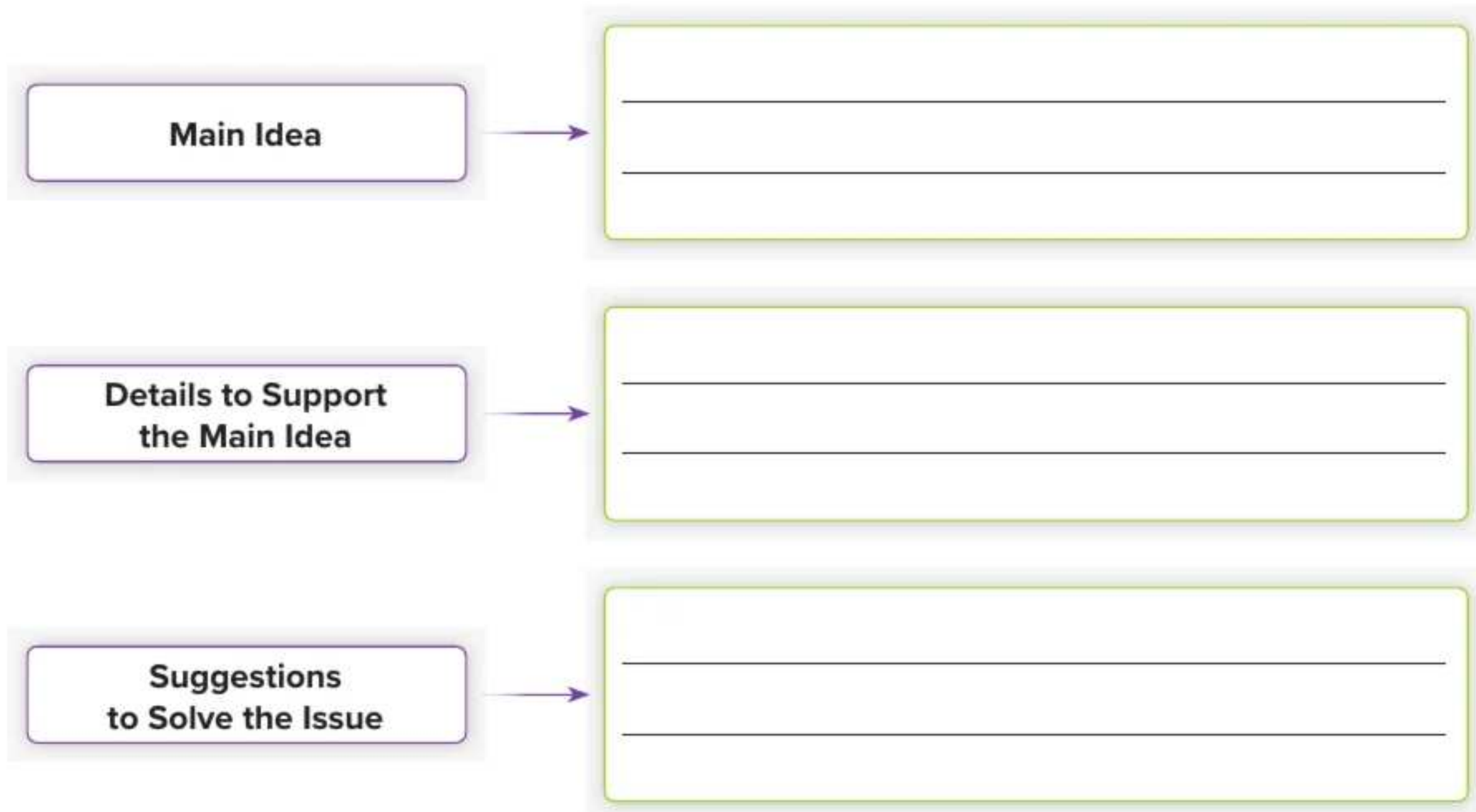
From coal, oil and steel to water, soil and timber, we rely heavily on what our planet has to offer. We can't live without these resources, yet we're not doing enough to protect them. In fact, some say that we're using them at such a rate that by 2050 there won't be any more for us to use and that we'll need to find a new planet to colonize. Even if this isn't true, we urgently need to address this problem if we want to protect Earth and future generations.

So what solutions are there? First of all, we need to try to use fewer resources and try using them more efficiently. We can do this by recycling and reusing materials particularly in rich countries where people consume 10 times as many materials as in the poorest countries. Secondly, governments need to invest more in renewable energy sources such as solar energy, wind power, and geothermal energy. These types of energy are sustainable and they can provide us with clean power without having a negative impact on the environment.

- 6 **Reading again** Read the paragraphs in 5 again and make notes in the diagram. Compare your notes with a partner.

Main Idea	→	
Details to Support the Main Idea	→	
Suggestions to Solve the Issue	→	

- 7 Making notes and discussing** Choose one of the following topics and make notes in the diagram. Discuss your ideas with a partner.
1. Improving city life
 2. Growth of human population
 3. Use of resources



- 8 Using your notes** Use your notes from 7 to write a paragraph about the topic you chose. Write 150–200 words.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Skills Focus Drafting and Editing

- 9 Drafting and editing 1: Peer review** Work in groups of three or four. Exchange your paragraphs to review and edit.

Stage 1: Read your own draft once again before you hand it over to another student.

Stage 2: Read and review a peer draft. Use these questions to help you:

Content and Meaning

- Have you stated the main idea at the beginning of the paragraph?
- Are the supporting details clear and easy to understand?
- Have you included at least two ideas on how to solve the problem?
- Are there any ideas that you think should be added?
- Can sentences/content be presented differently? (combine differently)
- Are there sections or sentences that need to be rewritten? Please make suggestions.

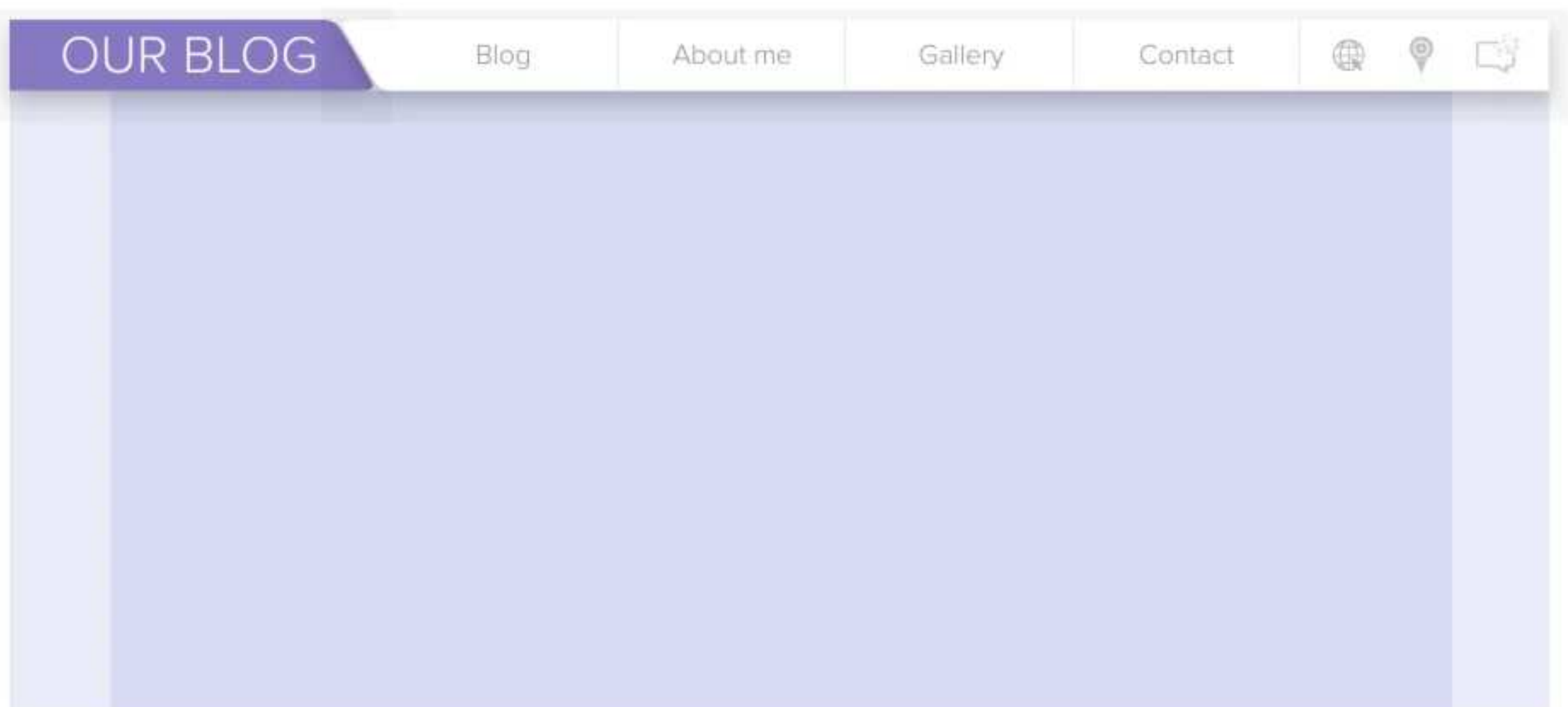
Form

- Punctuation and capitalization
- Spelling
- Grammar (grammatical accuracy)
- Vocabulary (lexical accuracy)

- 10 Drafting and editing 2: Peer review** Read the comments on your first draft and make corrections. Exchange your second drafts and make further improvements to your paragraph.

- 11 Finalizing your summary** Go through your second draft and finalize your paragraph.

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



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 interpret images and make creative comments.	5	4	3	2	1
I can activate what I know about a topic and answer questions.	5	4	3	2	1
I can think and predict content of a reading text.	5	4	3	2	1
I can brainstorm and recall words and phrases related to a topic.	5	4	3	2	1
I can skim and identify the topics and main ideas of a text.	5	4	3	2	1
I can understand contrast.	5	4	3	2	1
I can scan for information, ideas, or text features.	5	4	3	2	1
I can identify and interpret implied messages, make inferences.	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 words that imply or infer.	5	4	3	2	1
I can understand and use word forms correctly.	5	4	3	2	1

GRAMMAR

I can understand parts of speech.	5	4	3	2	1
I can understand pronoun reference.	5	4	3	2	1

WRITING

I can make notes on the main idea and supporting details of an issue.	5	4	3	2	1
I can organize my notes in a mind map or graphic organizer.	5	4	3	2	1
I can present an issue and suggest solutions.	5	4	3	2	1
I can categorize my ideas and notes into negative and positive effects, contrast, etc.	5	4	3	2	1
I can summarize a paragraph.	5	4	3	2	1
I can draft, edit, redraft, and finalize a paragraph.	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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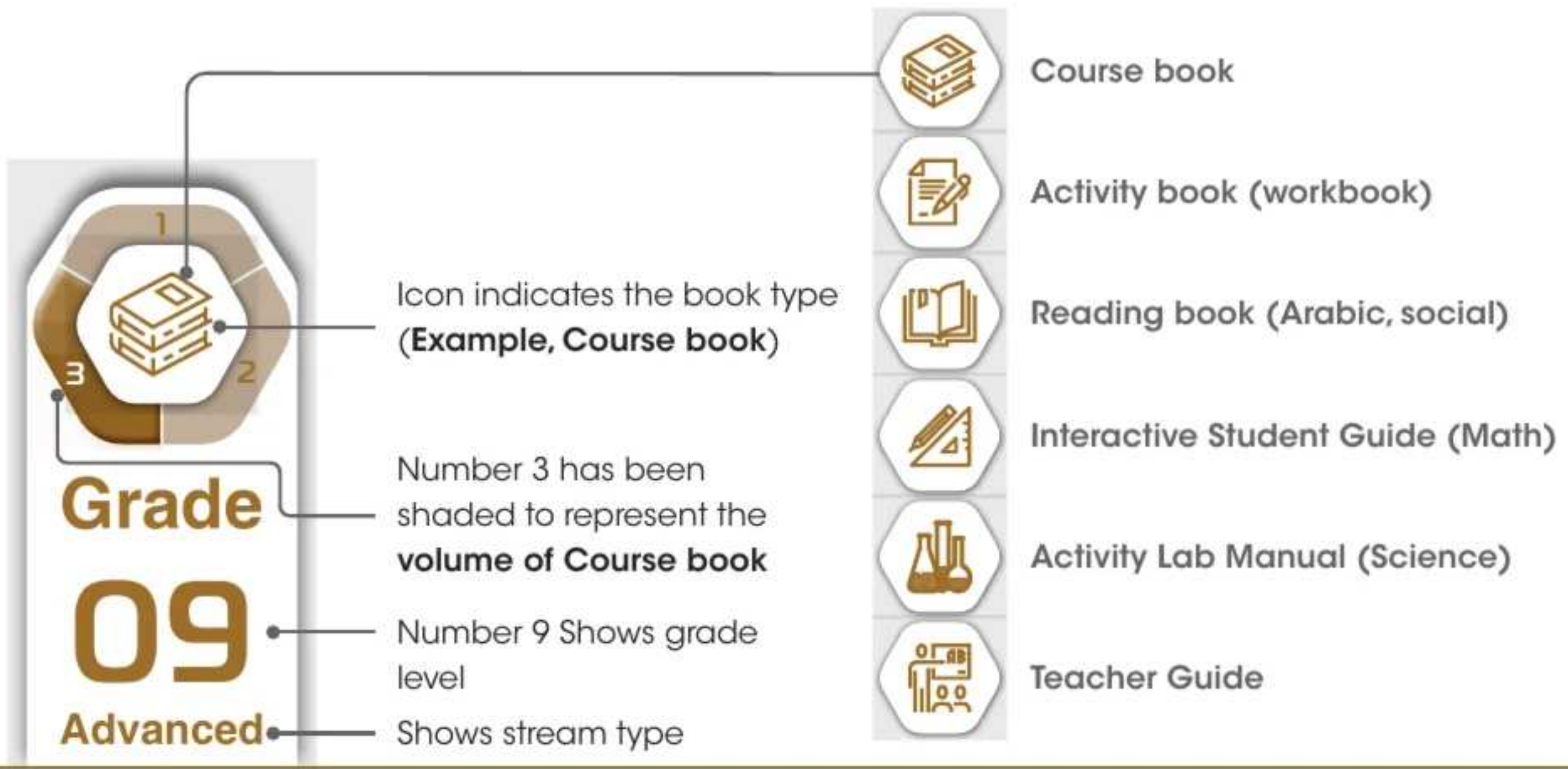
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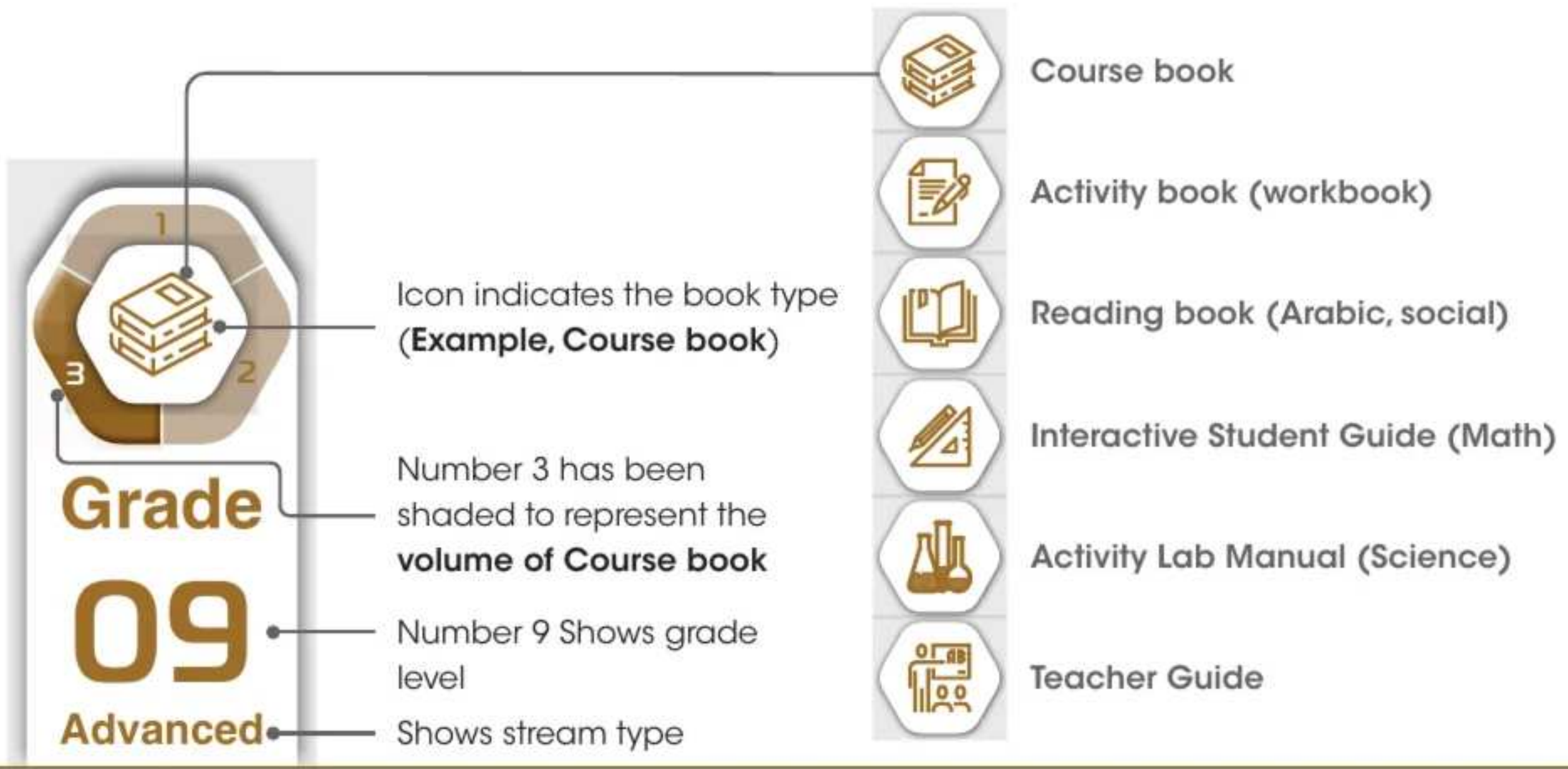
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