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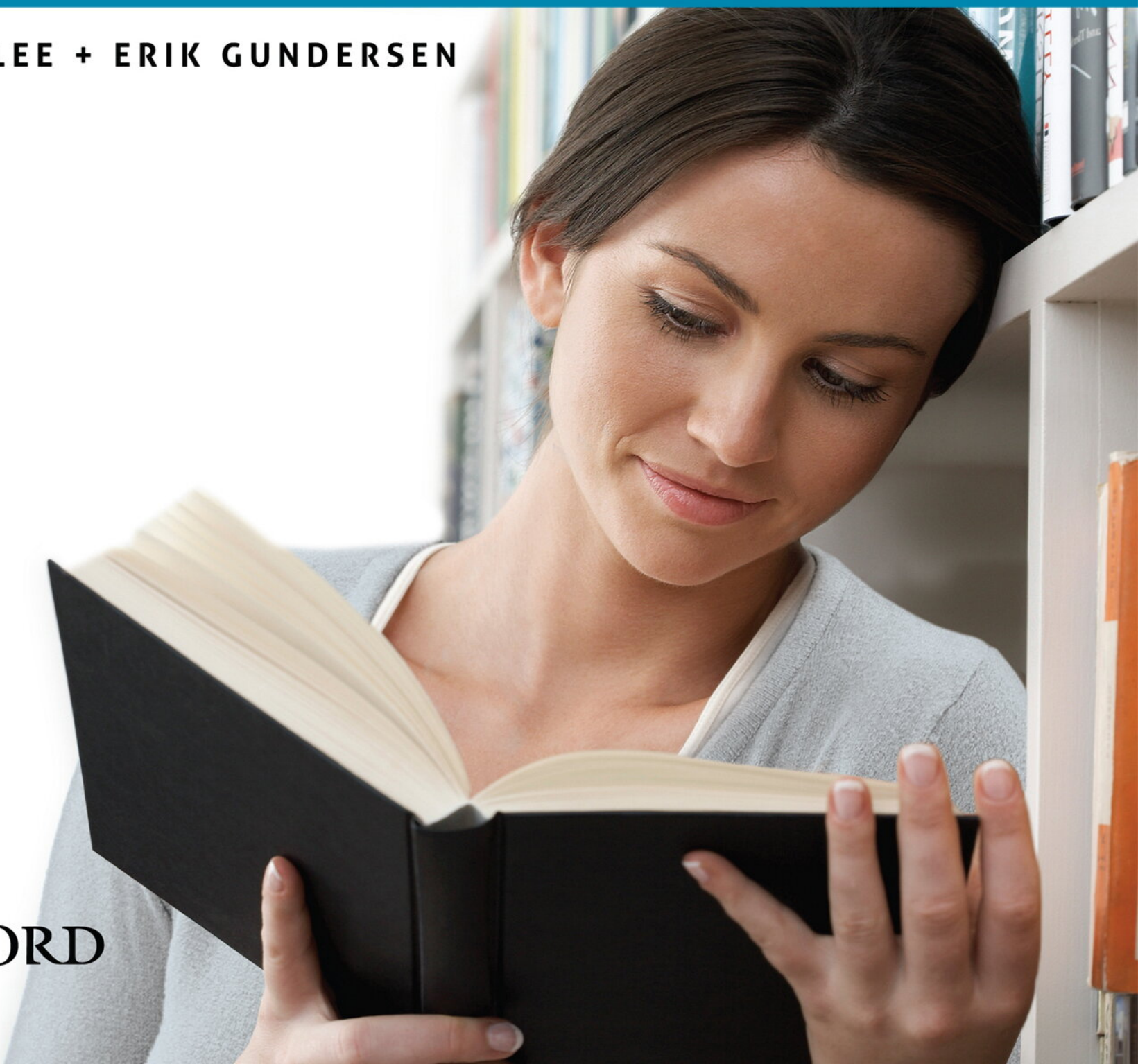
SECOND EDITION

Select Readings

Teacher-approved readings for today's students

LINDA LEE + ERIK GUNDERSEN

OXFORD



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OXFORD
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Teacher-approved readings for today's students



Teachers tell us that the single most important factor in engaging their students in reading courses is having a book that offers high-interest, level-appropriate content. So, as its title suggests, *Select Readings, Second Edition* features dynamic, carefully-selected readings chosen by experienced teachers to meet the needs of today's global learners.

The publisher would like to thank the following teachers who worked closely with us to select and approve the topics and reading passages throughout *Select Readings, Second Edition*:

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Scope and Sequence

Chapter	Content	Reading Skill	Building Vocabulary
Chapter 1 Are You Getting Enough Sleep?	The importance of sleep	Previewing	Using collocations
Chapter 2 Mika's Homestay in London	Studying in an English-speaking country	Scanning for details	Learning compound words
Chapter 3 It's Not Always Black and White.	English expressions with color words	Skimming	Understanding idioms
Chapter 4 Helping Others	Volunteering	Identifying the topic and main idea	Using prefixes: <i>un-, im-, in-, ir-</i>
Chapter 5 Generation Z: Digital Natives	Everyday use of digital media	Finding supporting details	Learning collocations about technology
Chapter 6 How to Be a Successful Businessperson	Building a successful business	Making inferences	Learning word forms
Chapter 7 The Growth of Urban Farming	Growing food in large cities	Understanding the author's purpose	Understanding word roots

Chapter	Content	Reading Skill	Building Vocabulary
Chapter 8 Can You Live Forever?	Trying to live forever	Understanding headings	Understanding suffixes: <i>-al, -ic, -ist, -logy</i>
Chapter 9 Baseball Fans Around the World	The behavior of baseball fans	Making predictions	Grouping words and phrases
Chapter 10 Mobile Phones: Hang Up or Keep Talking?	Using mobile phones	Distinguishing facts from opinions	Expressing certainty and uncertainty
Chapter 11 Vanessa-Mae: A 21st Century Musician	A young musician's life	Dealing with unfamiliar words	Understanding suffixes: <i>-able, -ous, -ful, -less</i>
Chapter 12 A Day in the Life of a Freshman	A university student's life	Using context clues	Understanding phrasal verbs
Chapter 13 Love at First Sight	Falling in love	Summarizing	Choosing definitions in a learner's dictionary
Chapter 14 Great Places to Visit	Travel destinations	Reading words in groups	Using context to recognize word forms



Series Overview

with Teaching Suggestions

Select Readings, Second Edition is a reading course for students of English. In *Select Readings, Second Edition*, high-interest, authentic reading passages serve as springboards for reading skills development, vocabulary building, and thought-provoking discussions and writing.

The readings represent a wide range of genres (newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and on-line discussions) gathered from well-respected sources, such as *The Wall Street Journal* and *National Geographic*, and approved by experienced teachers.

General Approach to Reading Instruction

The following principles have guided the development of *Select Readings, Second Edition*:

- **Exposing students to a variety of text types and genres helps them develop more effective reading skills.** Students learn to handle the richness and depth of writing styles they will encounter as they read more widely in English.
- **Readers become engaged with a selection when they are asked to respond personally to its theme.** While comprehension questions help students see if they have understood the information in a reading, discussion questions ask students to consider the issues raised by the passage.
- **Readers sharpen their reading, vocabulary-building, and language skills when skills work is tied directly to the content and language of each reading passage.** This book introduces students to reading skills such as skimming and scanning and vocabulary-building strategies such as learning synonyms and understanding phrasal verbs. Each skill was chosen in consultation with teachers to ensure that the most applicable and appropriate skills were selected for students at the Pre-Intermediate level.
- **Good readers make good writers.** Reading helps students develop writing skills, while writing experience helps students become better readers.
- **Background knowledge plays an important role in reading comprehension.** An important goal of *Select Readings, Second Edition* is to illustrate how thinking in advance about the topic of a reading prepares readers to better comprehend and interact with a text.

Chapter Overview

Each chapter in *Select Readings, Second Edition* includes the eight sections described below.

1. Opening Page

The purpose of this page is to draw readers into the theme and content of the chapter with relevant artwork and a compelling quotation.

Teaching Suggestions:

- Ask students to describe what they see in the photo(s) or artwork on the page and guess what the chapter is about. Have them read the quotation, restate it in their own words, and then say if they agree with it. Finally, ask what connection there might be between the image and the quotation.
- Call students' attention to the *Chapter Focus* box. Give them a chance to think about the content and skills they are about to study and to set their own learning goals for the chapter.

2. Before You Read

The first activity in each *Before You Read* section is designed to get students to connect personally to the topic of the chapter and to activate their background knowledge of the topic. A second activity or question in this section asks students to further explore their knowledge of the topic by completing a task with a partner. The third activity asks students to complete a *Previewing Chart*, which provides specific tasks for previewing a text. The purpose of this chart is to encourage students to make a habit of using simple previewing strategies before they read any text.

Teaching Suggestions:

- Make sure that students understand the purpose of the *Before You Read* activities. Explain that activating prior knowledge will help them to better comprehend the reading passage.

3. Reading Passage

In general, the readings become increasingly long and/or more complex as the chapters progress. To help students successfully tackle each passage, we have provided the following support tools:

Vocabulary glosses. Challenging words and expressions are glossed throughout the readings. In most cases, we have glossed chunks of words instead of individual vocabulary items. This approach helps students develop a better sense of how important context is to understanding the meaning of new words.

Culture and Language Notes. On pages 141–153, students will find explanations for cultural references and language usage that appear in blue type in the readings. Notes are provided on a wide range of topics from scientific information, to geographical references, to famous people.

Maps. Each location featured in a reading passage is clearly marked on one of the maps found on pages 154–157.

Numbered lines. For easy reference, every fifth line of each reading passage is numbered.

Recorded reading passages. Listening to someone reading a text aloud helps language learners see how words are grouped in meaningful chunks, thus aiding comprehension.

Teaching Suggestions:

- Encourage students to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful experience.
- Play the recorded version of the reading passage and ask students to listen to how the reader groups words together. As they listen to the recording, students can lightly underline or circle the groups of words.

4. After You Read: Understanding the Text

Following each reading, there are two to three post-reading activities that give students the chance to (a) clarify their understanding of the text, (b) practice reading skills previously introduced, and (c) discuss the issues raised in the reading. The first activity in this section is designed to give students practice with the types of comprehension questions used on exams such as **TOEFL®**, **TOEIC®**, and **IELTS™**. Questions are also labeled to highlight the reading skill required to answer the question.

Teaching Suggestions:

- Get students to discuss their reactions to the readings in pairs or groups. The process of discussing questions and answers gives students an opportunity to check their comprehension more critically.
- If time permits and you would like students to have additional writing practice, ask them to write a short essay or a journal entry on one of the questions in the *Consider the Issues* section.

5. Building Vocabulary

Reading extensively is an excellent way for students to increase their vocabulary base. Considering this, we pay careful attention to developing students' vocabulary-building skills in each chapter of **Select Readings, Second Edition**. A variety of vocabulary-building skills are introduced and recycled throughout the book. Each *Building Vocabulary* section starts out with a short explanation and examples of the skill in focus. In the activities that follow the explanation, students typically scan the reading to gather and analyze various types of words and then use the words in a new context.

Teaching Suggestions:

- View the explanation and examples at the beginning of each *Building Vocabulary* section before asking students to tackle the activities that follow. Encourage them to ask any questions they have about the explanations or examples.
- Encourage students to keep a vocabulary notebook. Present various ways in which students can organize the words in their notebook: by chapter, by topic, by part of speech, etc.

6. Reading Skill

At the beginning of each *Reading Skill* section, students encounter a short explanation of the skill in focus and, when appropriate, an example of how that skill relates to the reading in the chapter. The first task following this explanation asks students to return to the reading to think about and use the new reading skill. The **new *Apply the Reading Skill*** sections then give students the opportunity to apply the strategy to a *new short reading* that is related to the topic of the main reading passage.

Teaching Suggestions:

- Review the explanations and sample sentences at the beginning of each *Reading Skills* section before asking students to tackle the questions that follow. Encourage them to ask any questions they have about the explanations or examples.
- Reflect with students on the ways in which they can apply the reading skills they have learned in each chapter to other reading passages. Then have them apply the new reading skill as they work with the second reading passage in this section.

7. Discussion and Writing

At the end of each chapter, students have an opportunity to talk and write about a variety of issues. The activities in this section provide students with a chance to broaden their views on the topic of the reading and to address more global issues and concerns.

Teaching Suggestions:

- When time permits, let students discuss a question a second time with a different partner or group. This allows them to apply what they learned in their first discussion of the question.
- Choose one or more of the questions in this section as an essay topic for students.

8. Words to Remember

Each chapter ends with a list of *Words to Remember*. A majority of these words are Oxford 2000 keywords, and many are also highlighted on the Academic Word List. This section provides an efficient means for students to keep track of important new vocabulary by chapter. In addition, the **new *Mini-Dictionary*** on pages 158–164 features carefully crafted definitions of each *Word to Remember* from the new ***Oxford Basic American Dictionary for learners of English***, giving students an alphabetical reference of the words and their definitions all in one place.

Additional Resources for Teachers of Reading

- *Teaching Second Language Reading* by Thom Hudson
- *Techniques and Resources in Teaching Reading* by Sandra Silberstein
- *Reading* by Catherine Wallace

Series Components

Testing Program CD-ROM with Student Book Answer Key

Students today are facing increased pressure to excel at standardized testing in order to gain entrance to universities and secure competitive jobs. *Select Readings, Second Edition* offers an exciting new Testing Program CD-ROM, including tests modelled after the IELTS™, TOEFL®, and TOEIC® standardized tests, as well as **general achievement and chapter tests**. The reading tests included on the new Testing Program CD-ROM with Student Book Answer Key were written and approved by testing experts. The reading tests included on the new Testing Program CD-ROM with Student Book Answer Key were written and approved by testing experts. All chapter tests feature new and different reading passages to test the skills learned in that chapter.

Oxford iTools CD-ROM: Digital Classroom Resources

Oxford iTools are digital resources to meet your teaching and learning needs. Specifically designed for use on interactive whiteboards, iTools can also be used with data projectors, PCs, or laptops. *Select Readings, Second Edition* iTools features each Student Book onscreen with embedded audio and answer keys. In addition, iTools includes a bonus audio recording for most chapters.

Class Audio CDs

Select Readings, Second Edition offers Class Audio CDs featuring carefully recorded **audio of all main reading passages** in each level of the series. Giving students the opportunity to listen to a fluent English speaker as they follow along in the text significantly aids comprehension and supports listening and speaking skill development. Each Class Audio CD features a **variety of accents**.

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The screenshot shows the 'AUDIO DOWNLOAD CENTER' for 'Select Readings Second Edition'. The header includes the Oxford University Press logo and the text 'Students > Select Readings Second Edition'. Below the header, there is a section titled 'Teacher-approved readings for today's students' which displays four book covers corresponding to the levels: Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate. Each level has a corresponding colored button below it. A 'Choose your level >' link is provided on the left. At the bottom, there is a copyright notice: '© Content and graphics copyright Oxford University Press. All Rights Reserved.'

Every main reading from the series is available for **download** through the *Select Readings, Second Edition* Audio Download Center. Students and teachers can visit www.oup.com/elt/selectreadings2e for access to the downloadable mp3s for anytime, anywhere practice and self-study.

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Are You Getting Enough Sleep?

Chapter

1

Chapter Focus

CONTENT

The importance of sleep

READING SKILL

Previewing

BUILDING VOCABULARY

Using collocations



“The amount of sleep required by the average person is five minutes more.”

—Wilson Mizner, American playwright and entrepreneur (1876–1933)

Before You Read

A. Connect with the topic. Check (✓) your answers to these questions about sleep.

- | | |
|---|--|
| 1. How many hours a night do you usually sleep? | <input type="checkbox"/> fewer than 6 hours |
| | <input type="checkbox"/> between 6 and 8 hours |
| | <input type="checkbox"/> more than 8 hours |
| 2. How do you feel when you wake up in the morning? | <input type="checkbox"/> great |
| | <input type="checkbox"/> okay |
| | <input type="checkbox"/> terrible |
| 3. How often do you feel sleepy during the day? | <input type="checkbox"/> often |
| | <input type="checkbox"/> sometimes |
| | <input type="checkbox"/> almost never |

B. Pair work. Compare answers to Activity A with a partner. Do you have the same sleep habits?

Example

A: I usually sleep fewer than eight hours a night.

B: Me too!

A: I want to sleep more, but I'm too busy.

C. Preview the reading. Move your eyes quickly over the reading on pages 3–4. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

- | | |
|--|---|
| 1. Title of the reading: _____ | |
| 2. Names of people and places in the reading. (List 2 more.) | 3. Key words. (What words appear several times? List 2 more.) |
| <u>Randy Gardner</u> | <u>sleep</u> |
| _____ | _____ |
| _____ | _____ |
| 4. I think this reading is probably about | |
| _____ | |
| _____ | |

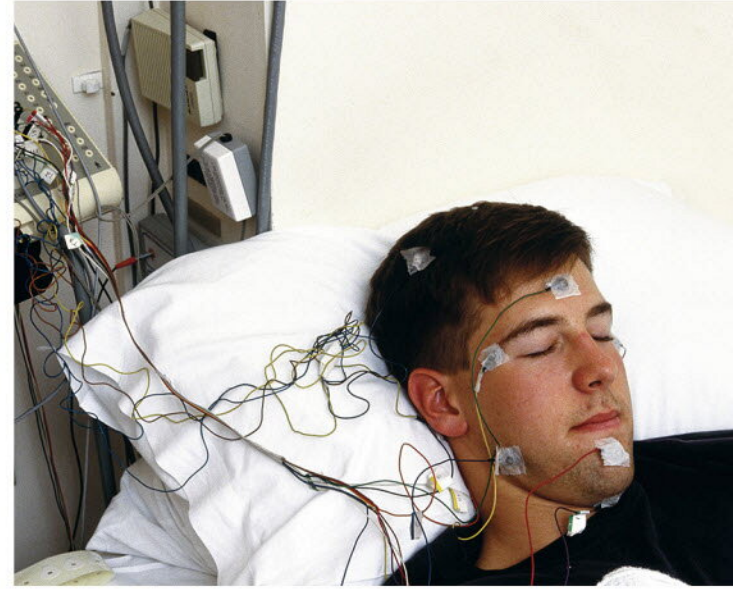
Are You Getting Enough Sleep?

1 What happens if you don't get enough sleep? Randy Gardner, a **high school** student in the United States, wanted to find out. He designed an experiment¹ on the effects of sleeplessness² for a school science project. With Dr. William C. Dement from **Stanford University** and two friends
5 watching him carefully, Gardner stayed awake for 264 hours and 12 minutes. That's eleven days and nights without sleep!

What effect did sleeplessness have on Gardner? After 24 hours without sleep, Gardner started having trouble reading and watching television. The words
10 and pictures were too blurry. By the third day, he was having trouble doing things with his hands. By the fourth day, Gardner was hallucinating. For example, when he saw a street sign, he thought it was a person. He also imagined he was a famous **football** player.
15 Over the next few days, Gardner's speech³ became so slurred that people couldn't understand him. He also had trouble remembering things. By the eleventh day, Gardner couldn't pass a counting test.⁴ In the middle of the test he simply stopped counting. He couldn't
20 remember what he was doing.

When Gardner finally went to bed, he slept for 14 hours and 45 minutes. The second night he slept for twelve hours, the third night he slept for ten and one-half hours, and by the fourth night, he had returned to his normal sleep schedule.

25 Even though Gardner recovered quickly, scientists believe that going without sleep can be dangerous. They say that people should not repeat Randy's experiment. Tests on white rats have shown how serious sleeplessness can be. After a few weeks without sleep, the rats started losing fur.⁵ And even though the rats ate more food than usual, they lost
30 weight. Eventually,⁶ the rats died.



Culture and
Language Notes
page 141

¹ **experiment** a scientific test

² **effects of sleeplessness** things that happen when you don't get enough sleep

³ **speech** way of talking

⁴ **a counting test** a test of saying numbers in order: 1, 2, 3, 4, etc.

⁵ **fur** hair on an animal's body

⁶ **eventually** after some time

Has anyone stayed awake longer than Randy Gardner? Yes! According to **The Guinness Book of World Records**, Maureen Weston from the United Kingdom holds the record for staying awake the longest. She went 449 hours without sleep in 1977. That's 18 days and 17 hours!

- 35 During your lifetime, you will likely spend 25 years or more sleeping. But why? What is the purpose of sleep? Surprisingly, scientists don't know for sure.⁷ Scientists used to think we “turned our brains off” when we went to sleep. Sleep researchers now know, however, that our brains are very active when we sleep. Some scientists think we sleep in order
- 40 to replenish⁸ brain cells. Other scientists think that sleep helps the body to grow and relieve stress.⁹ Whatever the reason, we know that it is important to get enough sleep.



Word Count: 427

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About Sleep

Each night, we pass through¹⁰ five stages, or periods, of sleep. In Stage 1, we fall asleep. We sleep lightly in Stage 2. We have deep, or sound, sleep in Stages 3 and 4. Stage 5—REM (Rapid Eye Movement) sleep—is the most interesting stage. This is the time when we dream. These stages last about one and one-half hours. After each REM stage, we return to Stage 2 (light sleep) and begin the cycle again.

STAGE 1: *Falling asleep.*



20 min

STAGE 2: *Light sleep.*



45 min

STAGES 3 AND 4: *Deep, slow-wave sleep.*



60 min



90 min

REM: *Dreaming stage.*



⁷ **for sure** definitely

⁸ **replenish** build new; renew

⁹ **relieve stress** remove or get rid of tense feelings

¹⁰ **pass through** experience

After You Read

Understanding the Text

A. Comprehension: Scanning for Details

Read each statement below and check (✓) True or False.

	True	False
1. Randy Gardner was a university student when he did his experiment.	<input type="checkbox"/>	<input type="checkbox"/>
2. During the experiment, Gardner slept for several hours every night.	<input type="checkbox"/>	<input type="checkbox"/>
3. During the experiment, Gardner had trouble speaking clearly.	<input type="checkbox"/>	<input type="checkbox"/>
4. It took two weeks for Gardner to recover from the experiment.	<input type="checkbox"/>	<input type="checkbox"/>
5. Going without sleep is not dangerous for white rats.	<input type="checkbox"/>	<input type="checkbox"/>
6. Maureen Weston stayed awake a little over seven and one-half days longer than Gardner.	<input type="checkbox"/>	<input type="checkbox"/>
7. The author does not tell us how Gardner stayed awake for eleven days.	<input type="checkbox"/>	<input type="checkbox"/>
8. According to this article, scientists are not sure why we need to sleep.	<input type="checkbox"/>	<input type="checkbox"/>

B. Vocabulary

Underline these words in the reading passage on pages 3–4. Then match each word with its definition to the right.

- | | |
|----------------------|---|
| 1. ___ blurry | a. seeing things that aren't really there |
| 2. ___ eventually | b. not sounding clear |
| 3. ___ experiment | c. test done to prove something |
| 4. ___ hallucinating | d. talking |
| 5. ___ slurred | e. not looking clear |
| 6. ___ speech | f. after a long time |

C. Consider the Issues

Work with a partner to answer the questions below.

1. What are the effects of sleeplessness? List three more ideas from the reading passage.

Possible Effects Of Sleeplessness

- You might have trouble seeing clearly.
- You might _____
_____.
- You might _____
_____.
- You might _____
_____.

2. Think of three more possible effects of sleeplessness. Complete the sentences below.

- a. You could _____.
- b. You might _____.
- c. _____.

Compare ideas with a partner.

Example

A: You might have trouble driving a car.

B: That's right. And you could have trouble ...

3. What is your opinion of Gardner's experiment? Check (✓) one or more statements or write your own.

- I think it was a dangerous experiment.
- I think it was an interesting experiment.
- I don't think the experiment was very scientific.
- _____.

Share your opinion with your partner.

Example

I think Randy Gardner's experiment was interesting because I learned a lot about the importance of sleep.

Building Vocabulary

Using Collocations

A *collocation* is a set—or chunk—of two or more words that are often used together. For example, it's natural for native speakers to say *sleep schedule*, but not *sleep timetable* or *sleep program*. Remembering collocations as chunks of words (*sleep + schedule*) makes it easy for you to recall and use them correctly.

We form collocations by combining different parts of speech. Below are some examples of collocations that include sleep:

Expressions	Verb + Adverb	Noun + Noun
go without sleep	sleep soundly	sleep schedule
get enough sleep	sleep well	
go / get to sleep		
fall asleep		

- A. Use the words in the box below to form collocations and complete the sentences.

enough fall schedule soundly to without

1. What time do you usually go _____ sleep?
2. What time did you go _____ sleep last night?
3. How long does it take you to _____ asleep?
4. How long can you go _____ sleep?
5. Do you usually get _____ sleep on weeknights?
6. Do you sleep _____ every night?
7. Do you have a regular or irregular sleep _____?
8. Do you have the same sleep _____ every day?

- B. **Pair work.** Ask a partner the questions in Activity A.

Example

A: What time do you usually go to sleep?

B: I usually go to sleep at 10:30.

Reading Skill

Previewing

Pre means *before*. *View* means *to look at*. Before you read something, it's important to look it over, or preview it. This will help you understand the reading better. When you preview a reading, you:

- 1) Identify the topic. To do this:
 - read the title.
 - look quickly over the reading for the names of people and places.
 - look quickly for key words (words that appear several times).
 - look at any pictures or charts.
- 2) Think about what you already know about the topic.
- 3) Ask yourself questions about the topic.

A. Analyze the Reading

Look at the title, the names of people, and the key words in the paragraph below. Then answer the questions.

REM (Rapid Eye Movement) Sleep

People _____ sleep _____
_____ REM (rapid eye movement) sleep _____
_____ REM sleep _____ researchers.
Researchers _____ REM sleep _____ brains _____ Adults
_____ REM sleep. Babies, _____
_____ sleep _____ REM. _____ researchers _____ REM sleep _____
babies' brains _____.

1. What do you know about the topic of the paragraph? Add one more idea to the list.
 - It gives information about sleep.
 - It probably gives some scientific information.
 - It may compare sleep in adults and babies.
 - _____.
2. What would you like to learn about this topic? Add two questions to the list.
 - What is REM sleep?
 - Is REM sleep necessary?
 - _____?
 - _____?

B. Apply the Reading Skill

Follow these instructions to preview the reading below.

1. Look only at the title of the reading. What do you think the topic of the reading might be? List one more possibility.

- sleep problems around the world
- why people don't sleep

• _____

2. Look quickly over the reading. What names of people and places do you see? List two more.

- adults
- Hong Kongers
- Portuguese
- Koreans

• _____

• _____

3. What words are repeated several times (key words)? List two more.

- world
- sleep

• _____

• _____

4. What do you think the topic of the reading is now? Complete the sentence.

I think this reading is probably about

_____.

5. What would you like to learn about this topic? Write two questions.

_____?

_____?

Sleepless Around the World

According to a survey conducted by ACNielsen, 37% of adults around the world don't get to bed until after midnight. The biggest night-owls in the world are the Portuguese, with 75% not getting to bed until after midnight. The second-ranked night-owls are the Taiwanese, with 69% going to bed after midnight. Following closely behind are the Koreans (68%) and Hong Kongers (66%).

Of the top ten night-owl places in the world, seven are in Asia. The other three are European countries known for late nights and mid-day siestas.

Top 10 Night-Owl Places in the World

Location	Sleep between 12–1 a.m.	Sleep after 1 a.m.	Total after midnight
1. Portugal	47%	28%	75%
2. Taiwan	34%	35%	69%
3. Korea	43%	25%	68%
4. Hong Kong	35%	31%	66%
5. Spain	45%	20%	65%
6. Japan	34%	26%	60%
7. Singapore	27%	27%	54%
8. Malaysia	40%	14%	54%
9. Thailand	24%	19%	43%
10. Italy	29%	10%	39%

Discussion & Writing

1. Complete the chart with your own answers.

Activities	Why do we do this?	What might happen if we do this too much / too little?
eat food		
drink water		
watch TV		
exercise		
use a computer		

2. Discuss your answers with a partner. Then choose one of the topics and write a paragraph explaining your opinion.

Example

What are the effects of using a computer too much?

Computers help us do many things, but they can be bad for you, too. If you use the computer for a long time without a break, your eyes may begin to hurt. You might also get a headache. Computers are good for chatting with friends or sending e-mail. However, if you only talk with your friends on the computer, you can't do fun things with them. Make sure you have enough time with your friends away from the computer, too.

Words to Remember

NOUNS

brain
effects (of)
experiment
purpose
researcher
sleep
stress

VERBS

find out
have (trouble)
nap
spend (time)
stay (awake)

ADJECTIVES

blurry
dangerous
normal
sleepy

Mika's Homestay in London

Chapter

2

Chapter Focus

CONTENT

Studying in an English-speaking country

READING SKILL

Scanning for details

BUILDING VOCABULARY

Learning compound words



“We travel to learn.”

—Maria Mitchell, American astronomer (1818–1889)

Before You Read

A. Connect with the topic. Imagine you are going to study in another country. Check (✓) and write your answers to the questions below.

1. Have you ever studied in another country? Yes, I have.
 No, I haven't.
2. Would you like to study abroad? Yes, I would.
 No, I wouldn't.
3. What foreign country would you prefer to study in? Why? _____

B. Pair work. Take turns asking and answering the questions above.

Example

A: Have you ever studied in another country?

B: No, I haven't. What about you?

A: Yes, I have. I studied in Canada.

C. Preview the reading. Move your eyes quickly over the reading on pages 13–14. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____
2. Names of people and places in the reading. (List 2 more.)
London _____

3. Key words. (What words appear several times? List 2 more.)
parents _____

4. I think this reading is probably about

_____.

Mika's Homestay¹ in London

by Mika Tanaka

1 *Mika Tanaka, a college student from **Japan**, had a wonderful homestay in **London**. She lived with a British family and studied English for a month.*

“What do you want for your 19th birthday?” my parents asked me.
“A ring,” I replied. However, instead of a ring, my parents gave me a one-
5 month homestay in London.

On February 11, I left Japan. On the plane, I worried about being all alone² there—a stranger to London. But when I met the Flannery family (my host family), their warm welcome³ made me feel at ease. Both my host father and mother were very kind and treated me like their own
10 daughter.⁴

 Maps
pages 154, 155

Culture and
Language Notes
page 142



1 **homestay** period during which a visitor in a foreign country lives with a local family

2 **all alone** by myself; without someone I know

3 **warm welcome** friendly greeting

4 **treated me like their own daughter** were kind and good to me, like I was their own daughter

Getting Ready to Go

Before going to London, I did some research on English schools in London and chose Oxford House College, mainly because it had reasonable fees. Also, there weren't many Japanese students at Oxford House.

I took my parents' advice and requested that my homestay family have both a mother and a father, be native-born, non-smoking, middle-class British people, and live near a subway station. I later found that this was very good advice, since some of my friends at the English school were having problems with their host families.

Living in London

Potatoes! It took me a little time to get used to the many kinds of potato dishes served: fried potatoes, steamed potatoes, sliced potatoes, and different-colored potatoes. My host mother was a good cook. She made delicious pasta and chicken dishes and even cooked rice for me.

Nadiege, a French girl, was another homestay student living with us, and we went around London together. On Saturdays, my host family would have a party at home with friends or family. When we returned from touring London, Nadiege and I would join the party. On Saturday evenings, Mr. and Mrs. Flannery would go to their favorite **pub**⁵ to spend time together.

Although I selected a school with few Japanese students, there were still at least two in each class. In class, I tried to speak a lot, but many Japanese students didn't use their English very much (even if they had large vocabularies), and spoke only Japanese with their friends.

Sometimes, I asked other people their impressions of Japan. "Japanese people work too hard," said my French friend. My teacher thought that Japanese people were very rich. I did not agree with these points,⁶ but I was interested in knowing what foreign people thought. One month in London made me realize that speaking English was very important because it is the language that people from many countries use the most. I would like to be more open-minded about people from different countries, like my host family is.



Word Count: 449

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁵ **pub** place where people drink and sometimes eat, especially in Britain

⁶ **points** ideas

After You Read

Understanding the Text

A. Comprehension: Scanning for Details

Read the statements and check (✓) True or False.

	True	False
1. For her 19th birthday, Mika asked for a homestay in London.	<input type="checkbox"/>	<input type="checkbox"/>
2. Mika went to England alone.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mika lived with a host family for two months.	<input type="checkbox"/>	<input type="checkbox"/>
4. Mika decided to study at Oxford House College because it wasn't expensive.	<input type="checkbox"/>	<input type="checkbox"/>
5. Mika did things in London with the Flannerys' youngest daughter.	<input type="checkbox"/>	<input type="checkbox"/>
6. Mika's teacher thought all Japanese people were rich.	<input type="checkbox"/>	<input type="checkbox"/>

B. Vocabulary

What is the meaning of each highlighted word in the passage? Circle your answers below.

Before going to London, I did some research on English schools in London and chose Oxford House College, mainly because it had **reasonable** fees...

I took my parents' advice and **requested** that my homestay family have both a mother and a father, be **native-born**, non-smoking, **middle-class** British people, and live near a subway station. I later **found** that this was very good advice, since some of my friends at the English school were having problems with their host families.

1. The word "reasonable" in the passage is closest in meaning to (expensive / not expensive).
2. The word "requested" in the passage is closest in meaning to (asked for / refused).
3. The word "native-born" in the passage is closest in meaning to (born in Britain / born outside Britain).
4. The word "middle-class" in the passage is closest in meaning to (over 50 years old / not rich or poor).
5. The word "found" in the passage is closest in meaning to (heard / realized).

C. Consider the Issues

Work with a partner to answer the questions below.

1. Do you think Mika Tanaka would agree or disagree with the opinions below? Check (✓) Agree or Disagree under “Mika.”

Opinions	Mika		Me	
	Agree	Disagree	Agree	Disagree
a. You should do some research before you travel abroad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It's good to live with a host family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Traveling abroad is a good way to learn English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you agree with Mika's opinions? Check (✓) Agree or Disagree under “Me.”

2. Mika made several important decisions before she went to London. For each decision, list an advantage and a disadvantage.

Example

Mika's decision: She decided to live with a family that had both a mother and father.

Advantage: She would experience living with at least two British people.

Disadvantage: She would not experience a family setting different from her own in Japan.

- a. Mika's decision: She decided to go to a school with few Japanese students.

Advantage: _____

Disadvantage: _____

- b. Mika's decision: She decided to go to London alone.

Advantage: _____

Disadvantage: _____

- c. Mika's decision: She decided to live with native-born British people.

Advantage: _____

Disadvantage: _____

Building Vocabulary

Learning Compound Words

Sometimes in English, two or three words are joined together to make a new word. These compound words are usually nouns or adjectives. Some are written as one word. Some are written with a hyphen (-) between them. Some are written as two separate words.

Compound words as one word	Compound words with a hyphen	Compound words as two words
birthday	open-minded	host family
homestay	native-born	high school

A. Complete the sentences with these compound words.

keyboard airport sister-in-law 19-year-old post office

1. My host father took me to the _____ so I could buy some stamps and send postcards to my friends back home.
2. My brother and _____ are hosting two students from Thailand in their home this summer.
3. When I did my homestay in France, I had a hard time using the computer _____. Some of the letters are in different places than on my American one.
4. When I arrived in Osaka for my homestay, my host family was at the _____ to welcome me.
5. Paulo was happy because his host family had a _____ son, like him.

B. Write sentences about yourself using the compound words below.

1. (birthday)

_____.

2. (open-minded)

_____.

3. (high school)

_____.

4. (choose your own)

_____.

Reading Skill

Scanning for Details

When you need to find *specific information* in a text, like the name of a person or a place, or a keyword that is important to the story, you don't have to read every word. Instead, you can *move your eyes quickly over the text* to find the information. This is called *scanning*.

A. Analyze the Reading

Look at the questions below. Then scan (don't read) the passage and find the answers.

1. What date did Mika leave for her homestay?

2. What was the name of Mika's homestay family?

3. What was the name of the other student who lived with Mika's host family?

4. Where did Mika study?

5. How many other Japanese students were in Mika's classes?

On February 11, I left Japan. On the plane, I worried about being all alone there—a stranger to London. But when I met the Flannery family (my host family), their warm welcome made me feel at ease...

Before going to London, I did some research on English schools in London and chose Oxford House College, mainly because it had reasonable fees. Also, there weren't many Japanese students at Oxford House...

Nadiege, a French girl, was another homestay student living with us, and we went around London together. On Saturdays, my host family would have a party at home with friends or family. When we returned from touring London, Nadiege and I would join the party. On Saturday evenings, Mr. and Mrs. Flannery would go to their favorite pub to spend time together.

Although I selected a school with few Japanese students, there were still at least two in each class. In class, I tried to speak a lot, but many Japanese students didn't use their English very much (even if they had large vocabularies), and spoke only Japanese with their friends.

B. Apply the Reading Skill

Look at the topics below. Scan the passage and fill in information for each topic. If there is no information about a topic, write *no information*.

Home News Business Sports Entertainment Health **Blog** A&E/Living

My Homestay in France

by Amy Miller



Last summer, I went to France for a two-month homestay. I left Boston and arrived in Paris on June 15. I met my host family at the airport. My host parents were Marc and Gabrielle Lapierre. They also had a daughter, Sophie, who was 14 years old.

The Lapierras lived in an apartment in Paris. It was very close to a subway station, so it was easy for me to travel around the city. I visited all the famous sites in Paris. I study art history, so the museums were my favorite places. Every evening I practiced speaking French with my host family, and I also helped Sophie practice her English.

The food in Paris was amazing. I tried a lot of different dishes, but the crepes were my favorite. You can buy crepes almost anywhere in the city. My favorite ones had tomatoes and cheese inside, or chocolate. Gabrielle taught me how to make crepes, and now I make them at home.

I was sad when I left Paris on August 12, but I'll never forget my wonderful time there. Marc and Gabrielle told me that they want to send Sophie for a homestay with my family and me in a few years. I can't wait!

1. Dates _____
2. Cities _____
3. Countries _____
4. People _____
5. Schools _____
6. Languages _____
7. Food _____
8. Sports _____

Discussion & Writing

1. If you went on a homestay, what would your ideal host parents be like? Check (✓) your answers below. Then add two more ideas.

My ideal host parents would . . .	
<input type="checkbox"/> be native-born	<input type="checkbox"/> have children my age
<input type="checkbox"/> be rich	<input type="checkbox"/> be non-smokers
<input type="checkbox"/> be good cooks	<input type="checkbox"/> like to have parties
<input type="checkbox"/> be able to speak my language	<input type="checkbox"/> treat me like their son or daughter
<input type="checkbox"/> not be able to speak my language	<input type="checkbox"/> _____
<input type="checkbox"/> live in a big home	<input type="checkbox"/> _____

2. Write 4–5 sentences about your ideal host parents. Then read your sentences to a classmate.

Example

My ideal host parents would be friendly. They would also live near a subway station and have a daughter my age. They would . . .

3. **Pair work.** What are some good reasons for studying abroad? Think of a way to complete each sentence below. Then compare your ideas with another pair's ideas.

Example

It's a good idea to study abroad because you can learn to cook different kinds of food.

It's a good idea to study abroad because...

you can learn to _____.

you can learn about _____.

you can meet _____.

you can try _____.

Words to Remember

NOUNS

advice
impression

VERBS

do (research)
find
(get) used (to)
realize
request
select
treat (someone like)
worry (about)

ADJECTIVES

alone
delicious
native
reasonable

It's Not Always Black and White.

Chapter

3

Chapter Focus

CONTENT

English expressions with color words

READING SKILL

Skimming

BUILDING VOCABULARY

Understanding idioms



“The color of truth is gray.”

—André Gide, French author (1869–1951)

Before You Read

A. Connect with the topic. How do different colors make you feel? Write adjectives next to the colors. Use the adjectives in the box or your own ideas.

angry	excited	calm	happy	sad	nervous
-------	---------	------	-------	-----	---------

Colors	Adjectives
red	
blue	
green	
yellow	
black	

B. Pair work. Compare your answers with a partner.

Example

A: Red makes me feel excited because...

B: That's interesting. Red makes me feel angry...

C. Preview the reading. Move your eyes quickly over the reading on pages 23–24. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart
1. Title of the reading: _____
2. Key words. (What words appear several times? List 5 more.)
<i>red</i> _____

3. I think this article is probably about

It's Not Always Black and White.

1 You can find the names of colors in a lot of English expressions. Many of these expressions, however, talk about colors in very different ways. For example, the expression *black and white* can have different meanings. If something is black and white, it means it is clear, easy to understand.

5 However, some people *see everything in black and white*, which means that they judge everything they see as either good or bad. Some people *have to see something in black and white* to know that it is true; this black and white talks about seeing something printed, as in a newspaper. If something is printed in a newspaper, it must be true, right?

10 The color red is often used to talk about things that are hot or exciting. You can listen to *red-hot jazz music* or eat red-hot chili peppers. If you *roll out the red carpet* for someone, you are giving them a big welcome. On TV, you may see stars walking on the red carpet at the opening night¹ of a Hollywood movie or at the **Academy**

15 **Awards**. After a big night like this, the stars often *paint the town red*, which means that they celebrate and have fun, going to parties or nightclubs all over town. However, red isn't always fun.

If you do something embarrassing, like *spill*² coffee on your teacher's desk, perhaps your face is *beet*³-red. Your teacher's face might be
20 *red with anger*,⁴ too! Or if you see a person doing something bad on purpose,⁵ like taking someone's wallet, you can say that you caught the person *red-handed*. Whether it's good or bad, red usually means something interesting is happening.

Blue is different. When people *are blue*, or
25 *have got the blues*, it means they feel sad. They might listen to **blues music**, which usually tells sad stories. Blue isn't always a sad color, though. If something good happens to you when you're not expecting it, like when you get a good idea, or if you
30 *run into*⁶ an old friend, you can say it happened *out of the blue*.



Culture and
Language Notes
page 143

¹ **opening night** the first night a new movie is shown

² **spill** drop something, usually liquid, by accident

³ **beet** a small, round root vegetable that is often red

⁴ **with anger** angry, mad, or upset

⁵ **on purpose** intentionally, not by accident

⁶ **run into** suddenly meet

Green is another color that can have very different meanings. In the past, being green was almost always something negative. For example, if you ride on a boat and feel seasick,⁷ your face may *look green*. If someone
35 has something nice that you really want, like a new car or an expensive watch, you may also be *green with envy*.⁸ Or if you are starting a new job, your boss may say you *are green*, which means that you don't have any experience.

Now, however, green is usually good. *Being green* more often means
40 doing good things for the environment.⁹ People who are good at growing plants have a *green thumb*. Many companies are *going green*, which means they are recycling¹⁰ more or are trying to use less energy. In fact, some companies are moving to new, *green buildings*, which may use solar power¹¹ or grow plants on their roofs. So if someone asks you how green
45 you are, it probably means they want to know if you do good things for the environment.

Learning new expressions with colors can be fun, but it's not always easy. As you can see, their meanings can sometimes be very different. Try looking for these expressions in the things you read. If you learn more
50 about how these expressions are used, you may *add a little color* to your writing, or even pass your next English test *with flying colors*.¹²



Word Count: 588

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁷ **seasick** feeling sick to your stomach while riding in a boat

⁸ **with envy** envious; wanting something that someone else has

⁹ **environment** everything around you; it usually means the air, water, and land; the earth

¹⁰ **recycling** using things again, like metal, glass, or paper

¹¹ **solar power** energy from the sun

¹² **pass...with flying colors** do very well, be successful

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Finding the Main Idea** This reading is primarily about ____.
 A learning the names of colors
 B how people feel when they see colors
 C English expressions with colors in them
- 2. Scanning for Details** According to the reading, if your face is red, it can mean you are ____.
 A angry or embarrassed
 B angry or happy
 C happy or embarrassed
- 3. Scanning for Details** The following colors are mentioned in the reading: ____.
 A black, white, red, purple, blue
 B black, red, blue, green, yellow
 C black, white, red, blue, green
- 4. Scanning for Details** Being green ____.
 A is always good
 B is always bad
 C can be good or bad
- 5. Scanning for Details** In this article, the author shows that ____.
 A the expression “black and white” always has a bad meaning
 B being blue means feeling sad
 C learning color expressions is necessary for taking tests

B. Vocabulary

Underline these words in the reading passage on pages 23–24. Then complete the sentences.

embarrassing energy expecting experience judge

1. It was so _____ when Haluk walked into the glass door.
2. Sheila is _____ an important phone call this afternoon from her boss.
3. That man in the jeans and T-shirt is the president of the company. You really can't _____ a person by what he's wearing.

4. Dennis has six years of _____ working as a nurse in this hospital.
5. We have to try to get the _____ we need from things other than oil.

C. Consider the Issues

Work with a partner to answer the questions below.

1. Read the situations. Which color expression from the reading completes each sentence?
 - a. Peter didn't get the job. The manager told him that he was too _____ and they want someone with more experience.
 - b. I just got my first paycheck from my new job! Let's go out and _____.
 - c. Roberta seems really _____ ever since she and her boyfriend broke up. I wish I could make her feel better.
 - d. Is everything okay? I saw you in the office talking to Mark, and your face was _____. What did he do?
 - e. I really liked riding the rollercoaster, but when we were done, Mike looked _____. Poor guy.

Which words in the sentences helped you guess the right answers?

2. Take turns asking and answering these questions with a partner.
 - Do you ever paint the town red?
 - Do you like to eat red-hot chili peppers?
 - Has your face ever been beet-red after doing something embarrassing?
 - What kinds of things make your face red with anger?
 - Does riding on a boat make you look green?
 - Do you have a green thumb?
 - Do you know any companies that are going green?
3. Look at your answers for Activity A on page 22. Think about how each color makes you feel. Then choose three expressions using colors and write a sentence using each one.

- a. _____
- b. _____
- c. _____

Building Vocabulary

Understanding Idioms

There are a lot of idiomatic expressions, or idioms, in English. Idioms are expressions whose meaning cannot be easily guessed just from the words in the idiom itself. The reading on pages 23–24 contains several idiomatic expressions using the names of colors.

Examples

- see everything in black and white (judge people or situations too quickly)
- out of the blue (suddenly)
- going green (trying to do good things for the environment)

A. What do you think the expressions below mean? Read each sentence and match the idiom with the correct meaning. Underline the words that helped you guess the meaning.

1. Carl's business was doing really well, but he lost some big customers and now he's **in the red**.

- losing more money than he's making
- making more money than he needs

2. After the car accident, Sarah's nose was **black and blue** for days.

- had too much makeup
- was dark and bruised from being hit

3. I thought Max was a nice guy, but yesterday he really **showed his true colors**. He yelled at Eric for making a really little mistake.

- showed what he's really like
- showed that he likes to get angry

4. The manager gave us **the green light** for our new project. I can't wait to get started.

- permission to move forward
- a lot of money

B. Do you know these idioms? Work with a partner to guess the meanings.

- blue-collar job / white-collar job
- tell a white lie
- once in a blue moon
- raise a red flag

Reading Skill

Skimming

When you *skim* a reading selection, you *read it quickly* to learn about its content and organization. You don't read every word. Instead, your eyes move very quickly over the selection, trying to find general information. For example, look at the reading on pages 23–24 again. Read very quickly. How many colors does the reading talk about? You don't have to read every word to see the words *black and white, red, blue, and green*.

A. Analyze the Reading

Take just one minute to skim the Scope and Sequence on pages vi–vii. Then answer the questions.

1. Which chapter(s) might have a reading about technology?

2. Which chapter(s) might be about a famous person?

3. Which chapter(s) might be about student life?

4. Which chapter(s) might be about business?

5. Which chapter(s) might be about travel?

6. Which chapter(s) might be about health?

Compare your answers with a partner. Which words in the Scope and Sequence helped you find your answers? Write them below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

B. Apply the Reading Skill

First, read the questions below. Then take one minute to skim the article for the answers. Discuss your answers with a partner.

Showing Your True Colors

What does your favorite color say about the kind of person you are? Some people think that you can understand a lot about a person by his or her favorite color.

A person who likes red is usually strong and healthy. Red people like to see the good things in other people and don't like to feel sad. They like to try new things and don't like to stay home all day.

For a really fun time, talk to a person who likes orange. They like to be around friends all the time and love parties. Orange people are strong, and they like a lot of drama in their lives. Green people like to be around people, too, but sometimes they are too nice, which is not always good.

People who like blue are also very loving people. They are calm and strong, and they like other people to see this. They are very different from those who like purple. Purple people are funny, loud, and usually like art. They are happy to be different from others.

So, does your favorite color describe you? Try asking your friends and see if their color matches their personality. Have fun!

1. What is the topic of the reading selection?

- Ⓐ English expressions with colors
- Ⓑ favorite colors and personality
- Ⓒ feelings and emotions

2. Which words helped you find the answer to question 1?

3. Where would you probably see this kind of reading?

- Ⓐ in an advertisement, to sell you something
- Ⓑ in a textbook, for scientific information
- Ⓒ in a magazine, for fun

4. Which words helped you find the answer to question 3?

Discussion & Writing

1. In the reading, you learned several expressions using color. Which expressions have a positive meaning? Which are negative? Check (✓) your answers.

Expressions	Positive	Negative
1. Do you judge each situation individually, or do you see everything in black and white?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you roll out the red carpet when people visit your home?	<input type="checkbox"/>	<input type="checkbox"/>
3. What do you do when you feel blue?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you ever felt green with envy?	<input type="checkbox"/>	<input type="checkbox"/>
5. Thinking about the environment, how green are you?	<input type="checkbox"/>	<input type="checkbox"/>

Tell a partner why you chose positive or negative for each item above.

2. **Pair work.** Take turns asking and answering the questions in the chart above. Give examples or reasons for each answer. Write your partner's answers.

My Partner's Answers

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Share what you learned about your partner with other classmates.

Words to Remember

NOUNS

energy
experience
expression
meaning
wallet

VERBS

expect
judge
pass (a test)
recycle
run into
spill

ADJECTIVES

embarrassing
negative

Helping Others

Chapter

4

Chapter Focus

CONTENT

Volunteering

READING SKILL

Identifying the topic and main idea

BUILDING VOCABULARY

Using prefixes: *un-*, *im-*, *in-*, *ir-*



“When one helps another, both gain in strength.”

—South American proverb

Before You Read

A. Connect with the topic. Read these dictionary definitions and answer the questions below.

vol·un·teer **AWL** /,vɒlən'tɪr/ *noun* a person who says that they will do a job without being forced or without being paid: *They're asking for volunteers to help at the children's hospital.*

vol·un·teer **AWL** /,vɒlən'tɪr/ *verb* to say that you will do a job without being forced or without being paid: *I volunteered to do the dishes.*

from the *Oxford Basic American Dictionary for learners of English*

1. Think of something you volunteered to do for a friend, family member, or organization. Who did you help? What did you do?
2. What volunteer organizations do you know? What do they do? Fill in the chart below.

Name of Volunteer Organization	Purpose
<i>Doctors Without Borders</i>	<i>sends medical staff to help people</i>
_____	_____
_____	_____
_____	_____

B. Pair work. Discuss your answers to Exercise A with a partner.

C. Preview the reading. Move your eyes quickly over the reading on pages 33–34. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 2 more.)	3. Key words. (What words appear several times? List 2 more.)
<i>Nishinomiya, Japan</i>	<i>build</i>
_____	_____
_____	_____
4. I think this reading is probably about _____.	

Helping Others

by Mariko Asano

- 1 *Habitat for Humanity International—or Habitat—is a nonprofit organization that helps people in need¹ build houses. Since 1976, volunteers for Habitat have served more than 600,000 families worldwide. According to Habitat, however, there are still more than 1.6 billion people in the world*
- 5 *without decent housing.² In the article below, Mariko Asano talks about her experience as a Habitat volunteer. She has traveled to the Philippines three times to help build houses for people who need them.*



- I am 24 years old, and I grew up in **Nishinomiya, Japan**. Several years ago, I went to **Negros Island** in the **Philippines** as a Habitat **volunteer**.
- 10 This was the first of three trips I have taken to the Philippines as a volunteer. For me, the idea of building somebody's house abroad was very exciting. The next year I returned to Negros Island as a Habitat volunteer. This time I went as a student leader with 28 classmates from Kyoto University of Foreign Studies.

 Map page 155

Culture and
Language Notes
page 144

¹ **in need** needing help

² **decent housing** housing of an acceptable standard; livable housing

15 Both the staff and the families on Negros Island became dear friends
of the work team I led.³ Meeting these people was wonderful for each
of us. Their lifestyle reminded us of the meaning and value of life. The
people also helped us appreciate the more valuable things in life, such as
20 relationships; helping each other; and appreciating what you do have.
These things are sometimes forgotten in an affluent⁴ country like Japan.

We thought we came to the Philippines to help the Filipino people, but
they helped us to see something valuable. They generously offered their
food, space, and hearts⁵ in a way we were unaccustomed to. (Would you
25 give up your bed for a stranger and sleep on the uncomfortable cement
floor at your own house?)

When I took my third trip to the Philippines as a Habitat volunteer, I
was assigned to⁶ a house with young people from around the world. In my
group, there were Filipinos, Americans, Indians, Koreans, and Japanese.
30 We worked together to complete a house for a family we met on the site.⁷
On the last day, all of us stood inside a room we had built in just a week,
feeling a sense of fulfillment.⁸ Even now we keep in touch across the
world. Some of us are actively involved in Habitat in different countries.

Habitat brings people together and helps us realize that people all
35 over the world care about each other. Habitat sends the very important
message that we can all be friends. Being involved with Habitat for
Humanity has changed my life. I've learned that I can make a difference⁹
in the world.



Word Count: 443

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

3 **the work team I led** the group of workers I was responsible for

4 **affluent** wealthy

5 **offered their food, space, and hearts** gave us food, a place to stay, and kindness

6 **assigned to** was sent to work in; was given a job in

7 **on the site** at the place (where they built the house)

8 **sense of fulfillment** feeling of accomplishment

9 **make a difference** do something important

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- Finding the Main Idea** This reading is about ____.
 A a woman's experience traveling to the Philippines
 B giving money to people for housing
 C how helping people can change your life
- Scanning for Details** Which statement is true?
 A Habitat for Humanity is more than 30 years old.
 B The writer is an employee of Habitat for Humanity.
 C The writer has helped to build houses in more than one country.
- Scanning for Details** How many classmates went with Mariko on her second trip?
 A 24
 B 28
 C 35
- Scanning for Details** Mariko Asano went to Negros Island with students from ____.
 A Kyoto University of Foreign Studies
 B Nishinomiya, Japan
 C the Philippines
- Scanning for Details** On her second trip, Mariko ____.
 A slept on the floor of someone's house
 B slept in a bed in someone's house
 C stayed in a small comfortable hotel

B. Vocabulary

Underline these words in the reading passage on pages 33–34. Then match each word with its definition to the right.

- | | |
|-----------------------|--|
| 1. ____ appreciate | a. stay connected to someone by calling or writing |
| 2. ____ grew up | b. friendships |
| 3. ____ keep in touch | c. a group or team of people who work together |
| 4. ____ relationships | d. like, know the value of something |
| 5. ____ staff | e. got older, changed from a child to an adult |

C. Consider the Issues

Work with a partner to answer the questions below.

1. In paragraph 3 (lines 15–21), what does Mariko Asano say are the valuable things in life? List four things below.

- _____
- _____
- _____
- _____

Choose one of Mariko’s ideas and discuss why you think it is important.

Example

A: I think it’s important to help each other because together we are stronger.

B: I agree. When we help another person, we become better people ourselves.

2. In your opinion, what are some of the positive and negative things about volunteering for Habitat? Add your ideas to the chart below.

Positive Things	Negative Things
1. You can help other people.	1. You don’t earn any money.
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____

Based on the information in your chart, would you encourage someone to volunteer for Habitat? Why or why not?

Building Vocabulary

Using Prefixes: *un-*, *im-*, *in-*, *ir-*

You can change the meaning of many adjectives by adding a prefix that means *not*: *un-*, *im-*, *in-*, *ir-*.

For example, the word *unimportant* means *not important* and the word *inactive* means *not active*.

Examples

<i>un-</i>	<i>im-</i>	<i>in-</i>	<i>ir-</i>
unaccustomed	immobile	inconvenient	irregular
uncomfortable	impermanent	incomplete	irreplaceable
unprofitable	impossible	inactive	irresponsible
unwise	immature	inexperienced	
unimportant		independent	
unhelpful			
unsuccessful			
unhealthy			

A. Add the correct prefix (*un-*, *im-*, *in-*, *ir-*) to each adjective below to make the meaning negative.

1. Is it im possible to learn a new language in one year?
2. Do you think sleeping on a cement floor would be very ___ comfortable?
3. Would you like to try living in a place that you're ___ accustomed to?
4. Do you think it's difficult to work on a project with an ___ experienced team of volunteers?
5. Do you think that working for a group like Habitat is an ___ regular kind of job?
6. Do you think that money is ___ important for organizations like Habitat?
7. Have you ever been asked to do a job so difficult that you thought it was ___ possible?

B. **Pair work.** Ask a partner the questions from Activity A.

Reading Skill

Identifying the Topic and Main Idea

To identify the **topic** of a reading, ask: *What is the reading about?*

To identify the **main idea** of a reading, ask: *What is the most important thing the writer says about the topic?*

Example

The **topic** of the reading on pages 33–34 is *volunteering for Habitat*.

The writer's **main idea** is that *volunteering to help other people can change your life*.

A. Analyze the Reading

Look back at the readings in Chapters 1, 2, and 3 and complete this chart. (More than one answer may be correct.)

Chapter Title	Topic	Main Idea
1. Are You Getting Enough Sleep? (pages 1–10)	_____	<i>Going without sleep can be bad for your health.</i>
2. Mika's Homestay in London (pages 11–20)	_____	_____
3. It's Not Always Black and White. (pages 21–30)	_____	_____
4. Helping Others (pages 31–40)	<i>volunteering for Habitat</i>	<i>Volunteering to help other people can change your life.</i>

Compare your answers with a partner.

B. Apply the Reading Skill

Read the two introductions below. Then answer the questions by filling in the correct circle.

1.

ORGANIC FOODS

To Buy or Not to Buy Many people believe organic food is better for your health than food grown the “traditional” way. It is also more expensive. Farmers who grow organic food do not use chemicals like pesticides (chemicals used to kill insects). But the U.S. government says that organic food is not really healthier than food which is grown in the traditional way. Many people disagree. In this article, you will read an interview with people on both sides of this issue. Then you will have to decide for yourself: is organic food really better or not?

2.

Beauty begins at the Supermarket

Some people spend a lot of money on lotions, makeup, and hair products to make themselves look more beautiful. Here’s something they may not know: scientific studies show that beautiful skin begins with what we put in our mouths—not what we put on our faces or hair. Read this article to find out which foods can make you more beautiful. Forget the lotion, and try some broccoli instead!

1. The topic of Reading 1 is ____.

- (A) beauty
- (B) food
- (C) health
- (D) shopping

2. The topic of Reading 2 is ____.

- (A) beauty
- (B) food
- (C) health
- (D) shopping

3. The main idea of Reading 1 is that ____.

- (A) organic food is healthier than other food
- (B) organic food is more expensive than traditionally grown food
- (C) organic food may or may not be better than traditionally grown food
- (D) organic food does not have pesticides

4. The main idea of Reading 2 is that ____.

- (A) people should buy lotion and makeup at the supermarket
- (B) people can make lotion and makeup from food
- (C) scientists are testing beauty products more than before
- (D) people can become more beautiful by eating certain foods

Discussion & Writing

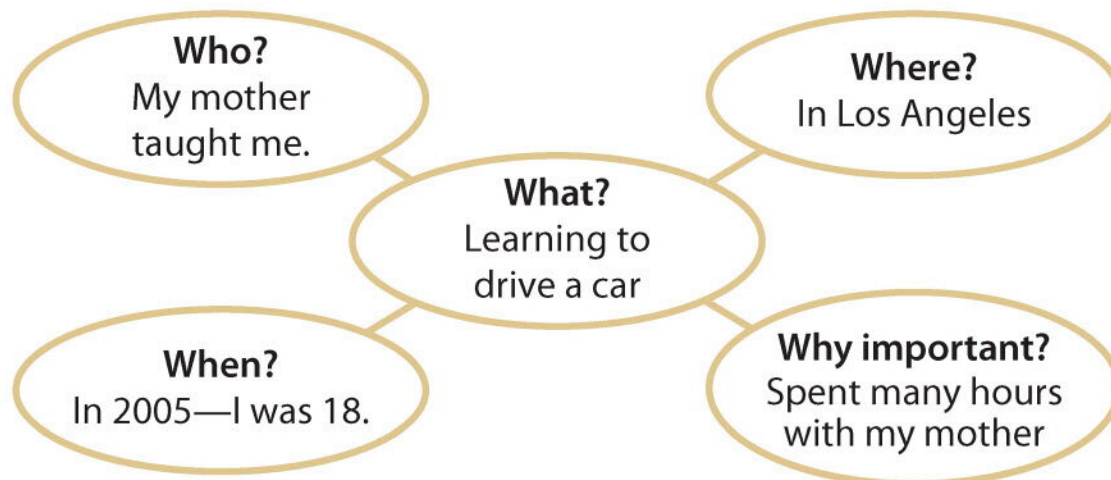
- Group work.** Which of the following volunteer opportunities would you choose to do? Why?
 - reading to a blind person
 - cooking for a sick person
 - helping someone learn to read
 - serving food to homeless people
- Being involved with Habitat was an important experience in Mariko Asano's life. Follow the steps below to write about an important experience in your life.

Step 1: Think of some important experiences in your life. List them on a piece of paper.

Example

- meeting Tina
- going to Canada
- learning to drive a car

Step 2: Choose one of the experiences on your list. Collect information about this experience in a chart like the one below.



Step 3: Write about your experience. Then tell a partner about it.

Example

Learning to drive a car was an important experience in my life. My mother taught me to drive while my father was away on business. It was important to me because I had the chance to spend a lot of time with my mother . . .

Words to Remember

NOUNS

lifestyle
organization
relationship
volunteer

VERBS

appreciate
offer
(keep in) touch
volunteer

ADJECTIVES

close (relationship)
uncomfortable

Mini-Dictionary
page 158

Generation Z: Digital Natives

Chapter

5

Chapter Focus

CONTENT

Everyday use of digital media

READING SKILL

Finding supporting details

BUILDING VOCABULARY

Learning collocations about technology



“Our mission at Facebook is to help make the world more open and connected.”

—Mark Zuckerberg, American entrepreneur and co-founder of Facebook (1984–)

Before You Read

A. Connect with the topic. How old were you the first time you used each of these items?

- ___ computer
- ___ video game system
- ___ mobile phone
- ___ CD player
- ___ mp3 player
- ___ digital camera

B. Pair work. Compare answers. Did you begin using any of the items at the same age as your partner?

Example

A: The first time I used a computer, I was 8 years old.

B: Not me. I was...

C. Preview the reading. Move your eyes quickly over the reading on pages 43–44. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 2 more.)

Hong Kong _____

3. Key words. (What words appear several times? List 2 more.)

online _____

4. I think this reading is probably about

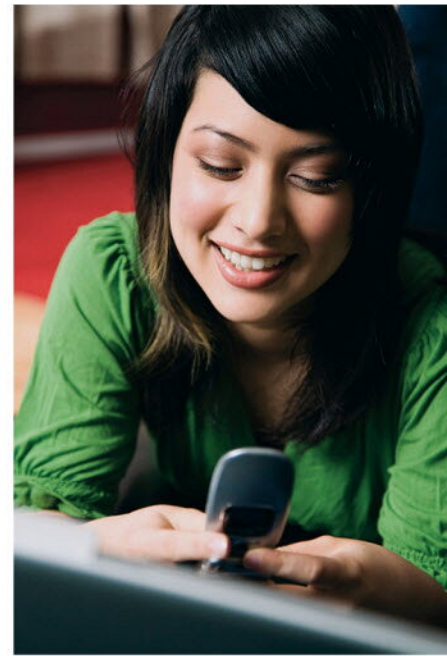
Generation Z: Digital Natives

1 In **Istanbul**, Yesim Yilmaz is getting ready for class. Her mother brings her some breakfast, which Yesim eats while looking at her e-mail on her phone. She has forgotten to read a chapter for her biology class. No problem—she opens up her laptop and downloads a chapter from her
5 online textbook to read on the train.

On Sunday afternoon next to his apartment complex¹ in **Seoul**, Min-ho Park is waiting for the bus. At lightning speed,² he types a text message to let his friend know he's on his way. Min-ho is never without his phone. In fact, he's already bought a ticket on his phone for a movie he and his
10 friends will see this afternoon. Min-ho laughs as he checks some funny photos his friend Jae-sung has just posted³ online. His bus soon arrives. Min-ho gets on, sits down, opens a game app⁴ on his phone, and puts his earphones in his ears. Most of the other people on the bus who are Min-ho's age are doing exactly the same thing.

15 Yesim and Min-ho are members of Generation Z. They are sometimes called “digital natives” because they have grown up with the Internet, mobile phones, and social media⁵ since they were children. In fact, many have never seen a VCR or a telephone with a dial. Members of Gen-Z are people born between the mid-1990s and the early 2000s. They
20 are also sometimes called Generation C, where the C stands for *content*,⁶ *community*, or *creative*.

Their parents spent most of their teenage years⁷ listening to cassette players, watching VHS tapes, playing early video games, and calling friends on their families' telephones. Generation Z, however, is connected
25 to its music, videos, games, and friends online all day, every day. Recent surveys show that young people in Asia spend an average of 9.5 hours per day online. And marketing companies know this.



 Maps
pages 154, 155

Culture and
Language Notes
page 145

1 **apartment complex** a group of several apartment buildings together

2 **at lightning speed** very fast

3 **posted** uploaded; put onto a website

4 **app** application

5 **social media** applications and websites that connect people and let them share content with each other

6 **content** information, like texts, images, music, and videos

7 **teenage years** the years a person is 13 to 19 years old

Every time they open their page on a **social networking site**, Gen-Z members don't see only friends' updates⁸ and photos. They also see ads for products they might want to buy. Marketing companies work with social media sites to find out where their customers live, what movies, books, and music they like, and who their friends are. The companies use this information to show their customers the advertisements they want them to see.

What does this generation think about marketing companies knowing so much about them? Are they worried about losing their privacy? Not many seem to be very worried about companies knowing how to sell things to them. Many Gen-Z members are more concerned about keeping their private information from their parents. For example, Valerie Chen in Kaohsiung is upset because her parents want to watch everything she does online. But her parents' eyes are not enough to make her stop using social media. Valerie knows how to limit what her parents can see about her on the social networking sites she uses.

However, keeping information private from parents may not be the only challenge. Many people are now finding out that posting funny pictures on the Web can be a problem when they finish school and start looking for a job. In fact, some studies show that more than 70% of companies reject people who are looking for jobs because of what they can see about them online. Because they grew up using social media, maybe Generation Z will be better at protecting their personal information online than the generation before them. Only time will tell.



Word Count: 585

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁸ **updates** information that people put on social networking sites to say what they're doing, where they are, etc.

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- Finding the Main Idea** This reading is primarily about ____.
 A Generation Z and its use of technology
 B the differences between members of Generation Z and their parents
 C using technology to find a job
- Scanning for Details** Which statement is true about the people in the article?
 A Most Gen-Z members have never used a desktop computer.
 B The parents of Gen-Z don't use social networking sites.
 C Some members of Gen-Z were born in the 21st century.
- Scanning for Details** Gen-Z members in Asia are online ____ hours a day.
 A 3.5
 B 6.5
 C 9.5
- Scanning for Details** Which statement is true about the people in the article?
 A Yesim Yilmaz is a student.
 B Min-ho Park is probably not a student.
 C Valerie Chen lives in Seoul.
- Scanning for Details** According to the article, the "C" in Generation C stands for ____.
 A community, commitment, creative
 B content, community, creative
 C creative, clever, content

B. Vocabulary

Underline these words in the reading passage on pages 43–44. Then complete the sentences.

challenge	connected	marketing	privacy	reject
-----------	-----------	-----------	---------	--------

- People in _____ figure out how to sell things.
- Social networking sites let me stay _____ to my friends all the time.
- I don't want companies knowing everything about me; I like having my _____.

4. Some people completely _____ technology. They don't use e-mail, and they don't like computers at all.
5. Learning how to use a new cell phone isn't hard for me, but it's a big _____ for my dad.

C. Consider the Issues

Work with a partner to answer the questions below.

1. Do you agree or disagree with the following statements? Check (✓) your answers.

Statements	Agree	Disagree
a. It's great for children to begin using technology at a very young age.	<input type="checkbox"/>	<input type="checkbox"/>
b. Spending 9.5 hours a day online is fine.	<input type="checkbox"/>	<input type="checkbox"/>
c. I couldn't live without a mobile phone.	<input type="checkbox"/>	<input type="checkbox"/>
d. Social networking sites are a great way to stay connected with people.	<input type="checkbox"/>	<input type="checkbox"/>
e. I am not worried about privacy online.	<input type="checkbox"/>	<input type="checkbox"/>
f. I don't post funny photos online because I don't want future employers to see them.	<input type="checkbox"/>	<input type="checkbox"/>
g. Reading e-books is better than reading printed books.	<input type="checkbox"/>	<input type="checkbox"/>
h. I don't want my parents to see what I'm doing online.	<input type="checkbox"/>	<input type="checkbox"/>

Discuss your answers with another pair.

Example

A: I'm not worried about my privacy online.

B: Neither am I.

C: Really? I don't want strangers to know much about me.

2. Which statements describe your reaction to the reading? Check (✓) one or more statements and add one of your own.
 - I had never heard of Generation Z or Generation C before reading this.
 - The use of digital media in this article describes my friends and me.
 - I was surprised to hear that some young people spend 9.5 hours a day online.
 - I was surprised to hear that 70% of companies reject job applicants because of the information about them online.
 - _____

Building Vocabulary

Learning Collocations About Technology

There are a lot of collocations in English on the topic of technology. Here are just a few of the new collocations that have entered the English language since the Internet became popular.

- check out a website
- click on a link
- do a search (for something) online
- download music
- upload photos
- read a blog
- send e-mail
- add (someone) to my friends list

A. Complete the sentences using the correct form of the missing word in each collocation.

1. When I arrive at work, my inbox is already full. I spend the next two hours sending _____ to people before I start my other work.
2. Jim is a really nice guy. I didn't know him before the party, but he already _____ me to his friends list.
3. I never _____ photos of myself online.
4. You should _____ this website. It has a lot of exercises to help you practice grammar.
5. Every night I read a _____ that my friend writes. She is so funny and always has something interesting to say.
6. I don't know what happened. I clicked on a _____ and my computer screen turned blue. I think I have a virus.
7. If you need to find some information for next week's homework, try doing a _____ online.
8. Jeffrey got in trouble because he _____ a lot of music, and his parents had to pay for it all.

B. Which of the following nouns can you use with these verbs? Match each verb with all of the nouns that you think are collocations in English. Several answers are possible.

Verbs

1. write _____
2. post _____
3. reply to _____
4. forward _____

Nouns

- a. a message
- b. an e-mail
- c. a blog
- d. a link

Reading Skill

Finding Supporting Details

Writers usually provide details and examples to support their ideas and opinions. Details give more information about what the author wants to explain. Finding these supporting details will help you understand the writer's ideas.

Example

Main Idea

• **Yesim and Min-ho are members of Generation Z.** They are sometimes called “digital natives” because they have grown up with the Internet, mobile phones, and social media since their were children. In fact, many have never seen a VCR or a telephone with a dial. Members of Gen-Z are people born between the mid-1990s and the early 2000s. They are also sometimes called Generation C, where the C stands for content, community, or creative.

Supporting Details

A. Analyze the Reading

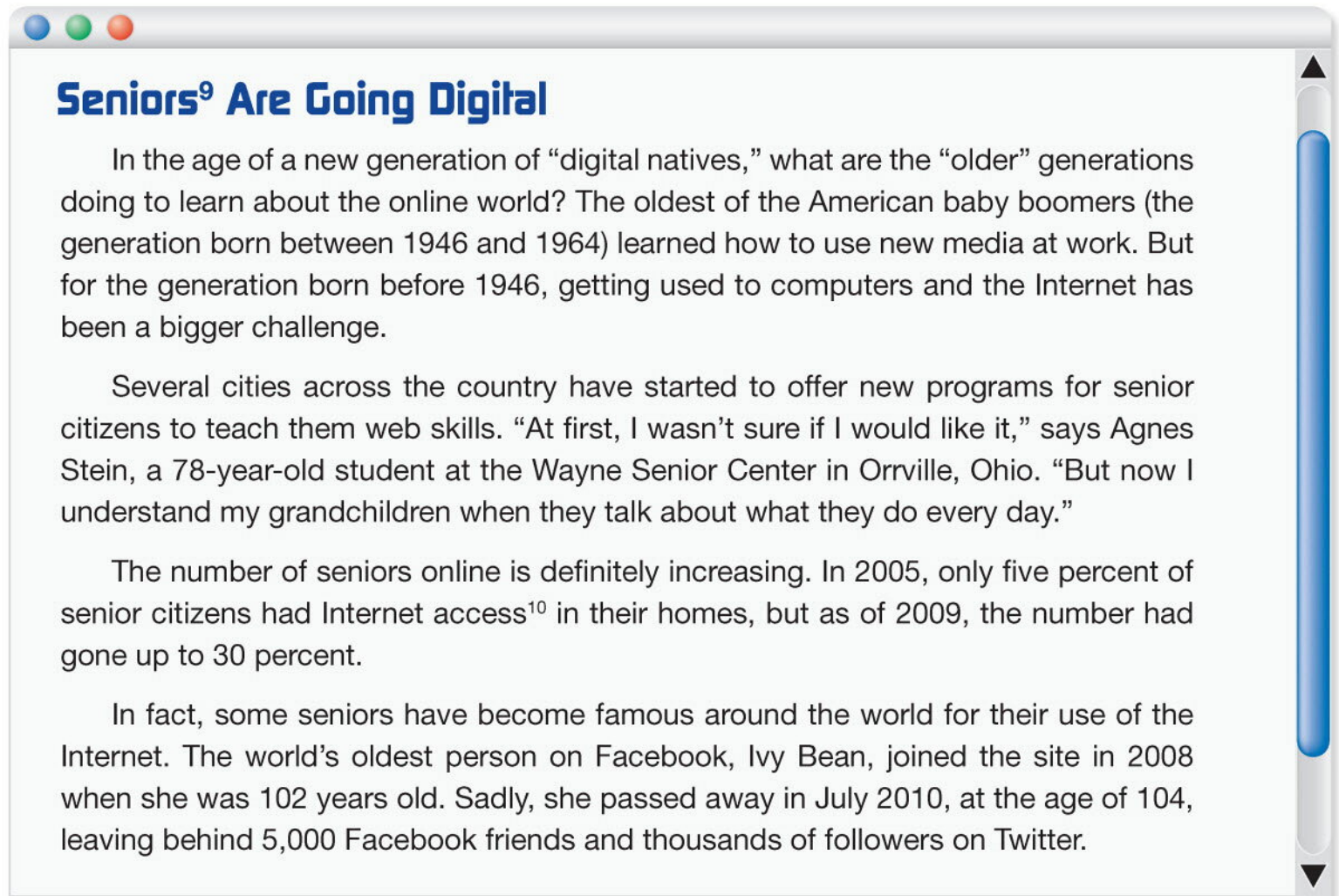
Look back at the reading on pages 43–44 and find at least one detail that supports each of the ideas below.

Important Ideas	Supporting Details
1. Min-ho is never without his phone.	<i>While waiting for his bus, he sent a text message, bought movie tickets, checked out his friend's new photos, and opened a game app.</i>
2. Generation Z is online all day, every day.	
3. Marketing companies use social networking sites to sell to members of Generation Z.	
4. Posting funny pictures today can be a problem tomorrow.	

Compare your answers with a partner.

B. Apply the Reading Skill

Read the passage and find one supporting detail that matches each important idea below.



Seniors⁹ Are Going Digital

In the age of a new generation of “digital natives,” what are the “older” generations doing to learn about the online world? The oldest of the American baby boomers (the generation born between 1946 and 1964) learned how to use new media at work. But for the generation born before 1946, getting used to computers and the Internet has been a bigger challenge.

Several cities across the country have started to offer new programs for senior citizens to teach them web skills. “At first, I wasn’t sure if I would like it,” says Agnes Stein, a 78-year-old student at the Wayne Senior Center in Orrville, Ohio. “But now I understand my grandchildren when they talk about what they do every day.”

The number of seniors online is definitely increasing. In 2005, only five percent of senior citizens had Internet access¹⁰ in their homes, but as of 2009, the number had gone up to 30 percent.

In fact, some seniors have become famous around the world for their use of the Internet. The world’s oldest person on Facebook, Ivy Bean, joined the site in 2008 when she was 102 years old. Sadly, she passed away in July 2010, at the age of 104, leaving behind 5,000 Facebook friends and thousands of followers on Twitter.

Important Ideas	Supporting Details
1. There are many new classes across the U.S. to teach web skills to seniors.	<hr/> <hr/> <hr/>
2. The number of seniors online is definitely increasing.	<hr/> <hr/> <hr/>
3. Some seniors become famous for their use of the Internet.	<hr/> <hr/> <hr/>

Compare your answers with a partner.

⁹ **seniors / senior citizens** people over the age of 65

¹⁰ **had Internet access** Internet was available; could connect to the Internet

Discussion & Writing

1. How digital are you? Read the questions and check (✓) your answers.

How many hours a week do you spend ...	0	<1	1-5	5-10	10-15	15-20	20-30	>30
on the Internet								
reading/writing text messages								
on social networking sites								
watching videos online								
reading/writing blogs								
shopping online								
reading articles on a computer								
listening to music on a computer or mp3 player								

2. Find out about your classmates' digital habits. Choose one of the questions in the chart above, and ask several of your classmates. Collect the information and share it with your class.

Example

Six people spend more than 30 hours a week on the Internet.

Two people spend 5 to 10 hours on the Internet.

Listen to the other students' reports. Do the answers surprise you? Are you a digital native? Why or why not?

Words to Remember

NOUNS

ads
challenge
customers
dial
marketing
privacy
social networking (site)

VERBS

download
reject

ADJECTIVES

digital
personal
upset

Mini-Dictionary
page 158

How to Be a Successful Businessperson

Chapter

6

Chapter Focus

CONTENT

Building a successful business

READING SKILL

Making inferences

BUILDING VOCABULARY

Learning word forms



“If at first you don’t succeed, try,
try again.”

—American expression

Before You Read

A. Connect with the topic. Check (✓) your answers to these questions about success.

1. What makes a person successful? a lot of money
 good friends and family
 health and happiness
-
2. What is most important for success in business? being smart
 being serious
 being mean
-
3. Do you know anyone who is successful in business? yes, who? _____
 no

B. Pair work. Compare answers to Activity A. Do you have the same ideas about success?

Example

A: I think a successful person is someone who has good friends and family.

B: I disagree! I think a successful person is someone who has a lot of money.

C. Preview the reading. Move your eyes quickly over the reading on pages 53–54. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____
2. Names of people and places in the reading. (List 2 more.)
Zubair Kazi _____

3. Key words. (What words appear several times? List 2 more.)
restaurant _____

4. I think this reading is probably about someone who _____. (Check (✓) one or more.)
- is successful is from Canada
 is a businessman owns restaurants

How to Be a Successful Businessperson

adapted from *The Wall Street Journal*

- 1 Have you ever wondered why some people are successful in business and others are not? Here's a story about one successful businessperson. He started out¹ washing dishes, and today he owns 168 restaurants.

Zubair Kazi was born in **Bhatkal**, a small town in southwest **India**.

- 5 His dream was to be an airplane pilot, and when he was 16 years old, he learned to fly a small plane.



- At the age of 23 and with just a little money in his pocket, Mr. Kazi moved to the United States. He hoped to get a job in the airplane industry in California. Instead, he ended up working² for a company that rented cars.
- 10

- While Mr. Kazi was working at the car rental company, he frequently ate at a nearby **KFC** restaurant. To save money on food,³ he decided to get a job with KFC. For two months, he worked as a cook's assistant. His job was to clean the kitchen and help the cook. "I didn't like it," Mr. Kazi says,
- 15 "but I always did the best I could."⁴

 Maps
pages 155, 156

Culture and
Language Notes
page 146

¹ **started out** began his career

² **he ended up working** after much effort, he got a job

³ **to save money on food** to spend less money on food

⁴ **did the best I could** did as well as I was able; worked as hard as I could

One day, Mr. Kazi's two co-workers failed to come to work. That day, Mr. Kazi did the work of all three people in the kitchen. This really impressed the owners of the restaurant. A few months later, the owners needed a manager for a new restaurant. They gave the job to Mr. Kazi. He
20 worked hard as the manager, and soon the restaurant was making a profit.

A few years later, Mr. Kazi heard about a restaurant that was losing money. The restaurant was dirty inside, and the food was terrible—greasy⁵ and undercooked. Mr. Kazi borrowed money from a bank and bought the restaurant. For the first six months, Mr. Kazi worked in the restaurant
25 from 8 a.m. to 10 p.m., seven days a week. He and his wife cleaned up the restaurant, remodeled⁶ the front of the building, and improved the cooking. They also tried hard to please the customers. If someone had to wait more than ten minutes for their food, Mrs. Kazi gave them a free soda. Before long the restaurant was making a profit.

30 A year later, Mr. Kazi sold his restaurant for a profit. With the money he earned, he bought three more restaurants that were losing money. Again, he cleaned them up, improved the food, and retrained the employees. Before long⁷ these restaurants were making a profit, too.

Today Mr. Kazi owns 168 restaurants, but he isn't planning to stop
35 there. He's looking for more poorly managed restaurants to buy. "I love it when I go to buy a restaurant and find it's a mess," Mr. Kazi says. "The only way it can go is up."⁸



Word Count: 451

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About the Source

The Wall Street Journal is a leading business publication in the United States. It includes stock quotes, national and international business news and trends, and features articles such as this one on interesting people in the world of business.

⁵ **greasy** with lots of oil; oily

⁶ **remodeled** fixed, changed, and painted

⁷ **before long** after a short amount of time

⁸ **the only way it can go is up** it can only get better; it can't get worse

After You Read

Understanding the Text

A. Comprehension: Sequencing

Number these events in Mr. Kazi's life from 1 (the first) to 9 (the last).

- ___ He sold his first restaurant at a profit.
- ___ He got a job as a cook's helper.
- ___ He bought his 168th restaurant.
- ___ He moved to the United States.
- ___ He got a job at a car rental company.
- 1 He learned to fly a plane.
- ___ He bought his first restaurant.
- ___ He bought three more restaurants.
- ___ He became the manager of a restaurant.

B. Vocabulary

Underline these words in the reading passage on pages 53–54. Then complete the sentences.

fail frequently impressed improved profit wonder

1. Raul's work has really _____ since he took that training class last month. Maybe all of our employees should try it.
2. The managers were very _____ with Lara's work, so they gave her a better job.
3. Sometimes I _____ if I should look for another job, but it's not easy to find one these days.
4. If my staff members _____ to finish their work today, I'll have to finish it tonight.
5. They are making more money and spending less than before. They've made a huge _____ this year.
6. I see Bob in the restaurant _____. He comes in at least four times a week.

C. Consider the Issues

Work with a partner to answer the questions below.

1. Choose one adjective that describes Mr. Kazi and complete the sentence below.

smart serious hardworking creative kind successful

We think Mr. Kazi is a _____ person.

Now explain why you chose the word. Choose one or more reasons from the list below or think of your own.

- because he moved to the U.S. with little money
- because he made a profit with his restaurants
- because he did the work of three people at KFC
- because he worked seven days a week
- because he tried to please his customers
- because _____

Share your ideas with the class.

Example

We think Mr. Kazi is a smart person because he made a profit with his restaurants.

2. **Group work.** Think of a successful businessperson and answer the questions below. Don't tell the other groups the name of your person.

a. What did this person do?

b. How would you describe this person?

Read your answers to the class and let them guess the person that you are talking about.

Example

This person started Facebook when he was in college. We think he is very smart and very creative.

Building Vocabulary

Learning Word Forms

You can build your vocabulary by learning different forms of a word. Many words have more than one form, as in the chart below. For example, when you learn the adjective *successful*, you can also learn the noun *success*, the verb *succeed*, and the adverb *successfully*. (Not every word has four forms.)

Noun	Verb	Adjective	Adverb
success	succeed	successful	successfully
hope	hope	hopeful	hopefully
rent	rent	rental	
impression	impress	impressive	impressively
profit	profit	profitable	profitably
manager	manage	managerial	managerially

A. Complete each sentence with one of the words in parentheses.

1. (succeed / successful / successfully)

Mr. Kazi is a successful restaurant owner.

Mr. Kazi manages 168 restaurants _____.

2. (hoped / hopeful / hopefully)

Mr. Kazi _____ he would get a job in the airplane industry.

Mr. Kazi was _____ that he could get a job in the airplane industry.

3. (manager / managed / managerial)

Mr. Kazi was the _____ of a KFC restaurant.

Mr. Kazi _____ a KFC restaurant.

4. (impression / impressed / impressive)

Mr. Kazi's work _____ his employers.

Mr. Kazi's work made an _____ on his employers.

5. (profit / profited / profitable)

Mr. Kazi made a _____ from the sale of each restaurant.

Mr. Kazi _____ from the sale of each restaurant.

Reading Skill

Making Inferences

An inference is a good guess or conclusion you can make from the facts that you have.

Examples

Fact

Mr. Kazi owns 168 restaurants.



Inference

He's probably very busy.
He must have a lot of employees.

Fact

Mr. Kazi wanted a job in the airplane industry, but he took a job with a car rental company.



Inference

Mr. Kazi probably couldn't find a job in the airplane industry.

A. Analyze the Reading

What inferences can you make about Mr. Kazi from the information below? Fill in the correct circle.

1. One day, Mr. Kazi's two co-workers did not come to work. That day, Mr. Kazi did the work of three people. From this information, you can infer that . . .
 - Ⓐ Mr. Kazi probably worked very hard that day.
 - Ⓑ Mr. Kazi is probably a tall man.
 - Ⓒ Mr. Kazi probably didn't know his co-workers very well.
2. Mr. Kazi sold his first three restaurants for more money than he paid for them. From this information, you can infer that . . .
 - Ⓐ Mr. Kazi is a good businessman.
 - Ⓑ Mr. Kazi is an honest man.
 - Ⓒ Mr. Kazi became a millionaire when he sold the restaurants.
3. Mr. Kazi started with very little money, but he now owns 168 restaurants. From this information, you can infer that . . .
 - Ⓐ Mr. Kazi didn't need a lot of money to buy 168 restaurants.
 - Ⓑ Mr. Kazi is not good at making money.
 - Ⓒ Mr. Kazi has built a very successful business.
4. Mr. Kazi had very little money when he came to the United States. From this information, you can infer that . . .
 - Ⓐ Mr. Kazi became successful as soon as he arrived in the U.S.
 - Ⓑ Mr. Kazi needed to find a job as soon as he arrived in the U.S.
 - Ⓒ Mr. Kazi was able to buy a restaurant as soon as he arrived in the U.S.

5. When the owners needed a manager for their new restaurant, they gave the job to Mr. Kazi. From this information, you can infer that . . .
- Ⓐ The owners thought Mr. Kazi was a good worker.
 - Ⓑ The owners were not successful businesspeople.
 - Ⓒ The owners knew that Mr. Kazi didn't have a lot of money.

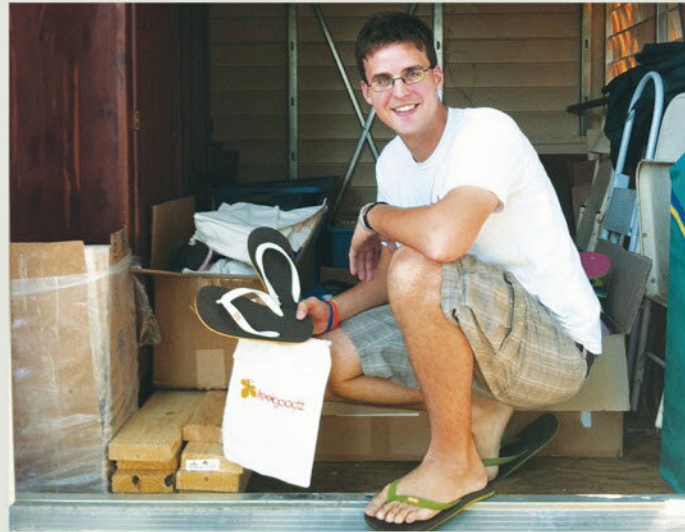
B. Apply the Reading Skill

Read the passage. Check (✓) each item below that you can infer from the passage.

A Good Idea that Gives Back to Others

After university, Kyle Berner tried many different jobs. He tried producing music, selling computers, and even selling hot dogs from a cart on the street. His dream was to travel overseas. One day, he bought a ticket to Thailand.

Kyle traveled to a small village called Phitsanulok. Kyle worked as an English teacher and studied the local culture. After a year, he went back to the United States and got a job at Tulane University, but he couldn't forget about Phitsanulok.



He returned to Thailand one year later, and during this trip he bought a pair of flip-flops made from natural rubber by a local family. He loved the shoes, and then he got an idea. He wanted to sell these shoes in the United States. So he started his own company called Feelgoodz.

The goal of Feelgoodz is not only to make money, but also to do good things for others. Feelgoodz gives one percent of its profits to groups that help people, one percent to help grow new rubber trees, and one percent to groups that help the earth. Kyle's company has become successful, and he is now selling his flip-flops around the world.

1. Kyle Berner is from the United States.
2. Kyle was very successful at producing music.
3. Kyle had traveled overseas before he finished university.
4. Phitsanulok is in Thailand.
5. Kyle didn't like his job at Tulane University.
6. Kyle cares about helping the earth and other people.
7. Kyle wants people in Thailand to be able to grow more rubber trees.
8. More people around the world wear flip-flops now than before.

Discussion & Writing

1. **Group work.** A manager supervises a group of employees. What do you think a good manager is like? Check (✓) your answers below. Then add one of your own ideas.

It's important for a manager to ...	It's not important for a manager to ...	
<input type="checkbox"/>	<input type="checkbox"/>	always be honest
<input type="checkbox"/>	<input type="checkbox"/>	know about employees' personal lives
<input type="checkbox"/>	<input type="checkbox"/>	make a profit
<input type="checkbox"/>	<input type="checkbox"/>	be able to make difficult decisions
<input type="checkbox"/>	<input type="checkbox"/>	communicate well
<input type="checkbox"/>	<input type="checkbox"/>	spend leisure time with employees
<input type="checkbox"/>	<input type="checkbox"/>	make sure employees aren't stressed
<input type="checkbox"/>	<input type="checkbox"/>	listen to others
<input type="checkbox"/>	<input type="checkbox"/>	understand new technologies
<input type="checkbox"/>	<input type="checkbox"/>	_____

Share ideas with the other groups in your class.

Example

We think it's important for a manager to be honest.

2. Would you be a good manager? Complete one of the sentences with information about yourself.

I think I would be a good manager because

I don't think I would be a good manager because

Words to Remember

NOUNS

company
dream
manager
profit

VERBS

end up
fail
hope
impress
improve
succeed
wonder

ADJECTIVES

successful

ADVERBS

(work) hard

The Growth of Urban Farming

Chapter

7

Chapter Focus

CONTENT

Growing food in large cities

READING SKILL

Understanding the author's purpose

BUILDING VOCABULARY

Understanding word roots



“I’d rather be on my farm than be emperor of the world.”

—George Washington, American president (1732–1799)

Before You Read

A. Connect with the topic. Where do you buy your food? Check (✓) your answers.

- supermarket
- local outdoor market
- local farm
- convenience store
- restaurant
- other: _____

B. Pair work. Compare your answers with a partner. Do you buy your food at the same places?

Example

A: I usually buy my food at a market on Saturdays.

B: Me too! I love markets!

C. Preview the reading. Move your eyes quickly over the reading on pages 63–64. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 2 more.)

United States _____

3. Key words. (What words appear several times? List 2 more.)

vegetables _____

4. I think this reading is probably about

The Growth Of Urban Farming

- 1 For most people living in cities, buying fresh vegetables and fruits means a trip to the supermarket. But how far does the produce¹ have to travel to get to the store? In the United States, the average American produce has to travel 2,400 km to reach the supermarket where it is
- 5 sold. And many other kinds of produce in the supermarkets are imported² from other countries, especially in the winter. It isn't hard to find fresh strawberries in the middle of January in Chicago. They have been flown in³ from South America.



- The United States isn't the only country that imports food. Most
- 10 countries do. In fact, in Japan, 60 percent of supermarket food comes from overseas. In the United Kingdom, some studies⁴ say that 40 percent of food is imported. The city of London alone imports 80 percent of its food from as close as Europe and as far away as South Africa and New Zealand. If your bananas traveled 5,000 km to reach you, are they
- 15 still "fresh?"

A lot of oil is used to grow and ship⁵ the food you find in the supermarket. Many studies say that ten calories of **carbon energy**⁶

-
- 1 **produce** fresh vegetables and fruits
- 2 **imported** brought in from another country
- 3 **flown in** brought in by airplane
- 4 **studies** reports
- 5 **ship** send, transport
- 6 **carbon energy** energy from oil or oil-based products

 Maps
pages 154–156

Culture and
Language Notes
page 147

are used to make and deliver every one calorie of food we eat, and not everyone is happy about this. Some people want to use less energy because
20 it's better for the environment. Others want to use less energy because they are worried that oil prices will rise in the future.

Recently, the answer for more and more people is to grow their own food—even if they live in crowded cities. This trend, called urban agriculture, or urban farming, can be found all over the world. In Tokyo,
25 Japan, for example, the recruitment company⁷ Pasona has been growing food inside its office building for several years. They started with a rice paddy⁸ inside their building. Recently, they moved their urban farm, called Pasona O2, to a new building, where they are growing not only rice,
30 Tokyo, some restaurants are growing food in roof gardens, or even on the outside walls of their buildings.

In Frankfurt, Germany, there is a popular community-based group that rents small pieces of land for people to grow their own food. Office workers can now become “farmers” by coming to take care of their plants
35 once or twice a week and enjoy eating their own fresh produce as well.

Another community-based group, called **Brooklyn** Grange, grows vegetables on New York City rooftops and sells them to people and businesses around the city. Brooklyn Grange welcomes people to volunteer with them and learn more about farming. In addition to
40 learning some useful skills, they say volunteering is a good way for people to get to know other people in their neighborhoods.

How much food can people grow in small spaces? In the city of **Pasadena, California**, the Dervaes family grows almost all of the food it eats in an area that is only about 400 square meters. They started this
45 project in the 1980s because they wanted to live their lives using very little or no carbon energy. They also have an online journal and blog to teach other people how to grow their own food.

In fact, it's easy to find blogs by urban farmers who are sharing their stories and farming tips⁹ with people all over the world. Urban farming
50 isn't just helping people grow fresh food. It is also helping communities to develop and grow in city neighborhoods and online around the world.



Word Count: 592

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁷ **recruitment company** company that helps find people to work in other companies

⁸ **rice paddy** a field for growing rice plants

⁹ **tips** helpful information

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Finding the Main Idea** This reading is primarily about ____.
 A how far produce has to travel to get to the supermarket
 B the fact that more people are growing food in cities
 C the fact that more farmers are moving to big cities
- 2. Scanning for Details** In London, around ____ of food is imported.
 A 40%
 B 60%
 C 80%
- 3. Scanning for Details** American produce travels ____ on average to get to the supermarket.
 A 10 km
 B 2,400 km
 C 5,000 km
- 4. Making Inferences** You can infer that:
 A Pasona only has offices in Tokyo.
 B Brooklyn Grange is based in New York City.
 C Pasadena has a lot of urban farmers.
- 5. Making Inferences** You can infer that:
 A The Dervaes family lives on a large farm.
 B Some members of the Dervaes family teach at a university.
 C The Dervaes family lives in an urban area.

B. Vocabulary

Underline these words in the reading passage on pages 63–64. Then match each word with its definition to the right.

- | | |
|----------------------|--|
| 1. ____ neighborhood | a. get to (a place) |
| 2. ____ overseas | b. outside your own country |
| 3. ____ roof | c. having many people or things in a small space |
| 4. ____ crowded | d. the area around the place you live |
| 5. ____ reach | e. the top of a building |

C. Consider the Issues

Work with a partner to answer the questions below.

1. Do you think urban farming is a good idea? Why or why not?
2. If the price of food at your supermarket suddenly went up 300%, what would you do?
3. Why do you think most people buy food from the supermarket instead of growing it themselves?
4. Look at the chart below. Check (✓) Advantage or Disadvantage for each item. Then add one more advantage and disadvantage of your own.

Growing Your Own Food	Advantage	Disadvantage
You can have very fresh food.	<input type="checkbox"/>	<input type="checkbox"/>
You don't use oil to transport the food to the store.	<input type="checkbox"/>	<input type="checkbox"/>
It takes a lot of time to grow food.	<input type="checkbox"/>	<input type="checkbox"/>
You need to find a space to grow the food.	<input type="checkbox"/>	<input type="checkbox"/>
You can be happy knowing that you grew something yourself.	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input checked="" type="checkbox"/>

5. Would you like to grow your own food?
 - I already grow my own food.
 - I'm already planning to do this soon.
 - I'd like to, but I don't think I can.
 - I don't think I will ever grow my own food.

Explain your answers to another pair.

Building Vocabulary

Understanding Word Roots

Many English words are made from roots (parts of words) from Greek and Latin. Learning these roots can help you guess the meaning of new words when you read.

Examples

Root	Meaning	Examples
urb	city	urban, suburban
com	together	community, communicate
agri	farming	agriculture, agribusiness

A. Complete the sentences with words from the chart above.

1. Charles took some _____ courses at the university, and now his farm is very successful.
2. Many people in _____ neighborhoods, not far from large cities, grow food in their backyards.
3. There is a great feeling of _____ when everyone in our neighborhood works together on something.
4. The history of _____ started thousands of years ago, when humans first started growing rice and wheat.
5. The Dervaes family set up their website and blog not only to _____ their own ideas about urban farming, but also to hear other people's stories.
6. Despite their busy, _____ environment, the Chicago Urban Farmers group is able to grow 2,000 kg of tomatoes every summer.

B. Look at these word roots and examples. Match the root with the correct meaning.

Root	Examples	Meaning
1. ___ <i>cred</i>	incredible, credit	a. step, go
2. ___ <i>micro</i>	microscope, microwave	b. carry, move
3. ___ <i>port</i>	import, transport	c. very small, tiny
4. ___ <i>dict</i>	dictionary, dictation	d. believe
5. ___ <i>grad</i>	grade, graduate	e. speak, say

Reading Skill

Understanding the Author's Purpose

Authors write texts for different reasons. Some texts are supposed to teach or *give information* about a topic. Others are supposed to *entertain* the reader, or make them feel happy, sad, or even scared. Finally, some texts are supposed to *persuade*, or make readers agree with something that the author believes. Often, an author combines two or more of these purposes in one text.

Type of Text	Main Purpose
News articles Travel guides	inform
Short stories Novels	entertain
Advertisements Commercials	persuade

A. Analyze the Reading

Look at the two versions of the same information below and answer the questions.

A lot of oil is used to grow and ship the food you find in the supermarket. Many studies say that ten calories of carbon energy are used to make every one calorie of food we eat, and not everyone is happy about this. Some people want to use less energy because it's better for the environment. Others want to use less energy because they are worried that oil prices will rise in the future.

1. The author's purpose in this passage is mainly to:

- inform entertain persuade

A lot of oil is used to grow and ship the food you find in the supermarket. Many studies say that ten calories of carbon energy are used to make every one calorie of food we eat, and not everyone is happy about this. Many people don't realize that less oil is being produced every year now, and soon oil prices will be rising. When oil prices rise, the cost of food rises. If people don't start to grow their own food, they may quickly find that they cannot afford to buy food at the supermarket.

2. The author's purpose in this passage is mainly to:

- inform entertain persuade

Compare answers with a partner.

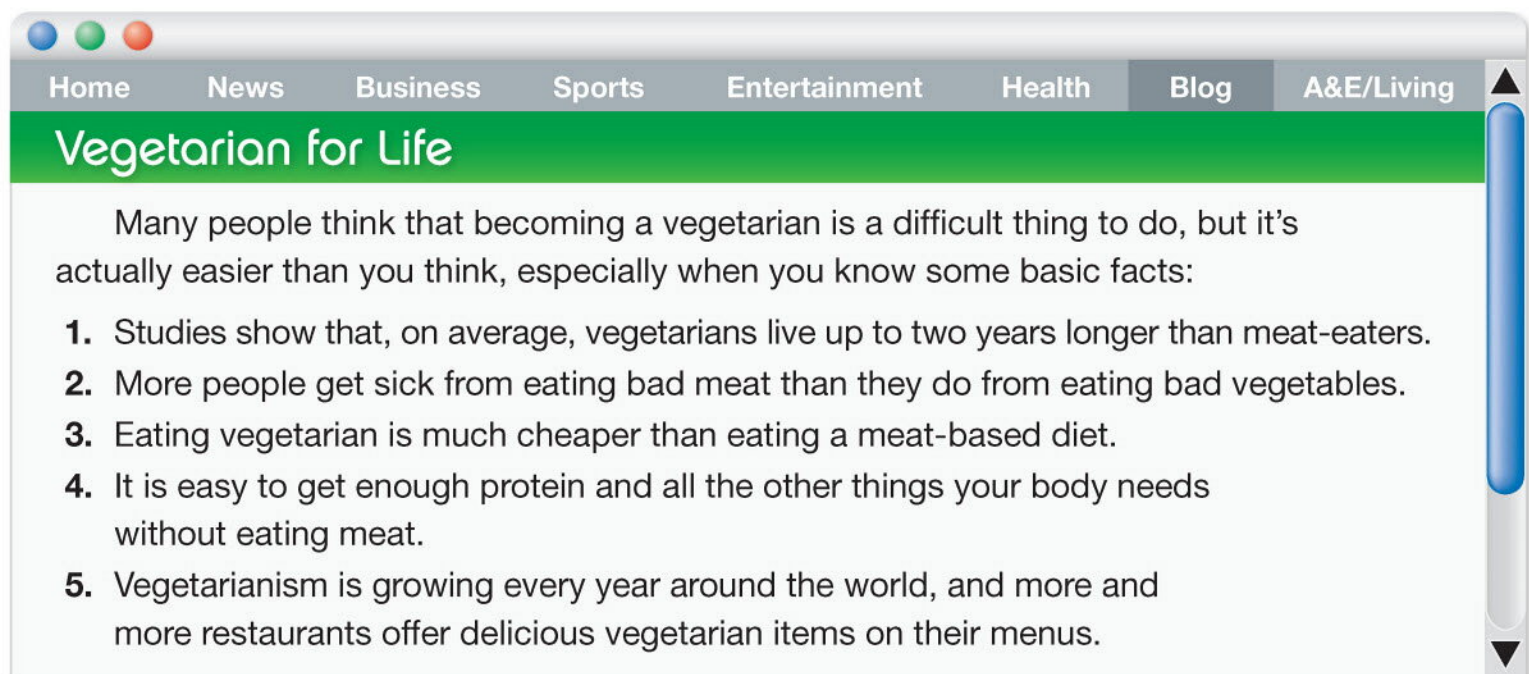
B. Apply the Reading Skill

Read each blog entry. Then answer the questions below.



The screenshot shows a web browser window with a navigation bar containing links for Home, News, Business, Sports, Entertainment, Health, Blog, and A&E/Living. The 'Blog' link is highlighted. Below the navigation bar is a yellow header with the title 'City Chick's Chicken Blog'. The main content area contains a paragraph of text.

Everybody I know thinks that they can't raise chickens in the city, but they are wrong! My husband and I have been raising chickens here for two years now. If you're interested in knowing more about how to choose the best chickens for your environment, you've come to the right place! Believe it or not, different kinds of chickens have different kinds of personalities. Just like with dating, you have to find a good match. Click on the link at the bottom of the page if you want to receive my monthly newsletter. As always, there are lots of photos and stories that were sent by fans of the blog.



The screenshot shows a web browser window with a navigation bar containing links for Home, News, Business, Sports, Entertainment, Health, Blog, and A&E/Living. The 'Blog' link is highlighted. Below the navigation bar is a green header with the title 'Vegetarian for Life'. The main content area contains a paragraph of text followed by a numbered list of five points.

Many people think that becoming a vegetarian is a difficult thing to do, but it's actually easier than you think, especially when you know some basic facts:

1. Studies show that, on average, vegetarians live up to two years longer than meat-eaters.
2. More people get sick from eating bad meat than they do from eating bad vegetables.
3. Eating vegetarian is much cheaper than eating a meat-based diet.
4. It is easy to get enough protein and all the other things your body needs without eating meat.
5. Vegetarianism is growing every year around the world, and more and more restaurants offer delicious vegetarian items on their menus.

1. I think the author's purpose in the first blog entry is to

_____ and _____

because _____

_____.

2. I think the author's purpose in the second blog entry is to

_____ and _____

because _____

_____.

Compare your ideas with a partner.

Discussion & Writing

1. **Pair work.** How could we reduce the amount of oil that we use every day? Add your suggestions to the chart below.

Suggestions for Reducing Oil Use	
<input type="checkbox"/>	grow your own food
<input type="checkbox"/>	use public transportation instead of driving cars
<input type="checkbox"/>	build more solar-powered buildings
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Discuss your suggestions with your classmates and then complete the sentence below.

I think the best suggestion is to

_____.

2. What are the most serious problems in the world today? Add two ideas to the list below.

- climate change / global warming
- terrible diseases like cancer
- pollution of the air, land, and water
- _____
- _____

3. Choose three items on your list. Write a sentence about something people can do to help solve each problem.

Example

There is too much pollution, so we should ask businesses to use solar energy.

Words to Remember		
NOUNS	VERBS	ADJECTIVES
blog	(take) care (of)	average
community	import	crowded
environment	(get to) know	fresh
farming	reach	overseas
neighborhood		urban
roof(top)		

Can You Live Forever?

Chapter

8

Chapter Focus

CONTENT

Trying to live forever

READING SKILL

Understanding headings

BUILDING VOCABULARY

Understanding suffixes: *-al*, *-ic*, *-ist*, *-logy*



“Time would become meaningless if there were too much of it.”

—Ray Kurzweil, American inventor and futurist (1948–)

Before You Read

A. Connect with the topic. How often should you do these things in order to be healthy? Check (✓) your answers.

Activity	Often	Sometimes	Rarely	Never
• eat fresh fruits and vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• eat meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• eat ice cream, cake, and other desserts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• drink coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• drink green tea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• do sports and exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• do things that make you feel stressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Pair work. Discuss your answers with a partner. Do your habits match your answers?

Example

A: I think you should rarely eat ice cream and cake because...

B: Really? I think you should *never* eat desserts. They're bad for you.

C. Preview the reading. Move your eyes quickly over the reading on pages 73–74. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 2 more.)

Ray Kurzweil _____

3. Key words. (What words appear several times? List 2 more.)

forever _____

4. I think this reading is probably about

_____ .

Can You Live Forever?

1 There's an old saying: *An apple a day keeps the doctor away*. Certainly, apples are good for you, but can eating them really help you avoid getting sick? Could they even help you live forever? Eating apples may not be
5 possible.

Ray Kurzweil: Inventor¹ and Futurist

Ray Kurzweil was born in 1948 and grew up in New York City. Kurzweil is an inventor and is well known for his work in technology. Many of his inventions have been in the area of *artificial intelligence*,²
10 or AI for short. Kurzweil is also well known as a *futurist*—a person who has strong ideas about how the future might be, or perhaps should be, based on his knowledge of science.

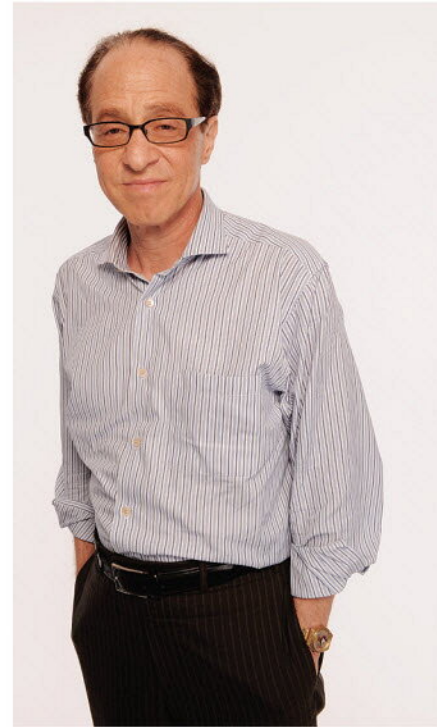
Kurzweil's View of the Future

Kurzweil believes that by 2050, there will be a new technology called
15 *nanobots*, tiny³ machines that will be so small that billions⁴ of them will be able to travel inside your body and fix problems in each cell.⁵ Kurzweil also believes that by then, computers will be able to think just like a person's brain. He just has to live long enough so that he can take advantage of⁶ these inventions. He believes that diet⁷ and exercise are
20 the keys.

Kurzweil's Plan: Diet and Exercise

Besides all of his famous work in technology and futurology, Kurzweil may be best known for what he eats and drinks. Kurzweil and his personal doctor, Dr. Terry Grossman, have created a special diet and exercise
25 program. Using these tools and a few others, Kurzweil hopes to live forever.

Kurzweil drinks very large amounts of water every day. He believes that a lot of water is needed to get all of the toxins⁸ out of his body. He never drinks soft drinks or coffee, but he does drink green tea. He thinks it does
30 many good things for his body.



 Map page 156

Culture and
Language Notes
page 148

¹ **inventor** person who makes, or creates, new things

² **artificial intelligence (AI)** machines that can “think” like a person’s brain does

³ **tiny** very small

⁴ **billions** one billion = 1,000,000,000

⁵ **cell** the smallest living part of an animal or plant

⁶ **take advantage of** make full use of something

⁷ **diet** what you eat and drink

⁸ **toxins** things that are bad for your body; poisons

Kurzweil also believes that certain kinds of foods are unhealthy. Instead of eating foods like white bread, potatoes, and white rice, he thinks people should eat foods like whole wheat bread and brown rice. For many years, Kurzweil has not eaten any food that has sugar in it. He eats mostly
35 vegetables, lean⁹ meats, and tofu.

Kurzweil also does a few other things for his health. He tries to have very little stress in his life, and he makes sure he gets enough sleep every night. He exercises daily and meditates¹⁰ regularly as well. Kurzweil also takes special vitamins and other supplements¹¹ that he feels will help slow
40 the aging of his body. In fact, he takes over 150 different supplements every day.

The Race Between Age and Invention

Will this routine help him live until 2050? Maybe. Kurzweil regularly takes tests to check the “age” of his body. When he was 40 years old,
45 the age test said his body was like a 38-year-old’s. In 2009, at age 61, the same test said that his body was like a 40-year-old’s. He feels that if his body only seems 2–3 years older after 20 years, living until 2050 may be possible.

“Plan B”

50 What if his body dies before nanobots can save him? Kurzweil is already planning to have his body frozen¹² by a company called the **Alcor Life Extension Foundation**. They will keep his body frozen until they feel that the technology is ready to bring him back to life.

55 Many scientists believe that Kurzweil’s ideas about living forever are not really scientific at all. But Kurzweil thinks that as long as he waits for enough technological inventions, both his mind and his body may be able to live forever.



Word Count: 613

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁹ **lean** with very little or no fat

¹⁰ **meditates** thinks deeply in a special way to become calm and peaceful

¹¹ **supplements** things that are added to your diet, like vitamins or special herbs

¹² **frozen** made very cold, like ice

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- Finding the Main Idea** This reading is primarily about ____.
 Ⓐ technological inventions of the future
 Ⓑ healthy diet and exercise tips
 Ⓒ one man who is trying to live forever
- Scanning for Details** What does Kurzweil believe will happen by 2050?
 Ⓐ Nanobots will be invented.
 Ⓑ A computer will be able to fix his cells.
 Ⓒ His body will be like a 61-year-old's body.
- Scanning for Details** In 2009, Kurzweil was ____ years old.
 Ⓐ 38
 Ⓑ 40
 Ⓒ 61
- Making Inferences** You can infer that:
 Ⓐ Many scientists think Kurzweil's ideas for living forever are useful.
 Ⓑ Kurzweil may start to drink coffee in the future.
 Ⓒ If Kurzweil dies, his body may be frozen for many years.
- Understanding the Author's Purpose** The author's purpose in writing this article was to ____.
 Ⓐ inform and entertain
 Ⓑ persuade and entertain
 Ⓒ persuade and inform

B. Vocabulary

Underline these words in the reading passage on pages 73–74. Then match each word with its definition to the right.

- | | |
|-------------------|--|
| 1. ____ possible | a. belonging to one person; used by one person and no one else |
| 2. ____ knowledge | b. feelings caused by being worried or nervous |
| 3. ____ personal | c. what a person knows |
| 4. ____ stress | d. things you do on a regular schedule |
| 5. ____ routine | e. can happen |

C. Consider the Issues

Work with a partner to answer the questions below.

1. Do you agree with Kurzweil's ideas? Read the sentences and check (✓) your answers.

Kurzweil's Ideas	Agree	Disagree
a. A good diet and exercise program can make your body age less quickly.	<input type="checkbox"/>	<input type="checkbox"/>
b. Sleeping, meditating, and lowering your stress can make your body age less quickly.	<input type="checkbox"/>	<input type="checkbox"/>
c. In 2050, there will be nanobots that can help fix problems in the cells of our bodies.	<input type="checkbox"/>	<input type="checkbox"/>
d. In 2050, there will be computers that can think like a person's brain.	<input type="checkbox"/>	<input type="checkbox"/>
e. By following his program, Kurzweil can stay alive until 2050.	<input type="checkbox"/>	<input type="checkbox"/>
f. If Kurzweil's predictions about the future are true, he will be able to "live" forever.	<input type="checkbox"/>	<input type="checkbox"/>

Share your answers with a partner. Do you have the same ideas?

2. What is your opinion of Kurzweil's beliefs about the future? Check (✓) one or more statements or write your own.
- I believe that in the future, people will be able to live forever.
 - I believe there will be many new kinds of technology in the future, but I don't think that they will be enough to keep someone alive forever.
 - I definitely believe that Kurzweil will be successful in his plan.
 - I don't think Kurzweil will be successful in his plan.
 - I would like to know more about Ray Kurzweil and his ideas.
 - _____.

Share your opinions with your partner.

Example

I think Kurzweil has some interesting ideas, but I'd like to know more about what other scientists say about his work.

Building Vocabulary

Understanding Suffixes: *-al, -ic, -ist, -logy*

Suffixes come at the ends of words. They help you know if a word is a noun, verb, or adjective. For example, many nouns and adjectives end with these suffixes:

Suffix	Sample Words	Meaning
<i>-al</i> (adj.)	personal artificial technological	belonging to oneself, not used by others not real, man-made related to technology
<i>-ic</i> (adj.)	scientific futuristic	related to science related to the future
<i>-ist</i> (noun)	scientist futurist	a person who works in science a person who works in futurology
<i>-logy</i> (noun)	technology futurology	area related to studying and creating new things for use in our lives area related to studying and predicting the future

A. Choose the correct word to complete each sentence.

1. Many (scientists / scientific) don't believe that Kurzweil's plans will work.
2. I don't know anyone who studies (futurist / futurology).
3. My (personal / personality) belief is that no one can live forever.
4. I love reading (scientist / scientific) articles in the news.
5. Kurzweil is a well-known (futurology / futurist) and has published many books on the subject.
6. A computer thinking like a brain is an example of (artificial / artificially) intelligence.
7. My parents are sometimes afraid of new (technology / technological), but I like it.

B. Read a newspaper, magazine, or blog. Find one word with each suffix. Write the word, the sentence that the word is used in, and the meaning of the word.

Example

economic

Many countries are having economic problems.

related to economics

Reading Skill

Understanding Headings

A heading is a small group of words that serves as a title for a paragraph or several paragraphs. When a reading is long or complicated, authors often use headings to divide a reading into smaller parts. You can use headings when you read to find specific information quickly. For example, when we read the heading below, we can tell that this paragraph is going to be about what Kurzweil thinks about the future.

Heading

• Kurzweil's View of the Future

Kurzweil believes that by 2050, there will be a new technology called nanobots, tiny machines that will be so small that billions of them can travel inside your body and fix problems in each cell. By then, he also believes that with new AI technology, computers will be able to think just like a person's brain. He just has to live long enough so that he can take advantage of these inventions. Diet and exercise, he believes, are the keys.

A. Analyze the Reading

Look back at the reading on pages 73–74 to answer the questions below.

1. How many headings does the author use?

2. Under which heading does the author talk about who Ray Kurzweil is?

3. Under which heading does the author talk about what Kurzweil eats and drinks?

4. Under which heading does the author talk about what happens if Kurzweil's ideas for keeping his body alive don't work?

5. Why do you think the author used different headings in this article?

B. Apply the Reading Skill

Read the headings for the article “Three Secrets to Less Stress.” Then complete the chart.

Headings	This heading probably talks about . . .
Sleep: Nature’s Best Medicine	<hr/> <hr/>
Working Out or Just Working?	<hr/> <hr/>
Good-bye Coffee, Hello Water	<hr/> <hr/>

Now read the article to check your answers.

THREE SECRETS TO LESS STRESS

If someone asks, “How are you?” do you always say, “Fine,” but really want to say, “Busy, unhappy, or stressed out?” Everyone wants to be happy, but with our busy lives, full of study, work, family, home, and friends, it’s hard not to be stressed out. In this article, I will share with you my top three tips for staying stress-free.

Sleep: Nature’s Best Medicine

The first ingredient in a stress-free life is to get at least eight hours of sleep every night. The average person gets only between six and seven, and that’s just not enough. Scientific studies show that without at least eight hours of sleep a night, people cannot concentrate for long periods of time. This is a big cause of stress.

Working Out or Just Working?

Exercise is another key part of lowering your stress. Whether you go to a gym, run around your neighborhood, or just take a walk in the park, doctors agree that people should exercise at least three times a week, for at least 20 minutes each time. After a few weeks, you’ll feel a huge difference!

Good-bye Coffee, Hello Water

Drinking too much coffee, tea, and soda with caffeine is another cause of stress. For many, it’s linked to not having enough sleep. When some people wake up, they’re still tired. The problem is, caffeine stays in your body for at least five hours. The answer is simple: try to have only one coffee, tea, or soda each day, and for the rest of the day, drink water. Lots of it. People should drink at least eight glasses per day.

Discussion & Writing

1. Choose three items from the box and write a prediction about what each will be like in the year 2050.

computers	entertainment	books	population
phones	education	food	transportation

Example

In 2050, the population of the world will be over nine billion.

- a. In 2050, _____
_____.
- b. In 2050, _____
_____.
- c. In 2050, _____
_____.

2. Ask three classmates about your predictions. How many people agree with you?

Example

- A: In 2050, do you believe the population of the world will be over nine billion?
B: No, I think it will be less.
A: What do you think it will be?
B: I think the population will be less than now—around four billion.

Words to Remember

NOUNS

brain
future
invention
knowledge
routine
stress

VERBS

keep away
plan

ADJECTIVES

personal
possible
scientific

ADVERBS

daily
forever
regularly

Baseball Fans Around the World

Chapter

9

Chapter Focus

CONTENT

The behavior of baseball fans

READING SKILL

Making predictions

BUILDING VOCABULARY

Grouping words and phrases

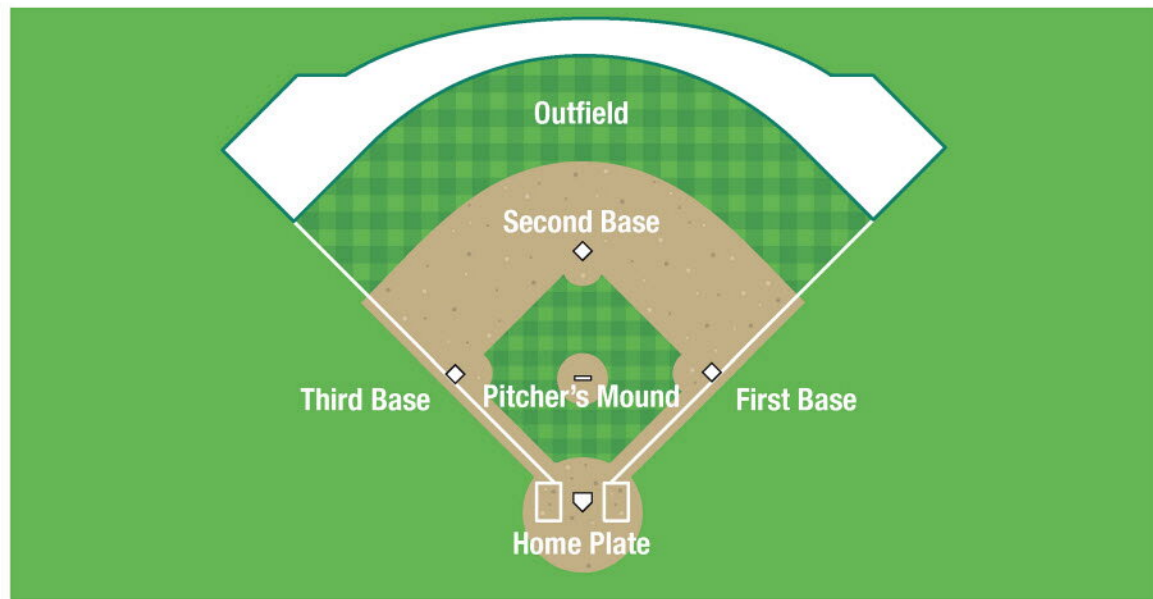


**“Take me out to the ballgame,
Take me out to the crowd,
Buy me some peanuts and Cracker Jacks,
I don’t care if I never get back.”**

—Jack Norworth, American songwriter (1879–1959)

Before You Read

A. Connect with the topic. What do you know about baseball? Study the diagram and read the statements below. Check (✓) True or False.



- | | True | False |
|---|--------------------------|--------------------------|
| 1. There are five bases on a baseball field. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The baseball pitcher pitches (throws) the ball from first base. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The batter bats (hits the ball) from home plate. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. When a batter hits a home run, he must touch three bases and home plate. | <input type="checkbox"/> | <input type="checkbox"/> |

B. Preview the reading. Move your eyes quickly over the reading on pages 83–84. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 2 more.)

Asia _____

3. Key words. (What words appear several times? List 2 more.)

cheer _____

4. I think this reading is probably about _____.

_____.

Baseball Fans Around the World

- 1 Baseball is a very popular sport in Asia, North America, South America, and even Europe. While the rules of baseball are similar from country to country, the behavior of baseball fans is very different. Here's a look at some of the differences in fan behavior around the world.



5 In Japan

- Baseball fans in Japan are loud—really loud. The sound of chants, cheering, drums, and trumpets continues nonstop throughout a baseball game in Japan. When a team goes to bat,¹ their fans sing a different song for each batter at the plate. And even when their team is losing badly,
- 10 Japanese fans continue to yell and scream. **Foreign baseball players** in Japan are often surprised that the fans never boo² a player. According to the American pitcher Brian Warren, baseball is more fun in Japan. “When I used to play in **Venezuela**,” Warren said, “fans threw things at me when I didn’t pitch well.” This never happens in Japan.
- 15 When a Japanese player hits a home run, the fans give the biggest cheer of all—a *banzai* cheer. That’s when the fans yell with both of their arms above their heads.

 Maps
pages 155–157

Culture and
Language Notes
page 149

¹ **goes to bat** takes their turn hitting the ball

² **boo** make the noise “boo!” to show disapproval

In Korea

Baseball fans in Korea are just as loud as the fans in Japan! In Korea,
20 many fans use thundersticks to cheer their team on. Thundersticks are
long plastic tubes that are sold in pairs. A fan hits the two thundersticks
together to make a loud noise, encouraging their favorite players (or
distracting the team they don't like). Cheerleaders are also a big part of
baseball games in Korea. They lead the fans in songs, chants, and dances.
25 When a player does well, the cheerleaders and the fans celebrate by doing
a special dance created just for that player.

In the United States

Asian visitors to the United States are often surprised and disappointed
by how quiet American baseball fans are. "When I went to a baseball
30 game in San Francisco, everybody was just sitting there watching the
game. It was kind of boring," says Barry Iwasa, a Japanese student at the
University of California, Berkeley. "Baseball was invented in the United
States," Iwasa says, "but Americans don't seem very excited about their game."

It's true. Baseball fans in the United States are some of the quietest in
35 the world. It's common to see baseball fans eating **hot dogs** and popcorn,
and chatting with friends. "When I go to a baseball game," says Ginger
Hanson from San Francisco, "I want to have fun with friends and catch up
on³ their lives. The real reason I go is for the social experience."

In the Dominican Republic

40 Like the fans in Japan, the fans in the **Dominican Republic** cheer
loudly throughout the game. They also sing and dance! Since music
and dancing are an important part of Dominican culture, you might even
find a **merengue** band moving through the stands at a baseball game.

Despite the music and dancing, many Dominican fans are very serious
45 about baseball. Carol Parmenter, an American living in the Dominican
Republic, says, "At Dominican games, you see groups of men drinking
small cups of sweet coffee, carefully analyzing every pitch, every hit, every
play. American fans don't usually follow the game that closely."



Word Count: 538

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

³ catch up on learn new things about

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Finding the Main Idea** The article is primarily about ____.
 - Ⓐ the rules for playing baseball
 - Ⓑ the way baseball fans act around the world
 - Ⓒ how to become a baseball player in different countries
- 2. Scanning for Details** According to the article, baseball fans are noisy in every country except ____.
 - Ⓐ Japan
 - Ⓑ the United States
 - Ⓒ the Dominican Republic
- 3. Scanning for Details** ____ are an important part of baseball games in Korea.
 - Ⓐ Hot dogs
 - Ⓑ Cheerleaders
 - Ⓒ Trumpets
- 4. Making Inferences** You can infer that baseball fans in ____ don't follow the game very closely.
 - Ⓐ Japan
 - Ⓑ Venezuela
 - Ⓒ the United States
- 5. Making Inferences** You can infer from paragraph 2 (lines 6–14) that Brian Warren ____.
 - Ⓐ has played baseball in Japan
 - Ⓑ likes playing baseball in Venezuela best
 - Ⓒ always booed the other players
- 6. Understanding the Author's Purpose** The author's purpose in writing this article was to ____.
 - Ⓐ inform and entertain
 - Ⓑ persuade and entertain
 - Ⓒ persuade and inform

B. Vocabulary

Underline these words in the reading passage on pages 83–84. Then complete the sentences.

analyzing despite disappointed nonstop scream

1. The action went on _____ during the game. There was never a boring moment!
2. _____ his injured shoulder, James played in the game.
3. My brother likes to _____ a lot at baseball games. It hurts my ears to sit next to him!
4. Ronnie didn't talk at all. She was too busy watching and _____ the game.
5. We were so _____ when our team lost. We were really hoping they would win this one.

C. Consider the Issues

Work with a partner to answer the questions below.

1. What was the most surprising or interesting thing that you learned about baseball fans from this reading? Why was it surprising or interesting?
2. Do you think it is ever okay to boo someone? Why or why not?
3. Choose a type of sports event you and your partner have attended and answer the questions below.

Sports event: _____

Questions	Me	My Partner
How often do you cheer at this type of sports event?	<input type="checkbox"/> All the time <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	<input type="checkbox"/> All the time <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
What do you yell or sing when you cheer?	_____	_____
What percentage of time do you spend standing during a game?	<input type="checkbox"/> 0-33% <input type="checkbox"/> 34-66% <input type="checkbox"/> 67-100%	<input type="checkbox"/> 0-33% <input type="checkbox"/> 34-66% <input type="checkbox"/> 67-100%
How closely do you watch the game?	<input type="checkbox"/> Very closely <input type="checkbox"/> Somewhat closely <input type="checkbox"/> Not very closely	<input type="checkbox"/> Very closely <input type="checkbox"/> Somewhat closely <input type="checkbox"/> Not very closely

How many of your answers are the same / different?

Building Vocabulary

Grouping Words and Phrases

Grouping words and phrases into categories can help you remember them. For example, you can group the players of different sports.

Baseball Players		Soccer Players	
pitcher	first baseman	goalie	halfback
catcher	outfielder	forward	fullback

- A. Group these phrases in the chart below. Some phrases may go in both groups.

chat with friends go to bat sing and dance
 cheer hit home runs use thundersticks
 eat during the game run around the bases watch the game

Things Baseball Players Do	Things Baseball Fans Do

- B. **Pair work.** Add three words or phrases to each group below. (You can look back at the readings in Chapters 1 and 6 for ideas.)

Things People Do When They Go Without Sleeping	Things Restaurant Owners Do
<i>hallucinate</i>	<i>clean the restaurant</i>

Reading Skill

Making Predictions

When you make a prediction, you guess what will happen. Before you read a story or article, it helps to look it over and predict what it will be about.

Example

By looking at the *title, proper names, headings, and key words* on pages 83–84, you can predict the topic of the reading: *the behavior of baseball fans in Japan, Korea, the United States, and the Dominican Republic.*

A. Analyze the Readings

Look ahead to Chapter 10 (page 91), Chapter 11 (page 101), and Chapter 13 (page 121). Based on the picture and title at the beginning of each chapter, complete each prediction below.

1. I think Chapter 10 is about:

- the rising cost of using a mobile phone
- mobile phones and health
- cool new mobile phones

because _____

_____.

2. I think Chapter 11 is about:

- the history of the violin
- the history of music
- a famous musician

because _____

_____.

3. I think Chapter 13 is about:

- whether people believe in love at first sight
- how to find your ideal partner
- how to fall in love with someone

because _____

_____.

B. Apply the Reading Skill

Read the information you can see in each article. Then complete the sentences below.

Yesterday's Items are Today's Fashion

Fashion _____ old clothing _____
_____ old clothes _____ used clothing stores. _____ young
designers _____ modern fashion items _____ yesterday's
clothing, _____ recycle _____ household items _____
_____ Tokyo, Paris, and New York _____ latest creations:
_____ belts _____ old neckties, _____ dresses _____
old T-shirts.
_____ recycling _____ earrings _____
_____ computer keyboard, wallets _____ magazine pages, _____ bracelets _____
_____ old candy wrappers. _____ new clothing items _____
_____ recycled plastic bags.

Göreme: The Wonder of Cappadocia

_____ Cappadocia _____ Turkey, _____ tourist
_____ visitors _____ Asia, Europe, and the Middle East. _____ Göreme National
Park _____ Cappadocia _____ UNESCO World Heritage Site, _____
rock formations, _____ volcanoes _____

Visitors _____ Göreme _____ homes _____
_____ volcanic rock. _____ tourists, _____
Göreme _____ hot air balloon. _____ hike _____ paths _____
_____ Göreme, _____ visit _____
_____ ancient land.

1. I think the first article is about _____

because _____

_____.

2. I think the second article is about _____

because _____

_____.

Compare ideas with a partner.

Discussion & Writing

1. Choose one of the sports events below and complete the chart.

basketball game soccer game golf match
 tennis match table tennis game volleyball game

Sports Event: _____

Things You See	Things You Hear
_____	_____
_____	_____
_____	_____
_____	_____

Read the information in your chart aloud one piece at a time, but don't identify the sport. See if a partner can name your sport.

Example

A: At this sports event you see players running and jumping.

B: Is it basketball?

2. **Pair work.** Interview a classmate about his or her favorite sport to watch. Write their answers in the chart below.

a. What's your favorite sport to watch? _____

b. When did you first watch this sport? _____

c. How often do you watch this sport? _____

d. What do you like about this sport? _____

Tell your classmates about your partner's favorite sport to watch.

Example

My partner's favorite sport to watch is ice hockey. She first watched this sport when she was 13 years old. Now she often watches games on television, and she usually goes to about three games a year. She likes this sport because it's very fast.

Words to Remember

NOUNS

behavior
fan
rules
tradition

VERBS

analyze
chat (with)
cheer
yell

ADJECTIVES

boring
common
disappointed
loud

Mini-Dictionary
page 158

Mobile Phones: Hang Up or Keep Talking?

Chapter

10

Chapter Focus

CONTENT

Using mobile phones

READING SKILL

Distinguishing facts from opinions

BUILDING VOCABULARY

Expressing certainty and uncertainty



“As a teenager, you are at the last stage of your life when you will be happy to hear that the phone is for you.”

—Fran Lebowitz, American author (1950–)

Before You Read

A. Connect with the topic. Check (✓) your answers to these questions about talking on the phone.

Questions	Your Answers
1. How many times did you talk on the phone yesterday?	<input type="checkbox"/> fewer than three <input type="checkbox"/> between three and ten <input type="checkbox"/> more than ten
2. How much time did you spend talking on a mobile phone yesterday?	<input type="checkbox"/> less than one hour <input type="checkbox"/> between one and two hours <input type="checkbox"/> more than two hours
3. Do you think mobile phones might be dangerous to your health?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> I don't know.

B. Pair work. Compare answers. Do you have the same phone habits?

Example

A: I talked to six people on the phone yesterday.

B: Really? I talked to ten or eleven people.

C. Preview the reading. Move your eyes quickly over the reading on pages 93–94. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 2 more.)	3. Key words. (What words appear several times? List 2 more.)
<i>doctors</i> _____	<i>worried</i> _____
_____	_____
_____	_____
4. I think this reading is probably about _____. (Check (✓) one.)	
<input type="checkbox"/> communication problems	
<input type="checkbox"/> the possible dangers of mobile phones	
<input type="checkbox"/> why people use mobile phones	
<input type="checkbox"/> the future of mobile phones	

Mobile Phones: Hang Up¹ or Keep Talking?

- 1 More than two billion people use mobile phones today. In many places, it is more common to use a mobile phone, or cell phone, than a landline. Mobile phones are especially popular with young people. They find that the phones are more than a means of communication—having a mobile
- 5 phone shows that they are cool² and connected.



- The explosion³ in mobile phone use around the world has some **health professionals** worried. Some doctors are concerned that in the future, people may suffer health problems⁴ from using mobile phones. Even now, there are people who claim that their mobile phones are making them
- 10 sick. In one case, a young salesman had to stop working because of serious memory loss. He couldn't remember even simple things. He would often forget the name of his own child. The man used to talk on his mobile

Culture and
Language Notes
page 150

1 **hang up** turn the telephone off

2 **cool** doing things that are popular

3 **explosion** sudden increase

4 **suffer health problems (from)** have health problems caused by

phone for six hours a day, every day of his working week, for a couple of years. His family doctor blamed his mobile phone use, but his employer's
15 doctor disagreed. Of course mobile phone companies are worried about the **negative publicity** of such stories. They say that there is no proof⁵ that mobile phones are bad for your health.

While there still isn't any proof that mobile phones are bad for your health, neither is there any proof that mobile phones aren't bad for
20 your health. Research has shown that using mobile phones affects brain activity, but it isn't clear why or what effect it might have over the long term.⁶

What is it that makes mobile phones potentially harmful? The answer is radiation. Radiation happens when one object sends heat or energy to
25 another object. Heat radiation from the sun, for example, is heat sent from the sun to the earth. High-tech⁷ machines can detect very small amounts of radiation from mobile phones. The amount of radiation from mobile phones falls between the lower amount that radio waves produce and the higher amount that microwaves make. It's a fact that some radiation
30 comes from mobile phones. While mobile phone companies agree with this fact, they say the amount is too small to worry about. Some scientists, however, disagree. They say we still don't know if small amounts of radiation over a long period of time can cause health problems.

As the debate about the safety of mobile phones continues, you might
35 want to take some advice from scientists. Use your mobile phone only when you really need to. Keep your telephone calls short. Turn your phone off when you aren't using it. When you do use it for long calls, try using earbuds⁸ instead of holding the phone to your ear. In the future, mobile phones may have a **warning label** that says they are bad for your
40 health. So for now, be careful.



Word Count: 476

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁵ **there is no proof (that)** there are no facts to show that; there is no evidence that

⁶ **over the long term** over many years

⁷ **high-tech** advanced technology

⁸ **earbuds** small earphones

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Finding the Main Idea** This article is primarily about ____.
 Ⓐ the possible dangers of mobile phone use
 Ⓑ why mobile phones are popular
 Ⓒ how mobile phones work
- 2. Understanding the Author's Purpose** The author's purpose in writing this article was to ____.
 Ⓐ convince people that mobile phones may be dangerous
 Ⓑ convince people that mobile phones aren't dangerous
 Ⓒ convince people to buy mobile phones
- 3. Scanning for Details** According to paragraph 4 (lines 23–33), ____.
 Ⓐ a mobile phone sends out more radiation than a microwave
 Ⓑ a mobile phone sends out less radiation than a radio
 Ⓒ a radio sends out less radiation than a mobile phone
- 4. Making Inferences** You can infer from the information in paragraph 2 (lines 6–17) that mobile phone companies ____.
 Ⓐ are trying to prove that mobile phones are not dangerous to your health
 Ⓑ have proof that mobile phones are not dangerous to your health
 Ⓒ think that information about health problems might hurt their business

B. Vocabulary

Underline these words in the reading passage on pages 93–94. Then complete the sentences.

common cool debate means potentially proof

1. I told you that soda was bad for you, and here's the _____—look at this scientific study about what soda can do to your body.
2. Mobile phones weren't _____ back in the early 1990s, but nowadays most people have one.
3. Some people think they look _____ if they have the newest mobile phone, but I don't think so.
4. I have tried contacting her using several _____ of communication—phone, e-mail, and letter.

5. Every time my husband and I talk about mobile phones we have a big _____. I don't want our daughter to have one, but my husband does.
6. Scientists say that phones are _____ dangerous for your health. They're not completely sure yet.

C. Consider the Issues

Work with a partner to answer the questions below.

1. Do you think mobile phones are dangerous? Why or why not?
2. If scientists proved that mobile phones were harmful, what would you do?
3. Why is it difficult to get the facts about mobile phones and their effects on health?
4. What are the advantages and disadvantages of mobile phones? Write each sentence from the box below under Advantages or Disadvantages. Then add two ideas of your own.

Mobile Phones:

They are easy to carry around.
 They are small.
 They sometimes ring during concerts and movies.
 They are expensive.
 It's easy to lose them.
 You can talk on them anywhere.
 Mobile phone users have more car accidents.
 They might be dangerous to your health.

Advantages of Mobile Phones	Disadvantages of Mobile Phones
<i>They are easy to carry around.</i>	

Building Vocabulary

Expressing Certainty and Uncertainty

Writers use different expressions to indicate if they are certain or uncertain about something.

Examples

Certain: It's a fact that mobile phones give out some radiation.

Uncertain: It appears that it's dangerous to use cell phones.

Expressions of Certainty		Expressions of Uncertainty
It's a fact that	I'm certain that	It appears that
It's certain that	I'm positive that	It seems that
It's true that	I'm sure that	It's possible that
Studies show that	I know that	I think that
Research has shown that		The research indicates that

- A. Complete each sentence with a phrase from the box above. (Different answers are possible.)
- _____ mobile phones are harmful.
 - _____ there has been an explosion in mobile phone use.
 - _____ mobile phones will become more popular in the future.
 - _____ large amounts of radiation are dangerous.
- B. For each topic below, complete the sentences. (Many different answers are possible.)
- Topic: mobile phones
 - It's a fact that _____.
 - It's possible that _____.
 - Topic: studying abroad
 - I'm certain that _____.
 - It seems that _____.
 - Topic: sleep
 - Studies show that _____.
 - It's possible that _____.

Reading Skill

Distinguishing Facts from Opinions

When you read, it's important to separate facts from opinions. A fact is something that is true. With a fact, there is information to show it is true. An opinion is something that someone thinks or feels. An opinion is based on feelings, not facts.

Fact	=	Something that is true. It can be proven.	→	Example Mobile phones send out small amounts of radiation.
Opinion	=	Something that someone thinks or feels.	→	Example Using a mobile phone makes you look cool.

A. Analyze the Reading

Read the statements and check (✓) Fact or Opinion. Then compare answers with a partner.

	Fact	Opinion
1. More than two billion people use mobile phones today.	<input type="checkbox"/>	<input type="checkbox"/>
2. Mobile phones have made our lives easier.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mobile phones have made many people sick.	<input type="checkbox"/>	<input type="checkbox"/>
4. Research has shown that using mobile phones affects brain activity.	<input type="checkbox"/>	<input type="checkbox"/>
5. You shouldn't talk on a mobile phone every day.	<input type="checkbox"/>	<input type="checkbox"/>
6. High-tech machines can detect very small amounts of radiation from mobile phones.	<input type="checkbox"/>	<input type="checkbox"/>
7. You might want to take some advice from scientists.	<input type="checkbox"/>	<input type="checkbox"/>
8. It's annoying when people talk loudly on their mobile phones in restaurants and shops.	<input type="checkbox"/>	<input type="checkbox"/>

B. Apply the Reading Skill

Read the letter to the editor. For each numbered sentence, write *fact* or *opinion* below.

ETRO

W12

LETTER TO THE EDITOR

Is the Mobile Phone Industry Being Honest?

Dear Editor,

¹My name is Dr. Karl Nussbaum, and I work at a scientific research laboratory in Kansas City, Missouri. ²I believe that more research needs to be done about the potential health problems caused by mobile phones.

³Although we have been told by the mobile phone industry that their products are not dangerous, I don't agree. ⁴It is well known that mobile phones give off a lower level of radiation than many other electronic products. ⁵However, a new study by researchers in Sweden shows that even these low levels of radiation have killed brain cells in rats.

⁶As scientists, we should be doing more research on this topic. ⁷Mobile phone use has grown to over 2 billion customers around the world. ⁸If we don't do something about this problem, we could see an increase in certain kinds of cancer and other diseases in the future.

⁹We are currently doing research in our lab, trying to copy the results of the Swedish study. ¹⁰Our study will be completed next May, and we will publish our results then. In the meantime, if any other scientific groups are doing research on mobile phone use, please contact me at knussbaum@lab*tech.org.

1. *fact* _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Discussion & Writing

1. Give your opinions. What looks “cool” to you? Add one idea and check (✓) your answers.

I think	I don't think	_____ looks cool.
<input type="checkbox"/>	<input type="checkbox"/>	talking on a mobile phone
<input type="checkbox"/>	<input type="checkbox"/>	wearing a wireless earpiece for a mobile phone
<input type="checkbox"/>	<input type="checkbox"/>	driving a sports car
<input type="checkbox"/>	<input type="checkbox"/>	having a tattoo
<input type="checkbox"/>	<input type="checkbox"/>	_____

2. **Pair work.** Share opinions about what looks cool.

Example

A: I think talking on a mobile phone looks cool.

B: Really? I don't think it does. I think wearing a wireless earpiece for a mobile phone looks much cooler.

3. The writer of the article on pages 93–94 suggests that people should use mobile phones sensibly, or wisely. Write a list of “dos” and “don'ts” for using a mobile phone wisely.

Using a Mobile Phone Wisely	
Do	Don't
<i>Speak softly</i>	

Words to Remember			
NOUNS	VERBS	ADJECTIVES	ADVERBS
amount	agree	concerned	especially
health	blame	cool	potentially
means	claim	harmful	
proof	disagree	popular	
radiation	suffer	simple	
	use		
	worry		

Mini-Dictionary
page 158

Vanessa-Mae: A 21st Century Musician

Chapter

11

Chapter Focus

CONTENT

A young musician's life

READING SKILL

Dealing with unfamiliar words

BUILDING VOCABULARY

Understanding suffixes: *-able*,
-ous, *-ful*, *-less*



“I’ve always felt that good music, if it is well played, will touch anyone anywhere.”

—Vanessa-Mae, Singapore-born British musician (1978–)

Before You Read

A. Connect with the topic. Who is your favorite musician? What is your favorite song or piece of music by this person?

B. Pair work. Share your answers to Activity A with a partner.

Example

A: I really like...

B: What's his best song?

A: I think it's ...

C. Preview the reading. Move your eyes quickly over the reading on pages 103–104. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 2 more.)

Singapore _____

3. Key words. (What words appear several times? List 2 more.)

piano _____

4. I think this reading is probably about

_____ .

Vanessa-Mae: A 21st Century Musician

1 Vanessa-Mae was born in **Singapore** in 1978. Her mother was Chinese, and her father was from **Thailand**. At the age of four, Vanessa-Mae moved to London, England with her mother and stepfather.

As a young child, Vanessa-Mae was already a talented musician. She
5 took her first piano lesson when she was three years old and her first violin lesson when she was five.

Developing Skills

Vanessa-Mae studied music at the Central Conservatory of China in Beijing. She was the youngest student the Conservatory had ever
10 accepted. She also took lessons at the famous Royal College of Music in London. The director of the college described Vanessa-Mae as “a true child prodigy¹—like **Mozart** and **Mendelssohn**.”

When Vanessa-Mae was just eight years old, she had to make a big decision. She was equally gifted² at both the violin and the piano, but she
15 had to concentrate on just one instrument. Although she had just won a prize at a famous piano competition, Vanessa-Mae chose the violin.

At the age of nine, Vanessa-Mae went to **Germany** to take violin classes for advanced students. The best students were usually chosen to be a part of the recitals³ just once or twice. Vanessa-Mae was chosen four times.
20 These were her first performances in front of an audience.

By the time she was ten years old, Vanessa-Mae had studied the violin at some of the best schools in the world. She made her first professional appearance in 1988 with the Schleswig-Holstein Musik Festival in Germany.

Vanessa-Mae often played Mozart concertos. A concerto is a piece
25 of music written for one or more solo instruments accompanied by⁴ an orchestra.

Accomplishments

By the time she was twelve, Vanessa-Mae had played with orchestras all over the world as a soloist. She had also released⁵ three classical
30 recordings. Soon, however, Vanessa-Mae wanted to try playing other kinds of music as well.



1 **prodigy** genius; person with great ability

2 **gifted** talented

3 **recitals** performances by music or dance students

4 **accompanied by** along with; together with

5 **released** made available for sale

 **Maps**
pages 154, 155

**Culture and
Language Notes**
page 151

Although she loved classical music, Vanessa-Mae wanted to experiment with other kinds of music. At 14, she began to combine the traditional sound of her acoustic⁶ violin with the sounds made from her new electric
35 violin. She called this music “techno-acoustic fusion.” Vanessa-Mae loved the music that the two types of violins made together. Her first album with techno-acoustic fusion music was called *The Violin Player*. It was instantly successful and sold in over 20 countries. It was even a hit on the best-selling **music charts**.

40 No longer just a classical musician, Vanessa-Mae was asked to perform at international rock concerts. At a concert in Switzerland, the audience of 50,000 people gave her a 20-minute ovation.⁷ The crowd did not want her to stop playing.

45 Vanessa-Mae has sometimes been criticized for not just playing classical music. However, she feels it is important to introduce violin music to a new audience, and that her style of music has been helpful in reaching that goal. “If, as a result [of my music], people see the violin as a fresh, up-to-date⁸ instrument, that’s fine with me.”



Word Count: 496

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

After You Read

Understanding the Text

A. Comprehension: Sequencing

Number these events in Vanessa-Mae’s life from first (1) to last (6).

- ___ She moved from Singapore to London with her mother and stepfather.
- ___ She went to Germany to take advanced violin classes.
- ___ She made her first professional appearance.
- 1 She was born in Singapore.
- ___ She studied music in China.
- ___ She started playing “techno-acoustic fusion” music.

⁶ **acoustic** not electronic (a musical instrument)

⁷ **ovation** cheering by the audience

⁸ **up-to-date** contemporary; modern

B. Comprehension: Making Inferences

For each item below, fill in the correct circle.

- 1. Making Inferences** Vanessa-Mae was the youngest music student the Central Conservatory of China had ever accepted. You can infer from this that ____.
 Ⓐ the Conservatory only accepts young students
 Ⓑ the Conservatory was the only school that accepted Vanessa-Mae
 Ⓒ Vanessa-Mae was very talented when she was young
- 2. Making Inferences** At a concert in Switzerland, 50,000 people gave Vanessa-Mae a 20-minute ovation. You can infer from this that ____.
 Ⓐ the audience loved her music
 Ⓑ the audience didn't like her music
 Ⓒ her music was very unusual
- 3. Making Inferences** By the time she was twelve, Vanessa-Mae had played with orchestras all over the world. You can infer from this that ____.
 Ⓐ Vanessa-Mae traveled a lot before she was twelve
 Ⓑ Vanessa-Mae could speak many different languages when she was young
 Ⓒ Vanessa-Mae never played solo before she was twelve

C. Vocabulary

What is the meaning of each highlighted word in the passage? Circle your answers below.

At the age of nine, Vanessa-Mae went to Germany to take violin classes for **advanced** students. The best students were usually chosen to be a part of the **recitals** just once or twice. Vanessa-Mae was chosen four times. These were her first performances in front of an **audience**.

1. The word "advanced" in the passage is closest in meaning to (best / youngest).
2. The word "recitals" in the passage is closest in meaning to (lessons / concerts).
3. The word "audience" in the passage is closest in meaning to (people / stage).

D. Consider the Issues

Work with a partner to answer the questions below.

1. How would you describe Vanessa-Mae? Make five sentences using words from columns A and B. Add your own ideas in the blanks.

Example

I think Vanessa-Mae is successful because she works very hard.

	A		B
I think Vanessa-Mae is	interesting unusual creative talented successful smart _____ _____	because	she experiments with different kinds of music. she has lived in many countries. she has made several recordings. she started playing music when she was very young. she works very hard. she was equally gifted at the piano and violin. _____ _____

2. If you could interview Vanessa-Mae, what questions would you ask her?
Write your ideas below.

Examples

Do you feel nervous when you perform in front of an audience?

How long did you study in China?

- a. Do you _____?
- b. Did you _____?
- c. Who _____?
- d. What _____?
- e. When _____?
- f. Where _____?
- g. Why _____?
- h. How _____?

Building Vocabulary

Understanding Suffixes: *-able, -ous, -ful, -less*

Suffixes come at the ends of words. They help you know if a word is a noun, verb, or adjective. For example, many adjectives end with these suffixes:

Suffix	Sample Adjectives	Meaning
<i>-able</i>	portable profitable	can be carried can make a profit
<i>-ous</i>	famous cautious	having fame having caution
<i>-ful</i>	helpful successful	full of help full of success
<i>-less</i>	homeless friendless	without a home without friends

A. Underline the suffix in each word below. Then tell what you think each word means.

- countable can be counted
- washable _____
- readable _____
- dangerous _____
- spacious _____
- hopeful _____
- sorrowful _____
- loveless _____
- fearless _____
- sugarless _____

B. **Pair work.** Use a dictionary to check your meanings above. Were you able to guess correctly? How did the suffixes help you to guess each meaning?

Reading Skill

Dealing with Unfamiliar Words

When you are reading a paragraph in English, many of the words may be unfamiliar. However, stopping to look up every word in a dictionary can make it more difficult to understand the paragraph.

Instead, *try to get the general meaning* of the paragraph from the words you already know. Then *use context* to guess the meanings of other important words.

A. Analyze the Reading

Read the sentences. What kind of word do you think is missing? Fill in the correct circle. Do not look back at the reading.

1. By the time she was twelve, Vanessa-Mae had played with orchestras all over the world as a .
 (A) some kind of performer
 (B) some kind of instrument
 (C) some kind of music
2. Although she loved classical music, Vanessa-Mae wanted to with other kinds of music.
 (A) something like “travel”
 (B) something like “ask”
 (C) something like “try”
3. At 14, she began to the traditional sound of her acoustic violin with the sounds made from her new electric violin.
 (A) something like “talk”
 (B) something like “mix”
 (C) something like “not like”
4. At a concert in Switzerland, the audience of 50,000 people gave her a 20-minute . The crowd did not want her to stop playing.
 (A) something good
 (B) something bad
 (C) something strange

5. Vanessa-Mae has sometimes been _____ for not just playing classical music. However, she feels it is important to introduce violin music to a new audience...
- Ⓐ something like “liked”
 Ⓑ something like “not liked”
 Ⓒ something like “unhappy”
6. “If, as a result [of my music], people see the violin as a fresh, _____ instrument, that’s fine with me.”
- Ⓐ something like “old”
 Ⓑ something like “classical”
 Ⓒ something like “new”

B. Apply the Reading Skill

Read the passage and answer the questions below. Do not write the missing words in the paragraph.

Lara Ömeroğlu: Teen Piano Genius

When the Turkish _____ Lara Ömeroğlu was six years old, her mother took her to ballet lessons. But Lara wasn’t very interested in dancing. Instead, she was _____ by the piano _____ in class. So she _____ piano _____ and quickly showed great _____ for the piano. Over the next few years, she won _____ in various musical _____ around Europe. She then won a _____ to the _____ Purcell School in Britain, a boarding school _____ in musical training. In May 2010, at the age of 16, she won her biggest competition, _____ the _____ of “Young Musician 2010” from the British _____ BBC. “I feel really at home when I’m playing,” Lara said after winning the contest. “It doesn’t matter if I’m playing to one person or one million.” Now the music world is _____ what Lara will do next, since the BBC award has _____ many musical _____. Many people feel this _____ has a _____ future as a concert pianist.



1. Where is Lara from?
2. What were the first kind of lessons Lara took?
3. Where did Lara go for her musical training?
4. How old was Lara when she won her biggest competition?
5. What might Lara do in the future?

Do you need to understand every word in a reading? Why or why not?

Discussion & Writing

- Follow the instructions below to write a timeline for one of your classmates.

Step 1: List four or more important events in your life.

Example

broke my leg and went to the hospital started school
my brother was born started ballet lessons

Step 2: Exchange lists with a classmate. Ask questions to find out when each event happened.

Example

A: When did you break your leg?

B: When I was seven.

A: What year was that?

B: 2000.

Step 3: Use your classmate's answers to make a timeline about his or her life.

Example



- Find someone who answers *yes* to the first question in boxes 1 and 2 below. Then ask the follow-up questions to get more details.

1	2
A: Do you play a musical instrument? B: _____	A: Have you ever been to a concert? B: _____
A: What instrument do you play? B: _____	A: Where was the concert? B: _____
A: What kind of music do you like to play? B: _____	A: What kind of music was it? B: _____

Words to Remember

NOUNS

audience
competition
decision
director

VERBS

combine
concentrate (on)
describe
experiment (with)
perform
win (a prize)

ADJECTIVES

advanced
creative
gifted
talented

ADVERBS

instantly

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A Day in the Life of a Freshman

Chapter

12

Chapter Focus

CONTENT

A university student's life

READING SKILL

Using context clues

BUILDING VOCABULARY

Understanding phrasal verbs



“I have never let my schooling interfere with my education.”

—Mark Twain, American writer (1835–1910)

Before You Read

A. Connect with the topic. How likely is it¹ for a university freshman to do each activity below? Check (✓) your answers. Compare ideas with a classmate.

On a typical day, it's . . .				
very likely	likely	unlikely	very unlikely	for a university freshman to ____.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. get up early
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. skip a class
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. do homework
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. hang out with friends in a school club
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. borrow a friend's notes from a class
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. play sports
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. go to a library

B. Preview the reading. Move your eyes quickly over the reading on pages 113–114. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 2 more.) <u>Seoul, Korea</u> _____ _____	3. Key words. (What words appear several times? List 2 more.) <u>class</u> _____ _____
4. I think this reading is probably about _____ _____ _____.	

¹ how likely is it how probable is it; how common is it

A Day in the Life of a Freshman

by Chang Jae-Hyuk

1 *Chang Jae-Hyuk wrote this story when he was a university student in Seoul, Korea. Approximately 24.5 million people live in Seoul and its surrounding² areas.*

Wednesday

5 **7:00 a.m.:** I get up about seven o'clock in the morning. Since my friends and I have a group blind date with students from a women's university tonight, I take extra time to look my best. My mom calls me to eat breakfast, but I don't think I can. It's already 7:30, and I don't want to be late for my 9:00 class. It takes me about an hour and a half to get to my
10 university, so I hurry out.

8:00–9:00 a.m.: I take the bus to the subway station. There are so many people on the bus that I can't breathe. There is so much traffic that the bus can only crawl along.³ Finally, the bus arrives at the subway station. Unfortunately, there are a lot of people on the train, and the air is stuffy.
15 We finally arrive at Shinchon station, and my university is now about a ten-minute walk away. I run to my philosophy⁴ class so I won't be late again. I have already missed this class four times.

9:00–11:00 a.m.: **Thank goodness**, I'm safe. The professor comes in just after me.⁵ But now I'm so tired from running that I can't concentrate.
20 Then the person next to me asks what the homework is for our English class. That's right, there was English homework, but I forgot to do it! So I spend philosophy class doing my English homework.

English class is next. It seems like English is one big mountain that we all have to get over in our university days. If we want to get a decent job,
25 we have to be really good in English.

11:00 a.m.–2:00 p.m.: After two classes it's now 11:00, and I decide to go to my **club room**.⁶ Our club members spend their free time hanging out in that room. I chit chat with my friends for a while and then go to one of our school cafeterias for lunch.



 Map page 155

Culture and
Language Notes
page 152

2 **surrounding** nearby, around

3 **crawl along** move forward very slowly

4 **philosophy** the academic area related to the study of beliefs, values, and reason

5 **just after me** a very short time after me

6 **club room** a room where members of the same club meet on campus when they're not in class

30 **2:00–5:30 p.m.:** Now it's 2:00, and I have one more class at 3:00. My friends and I decide not to go to our 3:00 class. I shouldn't do this, but we don't want to hurry to the women's university after class. Instead, we go to play some **billiards** until it's time to go.

35 **5:30–10:30 p.m.:** It's 5:30 in a **coffee shop** in front of the university. All four of us are excited and wondering⁷ what the girls will be like. About ten minutes later, four girls come in. Then the awkward time begins. We ask some questions and so do they. I find my dream girl⁸ sitting in the corner, but I don't have the guts⁹ to speak to her. After 20 minutes, it's time to choose our partners. We decide, at the count of three,¹⁰ to point at
40 the partner we would like to have. If a boy and a girl are pointing at each other, they become partners. One, two, three! My dream girl is also pointing at me!

I spend the evening with my partner having a wonderful time. Right before we part, I ask for her phone number. If she gives me her number,
45 that means she also likes me. And she does! I get home about 10:30. I'm very tired but really happy, hoping that things go well with her.



Word Count: 577

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

After You Read

Understanding the Text

A. Comprehension: Scanning for Details

For each item below, fill in the correct circle.

1. **Scanning for Details** In the story, the author doesn't eat breakfast because ____.
 (A) he's not hungry
 (B) he's late for class
 (C) he doesn't want to be late for class

⁷ **wondering** thinking about

⁸ **dream girl** girl he really likes; an ideal partner

⁹ **the guts** the courage

¹⁰ **at the count of three** after saying 1, 2, 3

2. **Scanning for Details** The author says it's hard to breathe on the bus because ____.
- Ⓐ there are a lot of people on the bus
 - Ⓑ the bus moves very slowly
 - Ⓒ he had to run to the bus station
3. **Scanning for Details** It's uncomfortable at the beginning of the group date because ____.
- Ⓐ the girls are late
 - Ⓑ the boys and girls don't know each other
 - Ⓒ the boys and girls are good friends

B. Comprehension: Making Inferences

Read the statements and check (✓) True or False.

- | | True | False |
|---|--------------------------|--------------------------|
| 1. You can infer that the author doesn't enjoy his daily trip to school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You can infer that the author listened closely to his philosophy teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You can infer that today is not the first time the author has skipped class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You can infer that the author is a serious student. | <input type="checkbox"/> | <input type="checkbox"/> |

C. Vocabulary

Underline these words in the reading passage on pages 113–114. Then complete the sentences.

awkward blind date chit chat parted stuffy

1. My ex-boyfriend was at the party. I felt really _____ and uncomfortable when I saw him.
2. The air on the train is always _____ in the morning because there are so many people traveling into the city at the same time.
3. Marie went on a _____ last night with a guy who works with her roommate.
4. They _____ at the train station, not knowing if they would see each other again.
5. Sorry, I don't have time to _____—I'm late for my class!

D. Consider the Issues

Work with a partner to answer the questions below.

1. How would you describe the university freshman on pages 113–114? Make five sentences with words from columns A and B. You can also add words of your own.

Example

I think he is shy because he doesn't have the guts to speak to the girls.

	A		B
I think he is	shy friendly cool foolish disorganized funny _____ _____ _____	because he	skips classes. is often late to class. doesn't listen in class. does his homework in class. spends time with his friends. knows how to play billiards. doesn't have the guts to speak to the girls. _____ _____

2. The author of the article says, "If we want to get a decent job, we have to be really good in English." What reasons might he give for this? Add two reasons to the list below.

English is necessary for getting a job because ____.

- you might have to send an e-mail message in English
- _____
- _____

3. How is your daily life similar to that of the author of this article? How is it different? Write your ideas and share them with a partner.

My daily life is similar in some ways. For example, _____

My daily life is different in some ways. For example, _____

Building Vocabulary

Understanding Phrasal Verbs

Some verbs have two words. For example, *put off*, *look after*, and *look up* are called *two-word phrasal verbs*.

The meaning of a phrasal verb is different from the meaning of each word separately.

Examples

- Our club members spend their free time **hanging out** in that room.
(hanging out = relaxing)
- You should say goodbye before **hanging up** the telephone.
(hanging up = putting the telephone down or turning it off)
- **Hang on** for a minute while I look for my glasses.
(hang on = wait)
- I can't **hang out** the clothes because it's raining.
(hang out = put wet clothes outdoors to dry)

A. Read the sentences below and guess the meanings of the boldfaced phrasal verbs. Fill in the correct circle.

1. I have to **drop off** my paper at my professor's office.
 A leave
 B get
 C ask for
2. Alex **dropped by** my dorm room after class today.
 A called
 B lost something
 C came to
3. All my grades were missing, and I don't know why. Can you **look into** it for me?
 A see
 B find out what happened
 C tell someone about it
4. I need to **look up** the name of the book I need to buy for my class.
 A search for
 B read aloud
 C type

Reading Skill

Using Context Clues

You can often guess the general meaning of a difficult word by looking at the context—the other words in the sentence or nearby sentences. In the examples below, the underlined words help you guess the meanings of the boldfaced words.

Examples

- I **chit chat** with my friends for a while and then go to one of our school cafeterias for lunch.
- I find my **dream girl** sitting in the corner, but I don't have the guts to speak to her.
- Right before we **part**, I ask for her phone number... I get home about 10:30.

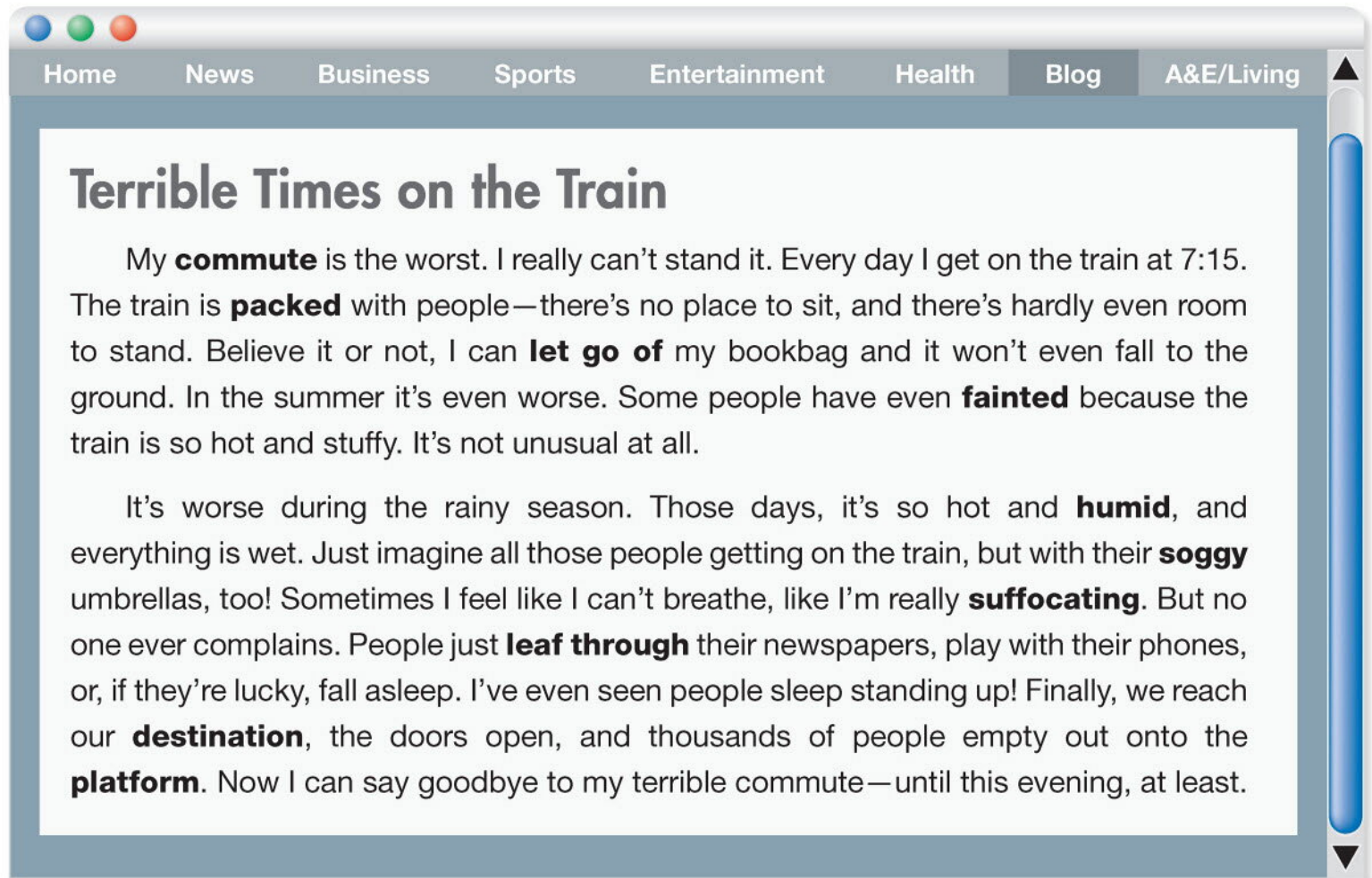
A. Analyze the Reading

Underline the information that helps you figure out the meanings of the boldfaced words.

1. The bus can only **crawl** along because there is a lot of traffic.
2. I can't **concentrate** on what the professor is saying because I'm so tired from running to class.
3. Since my friends and I have a **group blind date** with students from a women's university tonight, I take extra time to look my best.
4. It takes me about an hour and a half to get to my university, so I **hurry** out.
5. Unfortunately, there are a lot of people on the train, and the air is **stuffy**.
6. I'm safe. The professor comes in **just after** me.
7. It seems like English is one big mountain that we all have to **get over** in our university days.
8. If we want to get a **decent** job, we have to be really good in English.

B. Apply the Reading Skill

Read the blog and use context to match each boldfaced word with the correct meaning below.



The screenshot shows a web browser window with a navigation bar containing links for Home, News, Business, Sports, Entertainment, Health, Blog, and A&E/Living. The main content area features a blog post titled "Terrible Times on the Train". The text of the blog post describes a difficult commute on a crowded train during the rainy season, mentioning words like "commute", "packed", "let go of", "fainted", "humid", "soggy", "suffocating", "leaf through", "destination", and "platform".

- | | |
|---------------------|---|
| 1. ___ commute | a. wet, sticky (air) |
| 2. ___ packed | b. not able to breathe |
| 3. ___ let go of | c. the place you're going to |
| 4. ___ fainted | d. passed out, lost consciousness |
| 5. ___ humid | e. wet, full of water |
| 6. ___ soggy | f. daily travel to school or work |
| 7. ___ suffocating | g. crowded, full |
| 8. ___ leaf through | h. the place where you wait for or exit a train |
| 9. ___ destination | i. drop, let something fall |
| 10. ___ platform | j. read, turn the pages of |

Which words in the reading helped you understand the meanings of the boldfaced words? Tell a partner.

Discussion & Writing

1. What do you do with friends after work or school? Check (✓) Often, Sometimes, Rarely, or Never. Add one idea of your own to the list.

Often	Sometimes	Rarely	Never	Activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	hang out at school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	hang out at a friend's house
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	hang out in a coffee shop
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	play games
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	go shopping
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	go to the movies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	study
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	go on a group blind date
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Compare your answers with a partner.

2. Write about a typical day in your life. Answer these questions in your writing:
- When do you get up on a typical day?
 - How do you get to school or work?
 - Is your commute relaxing or stressful?
 - What are three interesting things you do during the day?
 - When, where, and what do you eat on a typical day?

Example

On a typical day, I get up at 7:30 a.m. I take a shower, get dressed, and have breakfast. Then I walk to the subway and . . .

Words to Remember

NOUNS

cafeteria
date
traffic

VERBS

go (well)
hang out
miss (a class)
part
point (at)

ADJECTIVES

awkward
dull
foolish
shy
stressful
stuffy

Love at First Sight

Chapter

13

Chapter Focus

CONTENT

Falling in love

READING SKILL

Summarizing

BUILDING VOCABULARY

Choosing definitions in a learner's dictionary



“Love at first sight—I can’t explain it, but it’s real and happens all the time.”

—Taylor Stanley, American actress (1976–)

Before You Read

A. Connect with the topic. Look at the painting on page 121. What is the relationship between the people in the painting? Check a box and compare answers with a classmate.

- good friends
- brother and sister
- boyfriend and girlfriend
- two people who just met
- classmates
- husband and wife

Example

I think they are ... because ...

B. Preview the reading. Move your eyes quickly over the reading on pages 123–124. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 4 more.)

Anne _____

3. Key words. (What words appear several times? List 4 more.)

love _____

4. I think this reading is probably about

_____ .

Love at First Sight

1 *It was love at first sight.* It's always exciting to hear those words. But do people really believe in love at first sight? We asked 40 Americans this question—18 men and 22 women. Thirteen people (32%) said they believed in love at first sight; 27 people (68%) said they didn't.

5 Next, we wanted to find out who believed in love at first sight and who didn't. We were surprised to find that both younger and older people believed they could fall in love in a few short seconds. We also learned that people from many different professions had love-at-first-sight experiences. These people included a scientist, an artist, a dancer, and
10 a computer programmer.

What was the most interesting thing we learned in our study? More men than women believed in love at first sight: 44% of the men believed in this kind of love, while only 27% of the women did. Here's what some of the men and women in our survey said about love at first sight.

15 **Name:** John

Occupation: Artist

Age: 30

“Yes, I believe in love at first sight. It happened to me. I was at a party several years ago when I saw Luisa. I knew she was the one for me when
20 her eyes flashed back at me.¹ It was like they looked into my heart, read my life story, and said, ‘I like what I see, and I want to be with you.’ That night at the party, I went over to Luisa and asked her to dance. She said, ‘Of course, I was waiting for you to ask.’ That was three years ago, and we're still together.”

25 **Name:** Mark

Occupation: Salesperson

Age: 35

“I didn't use to believe in love at first sight, but now I do. About four years ago, I was giving a sales presentation when this amazing woman
30 walked into the room. We made eye contact,² and my heart started beating faster.³ After my presentation, I introduced myself, and she and I went out



Culture and
Language Notes
page 153

¹ **her eyes flashed back at me** she looked into my eyes with a lot of emotion

² **made eye contact** looked into each other's eyes

³ **heart started beating faster** heart began to move very quickly

for dinner the next night. We talked and talked, and by the end of the evening, I was truly in love with her. That feeling of love at first sight was like nothing else. In just a few seconds, I was filled with intense⁴
35 energy and passion. Anne and I got married a year later.”

Name: Emily

Occupation: College student

Age: 23

“No, I don’t believe in love at first sight. Love comes later in a
40 relationship. When I met my boyfriend, I felt something tingly.⁵ I guess you could call it **puppy love**,⁶ but it wasn’t true love. It took about a year for true love to develop between us.”

Name: Carol

Occupation: Writer

45 **Age:** 37

“Do I believe in love at first sight? No, not really. Love is based on trust and shared experiences and values.⁷ Love takes time to develop. You fall in love slowly by talking to a special person, writing him **love letters**, fighting, making up. The key to love is staying excited about the other
50 person, month after month, year after year.”

Name: Sarah

Occupation: High school senior

Age: 18

“I don’t think love at first sight happens very often, but of course it
55 happens sometimes. It makes me happy to think that it might happen to me. If I didn’t believe love at first sight was possible, it would be really depressing.”



Word Count: 616

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About the Survey

The authors sent an e-mail message to 75 Americans, asking them to answer some questions about love at first sight. Forty people responded. The youngest person who answered the questions was 15, and the oldest person was 62. Many of the people who responded were students; others were teachers, lawyers, and other professionals.

⁴ **intense** very strong

⁵ **felt something tingly** had feelings of excitement

⁶ **puppy love** early feelings of love that are not serious

⁷ **shared experiences and values** things that two people do together and ideas they agree on

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Finding the Main Idea** This reading is primarily about ____.
 Ⓐ the difference between love and friendship
 Ⓑ whether or not people believe in love at first sight
 Ⓒ how true love develops
- 2. Scanning for Details** Which statement is true about the people in the study?
 Ⓐ 32% of the men and women don't believe in love at first sight.
 Ⓑ 56% of the men believe in love at first sight.
 Ⓒ 27% of the women believe in love at first sight.
- 3. Scanning for Details** We know for certain that John and Luisa ____.
 Ⓐ are married
 Ⓑ met three years ago
 Ⓒ are going to get married
- 4. Scanning for Details** The following people believe in love at first sight: ____.
 Ⓐ John, Mark, and Sarah
 Ⓑ Mark, Emily, and Sarah
 Ⓒ John, Mark, and Carol
- 5. Making Inferences** You can infer that ____.
 Ⓐ Emily has had a love-at-first-sight experience
 Ⓑ Anne is in love with Mark
 Ⓒ John, Emily, and Carol are very good friends

B. Vocabulary

Underline these words in the reading passage on pages 123–124. Then complete the sentences.

amazing eye contact make up professions survey

1. Are you and Lara still angry with each other? I hope you _____ soon.
2. I'm doing a(n) _____. Do you have a few seconds to answer some questions?
3. I had so much fun on my date with Michael. We had a(n) _____ time!

4. There are usually a lot of jobs available in medical _____, like nursing.
5. Don't make _____ with him. If you do, he'll think you're interested in talking to him.

C. Consider the Issues

Work with a partner to answer the questions below.

1. In the reading, five people give their opinions about love at first sight. Look at the reading and complete this chart.

Name, Profession, Age	Believes in Love at First Sight?	Reason
John, <i>artist</i> , 30	<i>yes</i>	<i>It happened to him.</i>
Mark, _____	_____	_____
Emily, _____	_____	_____
Carol, _____	_____	_____
Sarah, _____	_____	_____

2. What can you conclude from the information in the chart above? Check (✓) one or more of the boxes below.
 - Both of the men believe in love at first sight.
 - All of the women believe in love at first sight.
 - The three people in their 30s believe in love at first sight.
 - The people who have experienced love at first sight believe it's real.
3. Which statement describes your reaction to the reading. Check (✓) one or more statements and write your own idea.
 - I think this study was interesting.
 - This study was not scientific, so it was not interesting to me.
 - I was surprised that more men believed in love at first sight than women.
 - I would like to see a similar study of 40 people from my country.
 - _____

Building Vocabulary

Choosing Definitions in a Learner's Dictionary

If you find a word you don't know in a paragraph, you may be able to guess its meaning from context. Other times, you may want to look up the unknown word in a dictionary. Instead of using a bilingual dictionary, try using a learner's dictionary. This is a dictionary with definitions that use easier words than other English-English dictionaries.

To choose the right definition:

- Find the word in the dictionary. Scan the definitions, and choose the ones that are the same part of speech (noun, verb, adjective, etc.) as the word you're looking for. Read the definitions you chose.
- Look at the sample sentences and phrases with the definitions. Even if you don't understand every word in the definition, the context of the sample sentences and phrases can help you understand the meaning.

- A. Read the sentence and the dictionary definitions. Then answer the questions below.

The **key** to love is staying excited about the other person, month after month, year after year.

key /ki/ *noun* [count] **1** a piece of metal that opens or closes a lock: *Have you seen my car keys?* **2** something that helps you achieve or understand something: *A good education is the key to success.* **3** one of the parts of a computer, a piano, or other musical instrument that you press with your fingers: *Press the escape key to exit the program. Pianos have black and white keys.* **4 (MUSIC)** a set of musical notes that is based on one particular note: *This piece is in the key of A minor.* **5** answers to questions: *Check your answers with the key at the back of the book.*

from the *Oxford Basic American Dictionary for learners of English*

1. Which dictionary definition matches the meaning of *key* in the sentence above?

2. Write your own sentence using this meaning of *key*.

3. What part of speech is this meaning of *key*?

4. How many of the other definitions of *key* did you know? Which one do you use the most?

Reading Skill

Summarizing

When you summarize something, you retell the most important information in your own words. Summarizing something you read can help you remember information.

Summary of paragraph 1, lines 1–4:

A survey asked 40 Americans if they believed in love at first sight. About one-third said yes. The other two-thirds said no.

A. Analyze the Reading

Complete these summaries of the reading on pages 123–124. (Different answers may be possible.)

1. Summary of paragraphs 2 and 3 (lines 5–14):

The survey found that both _____ and _____ people, and people from many _____, believe in love at first sight. More _____ believe in love at first sight than _____.

2. Summary of the five participants' answers (lines 15–57):

Both John and Mark _____ in love at first sight. They both fell in love with their partners the day they _____ them. Emily and _____ don't believe in love at first sight. They think love takes time to _____. Sarah thinks love at first sight doesn't happen often, but she hopes it will _____ to her someday.

3. Summary of "About the Survey:"

Out of 75 _____ who were asked to do the survey, _____ answered. The _____ was 15, and the oldest was _____. Many were _____; others were working _____.

B. Apply the Reading Skill

Read the passage and complete the summaries below.

At What Age Do People Get Married?

Do people around the world get married at the same age? The age that people get married for the first time is, on average, around 28 for men and 26 for women. The marriage age in most of Europe and East Asia is usually a bit higher than average—around 30 for men and 28 for women. Men and women in the United States usually get married a little earlier—around 27 for men and 25 for women. In Canada and Australia, the average marriage age is closer to that of Europe.

According to several studies, the age that people get married for the first time is rising around the world. In the United States, the average age rose from 22.8 for men and 20.3 for women in 1960 to 27.5 for men and 25.6 for women in 2007. In Japan, the ages have risen from 27.2 for men and 24.4 for women in 1960 to 30.2 for men and 28.5 for women in 2008. In Korea, the average age in 1960 was 25.4 for men and 21.5 for women. This has increased to 31 for men and 28 for women in 2008.

Average Age at First Marriage		
Location	Men	Women
Australia (2000)	30.6	28
Canada (2003)	30.6	28.5
France (2005)	31.9	29.7
Hong Kong (2009)	31.1	28.8
Italy (2007)	32.8	29.7
Japan (2008)	30.2	28.5
South Korea (2008)	31	28
Spain (2008)	33.6	32.9
Taiwan (2009)	31	28.1
Turkey (2007)	26	23
United Kingdom (2005)	30.7	28.5
United States (2007)	27.5	25.6

Sources: Wikipedia, Government Census Data.

1. Summary of paragraph 1:

The average age for people to get married for the first time is _____ for men and _____ for women. In Europe and East Asia it is _____. In the United States it is _____. Marriage age in Canada and Australia is similar to _____.

2. Summary of paragraph 2:

The average marriage age is _____ around the world. The paragraph gives information about three countries: the United States, Japan, and _____. The average marriage age has risen about three to six years in these countries since _____.

3. Summary of the chart next to the article:

Of the _____ locations listed in the chart, the highest age for men is _____ and the lowest is _____. The highest age for women is _____ and the lowest is _____.

Discussion & Writing

1. What do these quotations mean to you? Compare ideas with a partner.

“Love is blind.”

—William Shakespeare, English writer (1564–1616)

“Love conquers all things.”

—Virgil, Roman poet (70–19 BCE)

2. In a group of three to four people, discuss one of the questions below.

- Do you think it’s possible to fall in love at first sight?
- Do you think love makes a person more beautiful?
- Do you think love is “blind?”
- Do you think love conquers all things?

Now follow the steps below.

Step 1: Each group member should choose one of the questions. Ask each person in your group to answer the question you chose and record their answers in the chart. Then add your own answer.

Question: _____

Classmates’ Names	Yes	No
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

Step 2: Count the number of people who answered *yes*. Then report your group’s answers to the class.

Example

Two people believe in love at first sight.

Two people don’t believe in love at first sight.

Step 3: Listen to the other groups’ reports. Do the answers surprise you? Why or why not?

Words to Remember

NOUNS

profession
(at first) sight
survey

VERBS

base
include
(fall in) love
make up
marry

ADJECTIVES

amazing
depressing
intense

Great Places to Visit

Chapter

14

Chapter Focus

CONTENT

Travel destinations

READING SKILL

Reading words in groups

BUILDING VOCABULARY

Using context to recognize word forms



“The world is a book, and those who do not travel read only a page.”

—St. Augustine, Roman African philosopher (354–430 CE)

Before You Read

A. Connect with the topic. Look at the photos of famous places in Taiwan. Which is the most / least interesting to you? Rank the places from 1 (most interesting) to 4 (least interesting) and tell a partner.



Shih-lin Night Market Rank ____



Taroko Gorge Rank ____



Lan Yu (Orchid Island) Rank ____



Taipei 101 Rank ____

Example

I think the Shih-lin Night Market is the most interesting place because ...

B. Preview the reading. Move your eyes quickly over the reading on pages 133–134. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 2 more.)

Taroko Gorge _____

3. Key words. (What words appear several times? List 2 more.)

market _____

4. I think this reading is probably about _____

_____ .

Great Places to Visit

- 1 Each month, **National Geographic magazine** asks an editor from one of its international editions to answer the question, “What are the best places to visit in your area of the world?” Yung Shih Lee, the editor of National Geographic Taiwan, thinks the sights below are some of the best places to visit. Would you like to visit these places?

 Map page 155

Culture and Language Notes page 153

Shih-lin Night Market

- “This market is the center of Taiwanese nightlife on the north side of Taipei. It’s very different from the morning markets where people shop for food to cook at home. At the Shih-lin Night Market, people show up¹ to have a snack or drink, buy a few things, and just hang around.² Life really begins around 6 p.m. and can go on until three in the morning. On weekends the market is open even later.”



Taroko Gorge³

- “The word *taroko* means ‘beautiful’ in the language of the **Atayal** people, and that’s exactly what the Taroko Gorge is. Visitors can take a train or a 30-minute flight from Taipei to visit this natural wonder.⁴ A 12-mile (19-kilometer) bus tour takes passengers through the gorge, making stops for riders to walk through man-made tunnels⁵ or enjoy the scenic views.”



-
- 1 **show up** arrive at a place
 2 **hang around** stay in one place without doing anything
 3 **gorge** a deep, narrow opening between two mountains
 4 **natural wonder** something in nature that you admire
 5 **tunnels** holes through mountains for cars or trains

Lan Yu (Orchid Island)

“This small island about 40 miles
30 (60 kilometers) southeast of Taiwan is
home to the native **Yami** people. It is
one of the few places in Taiwan where
the traditions of native people are still
well preserved. Tourists can stay in
35 island hotels or arrange to stay in a Yami
family’s home. Lan Yu is also home to
many species found nowhere else in the
world. Its beautiful coral reefs are also
great for scuba diving.”



40 Taipei 101

“Taiwan is not just a traditional
place—it’s very modern, too. In 2004,
work was completed on Taipei 101, now
the second tallest building in the world.
45 This massive⁶ skyscraper was the first
building ever built over half a kilometer
tall—it is 509 meters. Taipei 101 is also a
symbol of Chinese culture, and its design
features⁷ Chinese plants and pagodas.⁸
50 Even though Taiwan sometimes
experiences earthquakes, Taipei 101 is
safe because of the way it was built. Taipei
101 houses offices and shops, and even
has parking for cars. It is an impressive⁹
55 and exciting sight.”



Word Count: 383

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁶ **massive** very, very big

⁷ **features** shows

⁸ **pagodas** traditional Chinese buildings

⁹ **impressive** wonderful; extraordinary

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- Finding the Main Idea** This reading is primarily about ____.
 A beautiful places to visit in nature
 B good places to visit in Taiwan
 C good places to visit around the world
- Understanding the Author's Purpose** The author's purpose in writing this article was to ____.
 A give useful information about interesting places in Taiwan
 B tell an interesting story
 C help people understand the history of Taiwan
- Making Inferences** You can infer that the Shih-lin Night Market is ____.
 A small
 B busy
 C new
- Making Inferences** You can infer that Lan Yu (Orchid Island) ____.
 A has a lot of natural beauty
 B is a crowded place
 C is a modern place
- Scanning for Details** How long is the bus tour through Taroko Gorge?
 A 12 kilometers
 B 19 kilometers
 C 30 kilometers

B. Vocabulary

Underline these words in the reading passage on pages 133–134. Then match each word with its definition to the right.

- | | |
|-------------------|--|
| 1. ___ massive | a. a very tall building |
| 2. ___ passengers | b. a group of just one kind of plant or animal |
| 3. ___ skyscraper | c. people who ride a boat, train, or other vehicle |
| 4. ___ traditions | d. very big, huge |
| 5. ___ species | e. typical customs of a place or people |

C. Consider the Issues

Work with a partner to answer the questions below.

1. Use the information in the reading and pictures on pages 133–134 to complete the chart below. Then compare charts with a partner.

Places to Visit	What can you do and see there?
Shih-lin Night Market	<i>You can have a snack or drink.</i> <i>You can see a lot of people.</i> _____ _____ _____
Taipei 101	_____ _____ _____ _____
Lan Yu (Orchid Island)	_____ _____ _____ _____
Taroko Gorge	_____ _____ _____ _____

2. Use your notes from the activity above to answer these questions.
 - a. Which of these places would be interesting to a young child? Why?
 - b. Which place would help foreigners experience life in Taiwan today? Why?
 - c. Which place would be the most interesting to you? Why?
 - d. Which place would be the least interesting to you? Why?
 - e. Have your answers to questions C and D changed since you ranked the four places in the *Before You Read* section of this chapter? Why or why not?

Building Vocabulary

Using Context to Recognize Word Forms

Many nouns and verbs in English have the same form, so sometimes it can be difficult to know which form you are seeing when you read. For example, the word *house* can be both a noun and a verb. You must use context to know if the word is a noun or verb.

Example

They decided to **house** the treasures at the National Museum.

“House” is a verb. “They decided to” helps you know that “house” is part of an action, and not a noun.

Would you prefer to live in a **house** or an apartment?

“House” is a noun. “Live in a” helps you know that “house” is a noun, and not a verb.

Here are some other words that you can use as a noun or a verb:

- | | | |
|----------|-----------|------------|
| • cook | • request | • tour |
| • drink | • shop | • treasure |
| • e-mail | • sleep | • visit |
| • place | • stop | • walk |

A. In each question below, is the word in italics a noun or a verb? Circle noun or verb.

1. Which of your possessions do you *treasure* the most? (noun / verb)
2. What shouldn't you *place* on your desk during a test? (noun / verb)
3. Where would you *house* ten students visiting from another country? (noun / verb)
4. Did you make any *stops* on your way to class today? (noun / verb)
5. How often do you go for a *walk*? (noun / verb)
6. How much *sleep* do you get? (noun / verb)
7. Would you like to take a *tour* of the city today? (noun / verb)
8. Where do you *shop* for clothes? (noun / verb)
9. What foods do you know how to *cook*? (noun / verb)
10. What do you usually *drink* in the mornings? (noun / verb)

B. Pair work. Ask a partner the questions in Activity A.

Reading Skill

Reading Words in Groups

We don't usually read a sentence word by word. Instead, we read words in small groups, or "chunks." Reading words in groupings like this makes it easier to understand the ideas in a sentence.

Example

- Reading word by word: *It's / very / different / from / the / . . .*
- Reading in chunks: *It's very different from / the morning markets / where people shop for food / to cook at home.*

Here are some common chunks of words:

- article + adjective + noun
the morning markets
- dependent clauses
where people shop for food; that everybody likes
- infinitive + noun
to cook food; to make a mistake
- prepositional phrases
in a restaurant
- verb + adverb
walked quickly; left quietly

A. Analyze the Reading

Read aloud each pair of sentences one chunk at a time. Check (✓) the sentence that sounds more natural to you.

- 1a.** Even / though Taiwan sometimes / experiences earthquakes, Taipei 101 / is safe.
- 1b.** Even though Taiwan / sometimes experiences earthquakes, / Taipei 101 is safe.
-
- 2a.** Visitors can take a train / or a 30-minute flight / from Taipei / to visit this natural wonder.
- 2b.** Visitors can / take a train or a 30-minute / flight from Taipei to / visit this natural wonder.
-
- 3a.** Life really begins / around 6 p.m. / and can go on / until three in the morning.
- 3b.** Life really begins around 6 / p.m. and can go on until / three in the morning.

B. Apply the Reading Skill

Read aloud the paragraphs below. Where do you pause or take a breath? Mark each group of words with a slash (/). Use the first paragraph as an example. Different answers are possible.



If you're looking for adventures / in a unique vacation place, / try Dubai. / Located south of the Persian Gulf, / on the Arabian Peninsula, / Dubai is one of the seven emirates / of the United Arab Emirates. / It enjoys sunny days / and warm temperatures / year round, / though the best time to visit / is between November and March / when the sun is not so strong.

Every year, millions of visitors come to Dubai. The beautiful architecture, creative theme parks, sunny beaches, surrounding desert, and outstanding hotels and restaurants are just some of Dubai's many attractions. There are also many activities to enjoy. Some of the most popular activities in Dubai are scuba diving, camel racing, and, of course, shopping.

Shopping in "the Shopping Capital of the Middle East" can be an adventure, especially in January. The month-long Dubai Shopping Festival brings 3.3 million shoppers to the special events, the nightly fireworks, and the huge sales on luxury items.

If you're not interested in shopping, there is still plenty to do, like sand skiing. This unusual sport is increasingly popular with tourists and locals. A jeep will take you to the high desert dunes between Dubai and the village of Hatta, where you can sand ski or sand board.

But one of the coolest things to do in Dubai is to play in the snow. Yes, snow! *Ski Dubai* is an indoor ski resort with artificial snow where you can ski, snowboard, or just make a snowman. The temperature is always -1° to -2° C. It is the largest indoor snow park in the world.

So, if you plan to visit Dubai, pack carefully. You'll probably need your wallet, your sunscreen, and a winter coat and hat!

Compare your ideas with a partner.

Discussion & Writing

1. Complete the chart with your own answers.

Places	Things to Do and See There	
1. <i>San Francisco's</i> <i>Golden Gate Park</i>	<i>ride a bike</i>	<i>picnic</i>
	<i>rollerskate</i>	<i>rent a boat</i>
2. _____ _____	_____	_____
3. _____ _____	_____	_____
4. _____ _____	_____	_____

2. Write a short description about one of the places you chose.

Example

There are many great places to visit in San Francisco. One of my favorite places is Golden Gate Park. You can ride a bike, . . .

Words to Remember

NOUNS

island
market
passengers
sights
species
view

VERBS

go on
hang around
have (a snack)
make (a stop)
show up

ADJECTIVES

man-made

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Chapter 1 | Culture and Language Notes

High school *High school* students in the United States are generally 14–18 years old. All students in the United States must go to school until they are 16 years old. To the right is a chart with more information about American high school students.

Grade	Name for Students	Age of Students
9	Freshman	14–15
10	Sophomore	15–16
11	Junior	16–17
12	Senior	17–18

Stanford University The *Leland Stanford Junior University* is often called *Stanford University* or *Stanford*. It is located in Stanford, California, near San Francisco. Stanford is among the best and most famous universities in the United States and is recognized around the world as a top research and teaching institution. There are about 6,600 undergraduate students and 11,900 graduate students at Stanford.

Football In most countries, *football* is a game in which two teams of players kick a round, white ball into a goal. Americans, however, call this game *soccer*, not football. In *American football*, two teams of players throw, run, and kick a brown ball back and forth. Famous American football teams include the Dallas Cowboys, the San Francisco 49ers, and the New York Giants.

Guinness World Records Formerly known as *The Guinness Book of Records*, or *The Guinness Book of World Records*, *Guinness World Records* is one of the bestselling books of all time. Formed in 1955 and updated annually, *Guinness World Records* is a reference book containing information about famous records of amazing human achievements and wonders of the natural world.

Chapter 2 | Culture and Language Notes

Japan *Japan* is an island nation in northeast Asia. The capital of Japan is Tokyo. About 25 million people live in and around the city. The population of Japan is about 127 million. Japan has the second largest economy in the world after the United States. People from Japan are called *Japanese*, and the language they speak is also called Japanese.

London *London* is the capital of the United Kingdom, an island nation in the North Atlantic Ocean. The United Kingdom includes England, Scotland, Wales, and Northern Ireland. About seven million people live in London.

Potatoes In England, the United States, and other Western countries, many people eat *potatoes* with dinner every night. *French fries*, *baked potatoes*, and *mashed potatoes* are the most popular potato dishes in the United States. People eat potatoes with meat, chicken, and fish.

Pub In the United Kingdom, *pubs* are casual places to eat, drink, play games, and talk to friends. A favorite pub meal is *fish and chips*. This is a meal of fried fish and potatoes. In the United States, pubs are not common. Many American adults meet their friends at a restaurant for dinner.

Chapter 3 | Culture and Language Notes

Jazz music *Jazz music*, or *jazz*, started in the southern part of the United States, in African-American communities, in the early 20th century. It began as a mixture of African and European music and has grown into its own form of music over the last hundred years. The 1920s and 30s in the U.S. were known as the *Jazz Age*, and some of its leaders included famous musicians such as Louis Armstrong, Count Basie, and Duke Ellington.

Academy Awards The *Academy Awards* ceremony, also known as the *Oscars*, is a ceremony that recognizes the work of actors, directors, producers, editors, and other people involved in making movies of all kinds. The first Academy Awards were held in the Hotel Roosevelt in Hollywood, California, in 1929, and they are currently held every spring in the Kodak Theatre in Hollywood. Each person who wins an Academy Award receives a small, golden statue, which has been known as “Oscar” since 1939.

Blues music *Blues music* came from similar roots to jazz music but is very different in many ways. Blues music, or *blues*, has very specific kinds of bass parts and lyrics. Usually blues songs are very sad in both their lyrics and the way the music itself sounds. Blues music has grown from its origins in the American South in the late 19th century to a popular music form that has influenced many other styles of music today. Famous blues artists have included Bessie Smith, Muddy Waters, and B.B. King.

Chapter 4 | Culture and Language Notes

Nishinomiya, Japan *Nishinomiya City* is located in the southeastern part of Hyogo Prefecture in Japan between Kobe and Osaka. About 476,000 people live in Nishinomiya.

Negros Island *Negros Island* is located in the southern part of the Philippines. About one million people live on the island. Negros Island is near Cebu, a famous island resort. Agriculture is the main activity of the people on Negros Island. They grow sugar, corn, coconut, and rice.

Philippines The *Philippines* is an island nation in southeast Asia. (Note: English speakers call this country *the Philippines*.) Manila is the capital city. The population of the Philippines is 92 million. People from the Philippines are called *Filipinos*, and the country has two official languages, Filipino and English.

Volunteer A *volunteer* is someone who helps other people but doesn't get paid. According to an American publication called *The Chronicle of Philanthropy*, 26% of Americans did volunteer work in 2008.

Chapter 5 | Culture and Language Notes

Istanbul *Istanbul* is the largest city in Turkey and one of the largest cities in the world, with a population of just under 13 million people. Formerly known as Byzantium (around 660 BCE) and Constantinople (after 330 CE), the city previously served as a capital in the Roman and Ottoman Empires. Built along the Bosphorus Strait, Istanbul is the only large city in the world that exists on two continents—part in Asia and part in Europe.

Seoul *Seoul* is the capital of the Republic of Korea. About 10.4 million people live in Seoul, making it one of the biggest cities in Asia. Seoul is the largest city in Korea, a country with a population of 48.8 million. People around the world learned a lot about Seoul when the 1988 Summer Olympic Games were played there.

Social networking sites *Social networking sites* are online websites or services whose main purpose is to build relationships among people with similar interests or histories. Some of the most popular social networking sites are *Facebook*, *MySpace*, *Twitter*, *Linked In*, *Cyworld*, and *Friendster*. These sites are largely used to share content such as photos, news, and comments, though they are also used as a replacement for e-mail by many people.



Chapter 6 | Culture and Language Notes

Bhatkal *Bhatkal* is a port city in southwestern India. Though it is fairly small, with a population of around 32,000, it is an important station on the railway line between Mumbai and Mangalore.

India *India* is located in southern Asia between Pakistan and Myanmar (Burma). India's coastline along the Arabian Sea and Bay of Bengal is 7,000 kilometers long. More than one billion people live in India. The capital of India is New Delhi, which has a population of ten million people. Many Indian people speak English because India was once a British colony. Hindi, however, is the national language.

KFC *KFC* is a popular fast food restaurant in North America, Asia, and other parts of the world. The restaurant is famous for its traditional fried chicken. In fact, the original name of KFC was *Kentucky Fried Chicken*. Kentucky is a state in the eastern part of the United States.

Chapter 7 | Culture and Language Notes

Carbon energy *Carbon energy* comes from carbon-based fuels, or fuels whose energy mostly comes from the burning of carbon. Carbon-based fuels can be divided into two main groups, biofuels and fossil fuels. Biofuels come from sources like plant materials, such as wood or corn. Fossil fuels, which are more common, come mostly from oil, coal, and natural gas. Fossil fuels are taken from the ground, where they have developed over billions of years. Many scientists believe that the amount of carbon energy that is easily available to people is decreasing because humans have used more than half of what is available over the last 150 years.

Brooklyn New York City is made up of five boroughs (parts): Manhattan, *Brooklyn*, Queens, The Bronx, and Staten Island. Brooklyn is the most heavily populated of these boroughs, with 2.5 million people, and the second largest in terms of total size. Since 1883, Brooklyn has been connected to Manhattan by the famous Brooklyn Bridge. Brooklyn has long been home to many different immigrant groups coming to the United States and has a wide range of museums, sports events, and outdoor parks and attractions.

Pasadena, California *Pasadena* is a city in Los Angeles County, California. With a population of around 143,000, it is the seventh largest city in Los Angeles County. Pasadena may be best known as the host of the *Tournament of Roses Parade*, which is held every New Year's Day, and the *Rose Bowl* American football game, both of which are watched by millions of Americans every year.

Chapter 8 | Culture and Language Notes

Artificial intelligence *Artificial intelligence*, or AI for short, is the area of computer science that focuses on trying to make computers “think” like people. So-called “intelligent” machines can learn from their environment and adapt what they do to perform better. Although there have been more problems than successes in the development of AI technologies, AI is now used more widely in the fields of medicine, logistics, and data analysis. Some scientists believe that AI is going to be a more important part of humans’ lives in the future, while others feel that there is no way to build a machine that can think like a human can.

Nanobots *Nanorobots* or *nanobots* are machines that scientists hope to create in the near future. In theory, nanobots would use nanotechnology, technology that is built to a size of 1 to 100 nanometers (1×10^{-9} m), or smaller than the size of a single molecule. Some scientists are hopeful that nanobots will be helpful in the field of medicine, especially in finding early signs of diseases like cancer.

Alcor Life Extension Foundation The *Alcor Life Extension Foundation* is a non-profit company based in Scottsdale, Arizona, U.S. It researches and provides cryopreservation services for its members, of whom there are currently over 900. *Cryopreservation* is the practice of freezing people’s bodies in liquid nitrogen after they die, with the hope that new technology in the future will bring them back to life.

Chapter 9 | Culture and Language Notes

Foreign baseball players *Foreign baseball players* are players who are citizens of one country but play baseball in another country. For example, an American playing baseball in Japan is a foreign baseball player.

Venezuela *Venezuela* is a large country in South America. It is located on the Caribbean Sea and North Atlantic Ocean next to Colombia. The capital of Venezuela is Caracas. Twenty-four million people live in Venezuela, and the official language is Spanish. Baseball is very popular in Venezuela.

Hot dogs *Hot dogs* are warm red sausages that Americans eat at baseball, football, and other games. People usually eat hot dogs in a piece of white bread called a *roll*. Many people put *ketchup*, *mustard*, and *onions* on their hot dogs.

Dominican Republic The *Dominican Republic* is located on an island in the Caribbean Sea. (Note: English speakers call this country *the Dominican Republic*.) Santo Domingo is the country's capital. About 10 million people live in the Dominican Republic. People from this country are called *Dominicans*, and Spanish is the official language.

Merengue *Merengue* is a very popular Dominican dance. A man and woman dance closely together. They move their hips from left to right. Merengue music is very fast and happy. When you hear it, you want to dance.



Chapter 10 | Culture and Language Notes

Health professionals *Health professionals* are people who work in the medical field. Doctors, nurses, dentists, and psychologists are all health professionals.

Negative publicity A company gets *negative publicity* when something bad happens to its products, services, or employees and the media informs the public about the problem. For example, a restaurant gets negative publicity if someone gets sick after eating there and a newspaper article is written about the sick person.

Warning label A *warning label* is a small piece of paper on the outside of a product. This label tells people that the product may be dangerous. Usually, it is the government of a country that tells private companies they must include warning labels on their products.

Chapter 11 | Culture and Language Notes

Singapore *Singapore* is a small island nation next to Malaysia in Southeast Asia. About 5 million people live in Singapore. People from Singapore are called *Singaporeans*. Chinese and English are the official languages.

Thailand *Thailand* is a large country in southeast Asia. The country borders Myanmar (Burma), Cambodia, Laos, and Malaysia. About 67 million people live in Thailand. The capital of the country is Bangkok. People from Thailand are called *Thai*. Their language is also called Thai.

Mozart *Wolfgang Amadeus Mozart* (1756–1791) is one of the most important composers of classical music. Mozart was born in Salzburg, Austria. He is called a *child prodigy* because he composed beautiful music and was a great piano player when he was only six years old.

Mendelssohn *Felix Mendelssohn* (1809–1847) was also a child prodigy and a great composer. Mendelssohn was born in Hamburg, Germany. Like Mozart, Mendelssohn was an excellent composer and piano player when he was a young boy.

Germany With 83 million people, *Germany* has the largest population of all of the European countries. Germany borders nine countries, including France and Poland. The capital of Germany is Berlin. People from Germany are called *Germans*, and their language is called German, too.

Music charts People look at *music charts* every week to see which songs are the most popular. These charts are often called *Top 20 charts* because they list the 20 most popular songs for the past week. You can find Top 20 charts in magazines, newspapers, and on websites. In the United States, the most popular Top 20 chart is published every week by *Billboard*. *Billboard* has Top 20 charts for many kinds of music, including pop, country, electronic, and hip-hop.

Chapter 12 | Culture and Language Notes

Thank goodness Many English speakers use the expression *Thank goodness*. They use this expression to say they feel happy, lucky, or relieved. For example, if there is a car accident and no one is hurt, people say, “Thank goodness! No one was hurt.”

Club room Students at schools and universities throughout the world join *clubs*. Clubs are groups of people who share the same interests. For example, students who like to study French can join a French club. The students in a club are called *club members*. Often, universities, especially in Asia, will have a *club room* where a club’s members can meet before, after, and between classes, eat together, and discuss homework and projects.

Billiards *Billiards* is a game played on a table with hard, round balls. (Note: The word *billiards* is always used with a singular verb, “*Billiards* is fun.”) There are several forms of billiards games including *pool* and *snooker*. In each of these games, you use a *cue*—a long stick—to hit one ball against another ball. The goal is to send all of your balls into holes on the sides and corners of the table. Billiards was originally played in Europe more than 500 years ago, but it is now popular all over the world.

Coffee shop A *coffee shop* is a casual and inexpensive place to get coffee and a snack or a meal. Coffee shops are popular places at which students all over the world hang out. On most American university campuses, you can find coffee shops, snack bars, ice cream bars, and/or restaurants.

Chapter 13 | Culture and Language Notes

Puppy love *Puppy love* is a term that talks about feelings of love between children and teens, which is said to be different from “true” love. It is called *puppy love* to suggest that this type of love is young and childish. It is sometimes seen in a negative way, such as saying, “Those two aren’t really in love. It’s just puppy love.” In other words, their love may be cute, but it isn’t real.

Love letters Long before the age of e-mail and instant messaging, handwritten *love letters* were an important method of communication between people in love. Some famous people’s love letters have been published in books, including letters from Catherine of Aragon to King Henry VIII of England, novelist Zelda Sayre to American author F. Scott Fitzgerald, Mexican artist Frida Kahlo to muralist Diego Rivera, and former British Prime Minister Winston Churchill to his wife Clementine.

Chapter 14 | Culture and Language Notes

National Geographic magazine The *National Geographic Society* is the world’s largest non-profit organization for science and education. Every month, this society publishes a magazine with beautiful photographs and articles about people, animals, and interesting places from all over the world. *National Geographic* is published in many different languages.

Atayal The *Atayal* people live in northern Taiwan. They are one of the nine tribes, or groups of people, who have lived there for hundreds of years. Many *Atayal* people live inside the Taroko National Park, about 40 miles (64 kilometers) from Taipei. The men are good hunters, and the women are excellent weavers.

Yami The *Yami* people have lived on Lan Yu (Orchid Island) for thousands of years. The people still live very traditionally with no cars, banks, or other signs of modern life. The *Yami* men wear silver helmets on their heads. The men with the largest helmets are the richest men in the group. The *Yami* people also build beautiful wooden boats. It often takes three years to build these boats because they have so much beautiful design and decoration.

Map 1 Europe



Map 2 Asia



Map 3 The United States of America



Map 4 Central and South America




Mini-Dictionary

All dictionary content is taken from the *Oxford Basic American Dictionary for learners of English* © Oxford University Press.


AWL Academic Word List


The Academic Word List contains 570 words that are commonly used in academic English.


 Oxford 2000 keywords


The orange 2000 keywords are the words that are used most often across the widest range of contexts, so they are important words to know, and to know well.

ad /æd/ *noun* short for advertisement:
a TV ad


ad-vanced  /əd'vænst/ *adjective* of or for someone who is already good at something; difficult: *an advanced English class*


ad-vice  /əd'vaɪs/ *noun* words that you say to help someone decide what to do: *The book gives some good advice on traveling overseas.*

a-gree  /ə'gri/ *verb* to have the same opinion as another person about something: *Martin thinks we should go by train, but I don't agree.*

a-lone  /ə'loun/ *adjective, adverb* without any other person: *I don't like being alone in the house.*


a-maz-ing /ə'meɪzɪŋ/ *adjective* If something is amazing, it surprises you very much and is difficult to believe: *The concert was amazing—I didn't want it to end.*

a-mount  /ə'maʊnt/ *noun* how much there is of something: *He spent a large amount of money.*


an-a-lyze  **AWL** /'ænəlaɪz/ *verb* to look at or think about the different parts of something carefully so that you can understand it: *They will analyze the statistics.*


ap-pre-ci-ate  **AWL** /ə'prɪʃieɪt/ *verb* to be grateful for something that someone has done for you: *Thank you for your help. I appreciate it.*


au-di-ence /'ɒdiəns/ *noun* the people who are watching or listening to a movie, play, concert, television program, etc.: *Several audience members left before the end of the show.*

av-er-age  /'ævərɪdʒ/ *adjective* normal or usual: *The average student gets around 5 hours of homework a week.*

awkward /'ɔːkwɜːd/ *adjective* not comfortable; making you feel embarrassed: *I felt awkward at the party because I didn't know anyone.*


base  /beɪs/ *verb*
base something on something to make or develop something, using another thing as a starting point: *The movie is based on a true story.*


be-hav-ior  /br'hervyər/ *noun* the way you are; the way that you do and say things: *He was sent out of the class for bad behavior.*

blame  /bleɪm/ *verb* to say that a certain person or thing made something bad happen: *The other driver blamed me for the accident.*


blog /blɒɡ/ *noun* a personal record that someone puts on their website saying what they do every day and what they think about things


blur-ry /'bləri/ *adjective* not clear: *I can't read the words—they're all blurry.*

bor-ing  /'bɔːrɪŋ/ *adjective* not interesting: *That class was so boring!*

brain  /breɪn/ *noun* the part inside the head of a person or an animal that thinks and feels: *The brain controls the rest of the body.*

caf-e-te-ri-a /,kæfə'tɪriə/ *noun* a restaurant where you choose and pay for your meal and then carry it to a table. Places like factories, schools, and hospitals often have **cafeterias**.


care  /keər/ *verb*
take care of someone or something to keep someone or something safe, well, or in good condition: *She is taking care of her sister's baby today.*


chal-lenge  **AWL** /ˈtʃæləndʒ/ *noun* a new or difficult thing that makes you try hard: *Climbing the mountain will be a real challenge.*


chat /tʃæt/ *verb* to talk in a friendly, informal way with someone: *We chatted on the phone for a few minutes.*


cheer /tʃɪr/ *verb* to shout to show that you like something or to encourage someone: *The crowd cheered loudly when the players ran onto the field.*

claim /kleɪm/ *verb* to say that something is true: *He claims that he did the work without help.*


close  /kloʊs/ *adjective* If people are **close**, they know each other well and like each other very much: *I'm very close to my sister.*


com-bine  /kəmˈbaɪn/ *verb* to join; to mix two or more things together: *The two schools combined and moved to a larger building.*

com-mon  /ˈkɑːmən/ *adjective* happening often or found in many places: *Back pain is a common medical problem.*


com-mu-ni-ty  **AWL** /kəˈmyunəti/ *noun* all the people who live in a place; the place where they live: *The mayor discussed how to reduce crime in the community.*

com-pa-ny  /ˈkɑːmpəni/ *noun* a group of people who work together to make or sell things: *an advertising company*

com-pe-ti-tion  /ˌkɑːmpəˈtɪʃn/ *noun* a game or test that people try to win: *I entered the painting competition and won first prize.*


con-cen-trate  **AWL** /ˈkɑːnsntreɪt/ *verb* to give all your attention to something: *Stop looking out of the window and concentrate on your work!*

con-cerned /kənˈsɜːnd/ *adjective* worried about something: *They are very concerned about their son's health.*


cool  /kuːl/ *adjective* very good or fashionable: *Those shoes are so cool!*


cre-a-tive **AWL** /kriˈeɪtɪv/ *adjective* A person who is **creative** has a lot of new ideas or is good at making new things: *She's a fantastic designer—she's so creative.*

crowd-ed /ˈkraʊdəd/ *adjective* full of people: *The streets were very crowded.*


cus-tom-er  /ˈkʌstəmə/ *noun* a person who buys things from a store or other business

dai-ly /ˈdeɪli/ *adjective, adverb* happening or coming every day or once a day: *There are daily flights between Miami and Dallas.*


dan-ger-ous  /ˈdeɪndʒərəs/ *adjective* A person or thing that is **dangerous** may hurt you: *It's dangerous to ride a motorcycle without a helmet.*

date  /deɪt/ *noun* a romantic meeting when two people go out somewhere: *He asked her out on a date.*

de-li-cious /dɪˈlɪʃəs/ *adjective* very good to eat: *This soup is delicious.*

de-ci-sion  /dɪˈsɪʒn/ *noun* choosing something after thinking; deciding: *I have to make a decision about what I'm going to do when I finish school.*


de-press-ing **AWL** /dɪˈpresɪŋ/ *adjective* *That movie about the war was very depressing.*

de-scribe  /dɪˈskraɪb/ *verb* to say what someone or something is like or what happened: *Can you describe the man you saw?*

di-al /ˈdaɪəl/ *noun* a round part of a clock or other piece of equipment with numbers or letters on it, which shows the time, speed, temperature, etc.: *Check the tire pressure on the dial.*

dig-i-tal /ˈdɪdʒətəl/ *adjective* using an electronic system that changes sounds or pictures into numbers before it stores or sends them: *a digital camera*

di-rec-tor /dɪˈrɛktər/ *noun* a person who controls a business or a group of people

dis-a-gree  /ˌdɪsəˈɡri/ *verb* to have a different opinion from someone else: *I said it was a good movie, but Jason disagreed with me.*

dis-ap-point-ed /ˌdɪsəˈpɔɪntəd/ *adjective*

If you are **disappointed**, you feel sad because what you wanted did not happen: *Sue was disappointed when she didn't win the prize.*

do /du/ *verb* to carry out an action: *He did the cooking.*

down-load /ˈdaʊnləʊd/ *verb* If you **download** a computer program or information from the Internet, you make a copy of it on your own computer: *I downloaded some music files from their website.*

dream /driːm/ *verb* to hope for something nice in the future: *She dreams of becoming a famous actress.*

dull /dʌl/ *adjective* not interesting or exciting: *Life is never dull in a big city.*

ef-fect /ɪˈfɛkt/ *noun* a change that happens because of something: *We are studying the effects of heat on different metals.*

em-bar-rass-ing /ɪmˈbærəsɪŋ/ *adjective* If you are **embarrassed**, you feel shy or worried about what other people think of you: *I couldn't remember her name—it was so embarrassing!*

end /ɛnd/ *verb*

end up to finally be in a place or doing something when you did not plan it: *If she continues to steal, she'll end up in prison.*

en-er-gy /ɛnərˈdʒi/ *noun* the power from electricity, gas, oil, etc. that is used to make machines work and to make heat and light: *It is important to try to save energy.*

en-vi-ron-ment /ɛnˈvaɪənmənt/ *noun* the air, water, land, animals, and plants around us: *We must do more to protect the environment.*

es-pe-cial-ly /ɪˈspɛʃəli/ *adverb* more than usual, or more than others: *I hate getting up early, especially in winter.*

ex-pect /ɪkˈspɛkt/ *verb* to think that someone or something will come, or that something will happen: *I'm expecting a letter.*

ex-pe-ri-ence /ɪkˈspɪriəns/ *noun* knowing about something because you have seen it or done it: *She has four years' teaching experience.*

ex-per-i-ment /ɪkˈspɛrəmənt/ *noun* a scientific test that you do to find out what will happen or to see if something is true: *They have to do experiments to find out if the drug is safe for humans.*

ex-per-i-ment /ɪkˈspɛrəmənt/ *verb* to do an experiment or to test something: *I don't think it's right to experiment on animals.*

ex-pres-sion /ɪkˈsprɛʃn/ *noun* a word or group of words; a way of saying something: *The expression "to drop off" means "to fall asleep."*

fail /feɪl/ *verb* to not do something that you should do: *The driver failed to stop at a red light.*

fan /fæn/ *noun* a person who likes someone or something, for example a singer or a sport, very much: *She is a big fan of modern art.*

farm-ing /ˈfɑːmɪŋ/ *noun* managing a farm or working on it: *farming methods*

find /faɪnd/ *verb* to see or get something after looking or trying: *I can't find my glasses.*

find /faɪnd/ *verb*

find out to get information about something: *Can you find out what time the train leaves?*


fool-ish /ˈfuːlɪʃ/ *adjective* stupid or silly: *a foolish mistake*

for-ev-er /fəˈrɛvər/ *adverb* for all time: *I will love you forever.*

fresh /frɛʃ/ *adjective* (used especially about food) made or picked not long ago; not frozen or in a can: *Eat plenty of fresh fruit and vegetables.*

fu-ture /ˈfjuːtʃər/ *noun* the time that will come: *No one knows what will happen in the future.*

gift-ed /ˈɡɪftəd/ *adjective* very intelligent, or having a strong natural ability: *Our school has a gifted and talented program.*

go  /gou/ *verb* to happen in a certain way: *How is your new job going?*


go on to continue: *She went on writing.*

hang  /hæŋ/ *verb*


hang around to stay somewhere with nothing special to do: *My plane was late so I had to hang around in the airport all morning.*


hang  /hæŋ/ *verb*


hang out to spend a lot of time in a place, often not doing much: *On Saturdays I hang out with my friends at the mall.*

hard  /hard/ *adverb* a lot: *You need to try harder!*


harm-ful /'hɑ:mfʌl/ *adjective* Something that is **harmful** can hurt or damage people or things: *Fruit juice can be harmful to children's teeth.*


have  /hæv/ *verb* a word that you use with many nouns to talk about doing something: *What time do you have breakfast?*


health  /helθ/ *noun* the condition of your body: *Smoking is bad for your health.*


hope  /hoʊp/ *verb* to want something to happen or be true: *She's hoping for a bike for her birthday.*

im-port /ɪm'pɔ:rt/ *verb* to buy things from another country and bring them into your country: *The U.S. imports bananas from Ecuador.*

im-press  /ɪm'pres/ *verb* to make someone admire and respect you: *We were very impressed by your work.*

im-pres-sion  /ɪm'preʃn/ *noun* feelings or thoughts you have about someone or something: *What was your first impression of the city?*


im-prove  /ɪm'pru:v/ *verb* to become better or to make something better: *Your English has improved a lot this year.*


in-clude  /ɪn'klud/ *verb* to have someone or something as one part of the whole: *The price of the room includes breakfast.*

in-stant-ly /ɪn'stæntli/ *adverb* immediately; at once: *The driver was killed instantly.*

in-tense **AWL** /ɪn'tens/ *adjective* very great or strong: *The heat from the fire was intense.*

in-ven-tion /ɪn'venʃn/ *noun* a thing that someone has made for the first time

is-land  /'aɪlənd/ *noun* a piece of land with water all around it: *the Caribbean islands*


judge  /dʒʌdʒ/ *verb* to have or to form an opinion about someone or something: *It's difficult to judge how long the project will take.*

keep  /kip/ *verb*


keep away to not go near someone or something: *Keep away from the river, children.*

know  /noʊ/ *verb*

get to know to be familiar with a person or place: *I liked him when I got to know him (=started to know him).*


knowl-edge  /'nɔ:lɪdʒ/ *noun* what you know and understand about something: *He has a good knowledge of U.S. history.*

life-style /'laɪfstɑɪl/ *noun* the way that you live: *They have a healthy lifestyle.*

loud  /laʊd/ *adjective, adverb* making a lot of noise: *I couldn't hear what he said because the music was too loud.*


love  /lʌv/ *noun*

fall in love to begin to love someone: *He fell in love with Anna the first time they met.*


make  /meɪk/ *verb* to cause something to be or to happen; to perform an action: *The plane made a loud noise when it landed.*

make  /meɪk/ *verb*

make up to become friends again after an argument: *Laura and Tom had an argument last week, but they've made up now.*

man-ag-er  /'mænɪdʒər/ *noun* a person who is in charge of a business, a store, an organization, or part of an organization: *He is the manager of a shoe store.*

man-made /,mæn 'meɪd/ *adjective* made by people; not formed in a natural way: *man-made materials*

mar-ket  /'mɑ:kət/ *noun* a place where people go to buy and sell things, usually outside: *There is a fruit and vegetable market here on Fridays.*

mar·ket·ing /'mɑ:kətɪŋ/ *noun* using advertisements to help a company sell its products: *She works in the marketing department.*

mar·ry /'mæri/ *verb* to take someone as your husband or wife: *They married when they were very young.*

mean·ing /'mi:nɪŋ/ *noun* what something means or shows: *This word has two different meanings.*

means /minz/ *noun* a way of doing something; a way of going somewhere: *Do you have a means of transportation (= a car, a bicycle etc.)?*

miss /mɪs/ *verb* to not see or hear something: *You missed a good program on TV last night.*

nap /næp/ *noun* a short sleep during the day: *I took a nap after lunch.*

na·tive /'neɪtɪv/ *adjective* connected with the place where you were born: *I returned to my native country.*

ne·ga·tive /'negətɪv/ *adjective* bad or harmful: *The whole experience was definitely more positive than negative.*

neigh·bor·hood /'neɪbər'hʊd/ *noun* a part of a town or city; the people who live there: *They live in a friendly neighborhood.*

nor·mal /'nɔ:ml/ *adjective* usual and ordinary; not different or special: *I will be home at the normal time.*

of·fer /'ɔ:fər; 'ɑ:fər/ *verb* to say or show that you will do or give something if another person wants it: *She offered me a piece of cake.*

or·gan·i·za·tion /,ɔ:rgənə'zeɪʃn/ *noun* a group of people who work together for a special purpose: *He works for an organization that helps old people.*

o·ver·seas /,oʊvər'sɪz/ *adjective, adverb* in, to, or from another country across the ocean: *She travels overseas a lot.*

part /pɑ:t/ *verb* to go away from each other: *We parted at the airport.*

pass /pæs/ *verb* to do well enough on an examination or test: *Did you pass your driving test?*

pas·sen·ger /'pæsəndʒər/ *noun* a person who is traveling in a car, bus, train, or airplane but not driving or flying it: *The plane was carrying 200 passengers.*

per·form /pər'fɔ:m/ *verb* to be in something such as a play or a concert: *The band has never performed here before.*

per·son·al /'pɜ:sənəl/ *adjective* of or for one person: *That letter is personal and you have no right to read it.*

plan /plæn/ *verb* to intend or expect to do something: *I'm planning on taking a vacation in July.*

point /pɔɪnt/ *verb* to show where something is using your finger, a stick, etc.: *I asked him where the bank was and he pointed across the road.*

pop·u·lar /'pɒpyələər/ *adjective* liked by a lot of people: *Baseball is a popular sport in the U.S.*

pos·si·ble /'pɒsəbl/ *adjective* able to happen or to be done: *Is it possible to get to your house by train?*

po·ten·tial·ly /pə'tenʃəli/ *adverb* This is a potentially dangerous situation (= it could be dangerous).

pri·va·cy /'praɪvəsi/ *noun* being alone and not watched or disturbed by other people: *He locked the door so he could have some privacy.*


pro·fes·sion /prə'feɪʃn/ *noun* a job that needs a lot of studying and special training: *She's a doctor by profession.*


prof·it /'prɒfət/ *noun* money that you get when you sell something for more than it cost to buy or make: *They made a profit of \$10.*


proof /pruf/ *noun* information which shows that something is true: *Do you have any proof that you are the owner of this car?*

pur·pose /'pɜ:pəs/ *noun* the reason for doing something: *The purpose of this meeting is to decide what we should do next.*

ra·di·a·tion /,reɪdi'eɪʃn/ *noun* dangerous energy that some substances send out: *High levels of radiation have been recorded near the nuclear power plant.*

reach  /ritʃ/ *verb* to arrive somewhere:
It was dark when we reached the campsite.


re-al-ize  /'ri:əlaɪz/ *verb* to understand or know something: *When I got home, I realized that I had lost my key.*


rea-son-a-ble  /'ri:znəbəl/ *adjective* fair or right in a particular situation: *I think \$100 is a reasonable price.*


re-cy-cle /ri'saɪkl/ *verb* to do something to materials like paper and glass so that they can be used again: *Glass containers can be recycled.*

reg-u-lar-ly  /'regjələrli/ *adverb*
If something happens **regularly**, it happens again and again with the same amount of time in between: *We meet regularly every Friday.*


re-ject **AWL** /rɪ'dʒekt/ *verb* to say that you do not want someone or something: *She got rejected from Princeton University.*

re-la-tion-ship  /rɪ'leɪʃn,ʃɪp/ *noun* the way people or groups behave with each other or how they feel about each other: *I have a good relationship with my parents.*


re-quest  /rɪ'kwest/ *verb* to ask for something: *I requested a private room at the hospital.*

re-search  **AWL** /'rɪsərtʃ/ *noun* studying something carefully to find out more about it: *scientific research*

re-search-er **AWL** /rɪ'sərtʃər/ *noun*
a medical researcher


roof  /ru:f/ *noun* the top of a building or car, which covers it


rou-tine /ru'tɪn/ *noun* your usual way of doing things: *Make exercise a part of your daily routine.*

rule  /rul/ *noun* something that tells you what you must or must not do: *It's against the rules to smoke.*

run  /rʌn/ *verb*


run into to meet someone by chance:
Guess who I ran into today?

sci-en-tif-ic  /,saɪən'tɪfɪk/ *adjective* of or about science: *We need more grants for scientific research.*

se-lect  /sə'lekt/ *verb* to take the person or thing that you like best: *We select only the finest fruits.*

show  /ʃəʊ/ *verb*


show up to arrive: *What time did they show up?*


shy  /ʃaɪ/ *adjective* not able to talk easily to people you do not know: *He was too shy to speak to her.*

sight  /saɪt/ *noun*

at first sight when you see someone or something for the first time: *He fell in love with her at first sight.*

sights the interesting places, especially in a city or town, that are often visited by tourists: *When you come to St. Louis, I'll show you the sights.*


sim-ple  /'sɪmpl/ *adjective* easy to do or understand: *This dictionary is written in simple English.*

sleep  /sli:p/ *noun* the natural condition of rest when your eyes are closed and your mind and body are not active or conscious: *I didn't get any sleep last night.*


sleep-y /'sli:pi/ *adjective* tired and ready to sleep: *I feel sleepy after that big meal.*


so-cial net-work-ing /,səʊʃəl 'netwɜ:kɪŋ/ *noun* the activity of meeting and communicating with people using a website or other service on the Internet

spe-cies /'spi:ʃɪz/ *noun* a group of animals or plants that are the same and can breed (= make new animals or plants) together: *a rare species of frog*

spend  /spend/ *verb* to pass time:
I spent the summer in New Hampshire.


spill /spɪl/ *verb* If you **spill** a liquid, it flows out of something by accident:
I spilled my coffee!


stay  /steɪ/ *verb* to continue in the same way and not change: *I tried to stay awake.*


stress  **AWL** /stres/ *noun* a feeling of being very worried because of problems in your life: *Mom's been suffering from stress since Dad got sick.*


stress-ful **AWL** /'stresfl/ *adjective* causing you to worry a lot: *a stressful job*

stuff-y /'stʌfi/ *adjective* If a room is **stuffy**, it has no fresh air in it: *Open the window—it's very stuffy in here.*


suc-ceed  /sək'sid/ *verb* to do or get what you wanted to do or get: *She finally succeeded in getting a job.*


suc-cess-ful  /sək'sɛ:ʃl/ *adjective* If you are **successful**, you have or have done what you wanted, or you have become popular, rich, etc.: *The play was very successful.*


suf-fer  /'sʌfər/ *verb* to feel pain, sadness, or another unpleasant feeling: *She suffers from bad headaches.*


sur-vey  **AWL** /'sərveɪ/ *noun* asking questions to find out what people think or do: *We did a survey of people's favorite TV shows.*

tal-ent-ed /'tæləntəd/ *adjective* having a natural ability to do something well: *a talented musician*


touch  /tʌtʃ/ *noun*
keep in touch with someone to meet, call, or write to someone often: *Are you still in touch with Kevin?*

tra-di-tion  **AWL** /trə'diʃn/ *noun* something that people in a particular place have done or believed for a long time: *In the U.S. it's a tradition to eat turkey on Thanksgiving.*


traf-fic  /'træfɪk/ *noun* all the cars and other vehicles that are on a road: *There was a lot of traffic on the way to work this morning.*


treat  /trit/ *verb* to behave in a certain way toward someone or something: *How does your boss treat you?*


un-com-fort-a-ble  /ʌn'kʌmfərtəbl/ *adjective* not pleasant to wear, sit on, lie on, etc.: *The chair was hard and uncomfortable.*


up-set  /,ʌp'set/ *adjective* unhappy or worried: *The kids were really upset when the dog died.*


ur-ban /'ərbən/ *adjective* connected with a city: *urban areas*

use  /yuz/ *verb* to do a job with something: *Could I use your phone?*


used  /yust/ *adjective*
get used to something to begin to know something well after a time: *I'm getting used to my new job.*


view  /vyu/ *noun* what you can see from a place: *There were beautiful views of the mountains all around.*


vol-un-teer  **AWL** /,vɒlən'tɪr/ *noun* a person who says that they will do a job without being forced or without being paid: *They're asking for volunteers to help at the children's hospital.*

vol-un-teer  **AWL** /,vɒlən'tɪr/ *verb* to say that you will do a job without being forced or without being paid: *I volunteered to do the dishes.*

wal-let /'wʌlət/ *noun* a small, flat case for money and bank cards: *A pickpocket stole my wallet.*

win  /wɪn/ *verb* to receive something because you did well or tried hard: *I won a prize in the competition.*

won-der  /'wʌndər/ *verb* to ask yourself something; to want to know something: *I wonder why he didn't come.*

wor-ry  /'wɒri/ *verb* to feel that something bad will happen or has happened; to make someone feel this: *I always worry when Mark doesn't come home at the usual time.*

yell /yɛl/ *verb* to shout loudly: *Stop yelling at me!*



HUMAN INTEREST

Anne of Green Gables

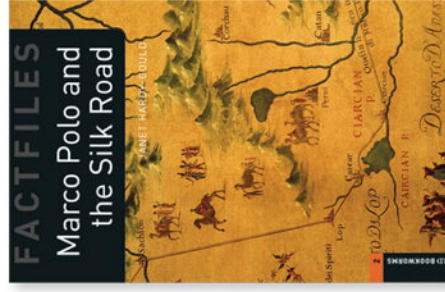
L.M. Montgomery
Retold by Clare West

Marilla Cuthbert and her brother Matthew want to adopt an orphan to help on the farm at Green Gables. They ask for a boy, but they get Anne, who has red hair and freckles, and who talks and talks and talks.

They didn't want a girl, but how can they send a child back like an unwanted parcel? So Anne stays, and begins a new life in the sleepy, quiet village of Avonlea in Canada.

But it is not so quiet after Anne comes to live there...

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f FACTFILES

Marco Polo and the Silk Road

Janet Hardy-Gould

For a child in the great city of Venice in the thirteenth century, there could be nothing better than the stories of sailors. There were stories of strange animals, wonderful cities, sweet spices, and terrible wild deserts where a traveller could die. One young boy listened, waited, and dreamed. Perhaps one day his father and uncle would return. Perhaps he too could travel with them to great markets in faraway places. For young Marco Polo, later the greatest traveler of his time, a dangerous, exciting world was waiting...

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CLASSICS

Huckleberry Finn

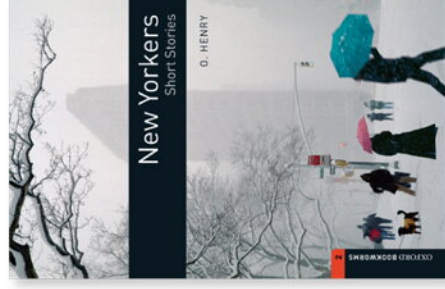
Mark Twain
Retold by Diane Mowat

Who wants to live in a house, wear clean clothes, be good, and go to school every day? Not young Huckleberry Finn, that's for sure.

So Huck runs away, and is soon floating down the great Mississippi River on a raft. With him is Jim, a black slave who is also running away. But life is not always easy for the two friends.

And there's 300 dollars waiting for anyone who catches poor Jim...

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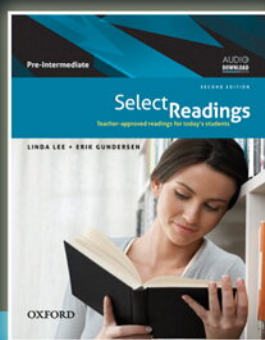
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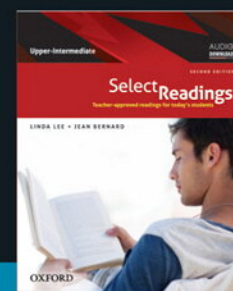
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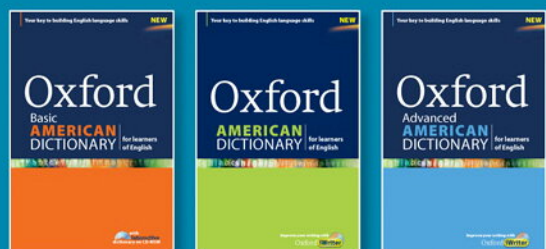
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