

Contents

Learn to Learn	5
Unit 1 No Regrets.....	9
Unit 2 The Tell-Tale Heart.....	19
Unit 3 The Chemistry of Citrus Fruit.....	29
Unit 4 Runners Up.....	39
Unit 5 Memory.....	49
Unit 6 Eyewitness.....	59
Unit 7 Ordinary People, Extraordinary Things.....	69
Unit 8 Pygmalion.....	79
Unit 9 Debate.....	89
Unit 10 Field Trip.....	99
Grammar Reference.....	109
Irregular Verbs.....	116
Phonetic Symbols	117
Glossary	117
Bibliography	127

Dear Student,

Welcome to **Crossover Plus 3!**

Crossover Plus 3 is an exciting new course that will help you learn English quickly and easily.

In your *Student's Book*, you will find:

- Interesting topics to help you develop your language.
- Communicative activities that you can relate to your own experience.
- Cultural information about other countries that help you compare experiences.

About your *Student's Book*:

Your *Student's Book* has ten *Units*. Each *Unit* is about a different topic. Each *Unit* ends with a *Review* to help you practice language and vocabulary.

At the front of your book you will find a *Learning to Learn* section. This gives you useful tips for how to improve your language learning skills: listening, speaking, reading, and writing.

At the back of the book you will find:

- A *Glossary*, to help you with difficult words.
- A list of *Irregular Verbs* for easy reference.
- A *Phonetic Symbols* table to help you with pronunciation.
- A *Grammar Reference* to explain and check language rules and structures.

We at University of Dayton Publishing sincerely believe that **Crossover Plus 3** will help you progress in English in a positive way.

Are you ready to *cross over* into the English-speaking world?

Are you a competent listener?

By now you will be able to deal with a variety of situations and will have developed a variety of listening strategies that will have helped you in your language learning process. A competent listener not only understands the meaning of what he or she hears, but also comprehends the speaker's intention.



Comprehending meaning implies understanding the words that are being said. The following four steps will help you be a more competent listener.

- Identify the purpose for listening. Use your background knowledge of the topic in order to predict or anticipate content.
- Focus on the parts of the listening that are relevant to the purpose and ignore the rest. Being selective will allow you to focus on specific information and reduces the amount of information you have to hold in your short-term memory.
- Check comprehension while listening. Try to detect inconsistencies and comprehension failures. Then attempt again using alternate strategies.

Read these situations and say what strategies are required.

1. Answering the telephone and taking a message.
2. Working in a real estate agency and taking the details from someone who wants to rent a department.
3. Following directions to a friend's house on your mobile phone as you are walking there.

Comprehending intention requires more than understanding meaning. It implies understanding the message itself and the speaker's purpose, whether spoken or not spoken.

- Pay attention to the context. This will help you to understand the relationship between the speakers.
- Identify the register. Register is the type of language used by different people (e.g. doctors, children) in different situations (e.g. formal or informal). The register we use changes depending on who we are with or where we are.
- Listen to the tone. This will tell you if the speaker is nervous, happy, excited or angry. Most of the time a person's tone tells you as much as their words.

Listen to, but do not watch, five minutes of a TV program or movie in English. Answer the questions.

1. How many speakers are there?
2. What is their relationship?
3. Where are they and why are they there?
4. What is the register?
5. What can you tell about the speakers based on their tone?

Think about yourself

Answer the questions.

Which strategies do you use when listening?

Which strategies do you need to work on?

What can you do to improve your listening skills?

Speaking

Are you a competent speaker?

Speaking competently means that you can now express yourself in a variety of ways. Remember to use facial expressions and gestures to help convey your message in conversations. Also use intonation and stress to show which parts of what you are saying are more important or less important. You can also start to rephrase, to slow down, or to speed up as you speak depending on the message you want to put across.



Accuracy refers to how precisely we speak another language. Although you shouldn't expect everything to be perfect, because you make mistakes in your own language, accuracy has an important role as you learn to speak more English.

Listen to a native-speaker of English on TV or the radio.

- Note the number of mistakes he or she made.
- Write down his or her hesitations.
- Write what words he or she rephrased.
- Note down how the subject of the conversation changed from one point to another unexpectedly.

Using language to talk about language is important in developing speaking. Remember that misunderstanding and clarification can occur in your native language, so don't be embarrassed if you don't understand another speaker or if they have not understood you. Learning clarification phrases will help you to clarify situations more easily and keep a positive attitude towards yourself and others. Also, use expressions and gestures to help.

With a partner, role-play a situation in a travel agency.

- Role-play the dialogue in pairs.
- Have another pair listen and make notes on the way the dialogue went.
- Listen to their feedback.
- Then listen to their role-play and make notes.
- Give the other pair feedback.

Think about yourself

1. Think of a conversation (if possible, in English) that you have had today. Who was it with?
2. What was the purpose of the conversation?
3. How fluent was the conversation?
4. How accurate was the conversation?
5. What forms of non-verbal communication were there?

Reading

Are you a competent reader?

Competent readers learn how to read effectively, yet mastering basic reading skills and strategies is only part of becoming a competent reader. Trying out and learning different techniques will help you continue to improve your reading skills and make reading a more enriching experience.

Remembering what you read is an important part of reading. There are a variety of techniques that will help you remember and organize the information you read.

- Take notes of main ideas and specific details as you read.
- Review your notes after you finish reading. Ask yourself questions to determine what you got out of the reading.
- Transcribe your notes into an outline either by hand or on a computer. Alternatively, turn your first notes into a list of ideas or a short essay.
- Use your notes to write a short summary.

Look for a text on the Internet about a topic of your interest. Take notes and write a summary about it.



Interacting with what you read is what makes reading meaningful and enjoyable. There are many ways of interacting with a text. Even teachers question, think about, and puzzle over the texts they read.

- Write down what interests or bores you about a text. Think about why.
- Feel free to disagree or disbelieve an author. You have a right to your own opinion.
- Investigate what other authors think about the same topic.
- Share information you learn with others and discuss it.

Think about a text you have read that you...

- disagreed with.
- really enjoyed.
- know you will always remember.

Think about yourself

1. What makes a text memorable?
2. How can you interact more with the texts you read?
3. How can you make reading a more enjoyable experience?

Writing

Are you a competent writer?

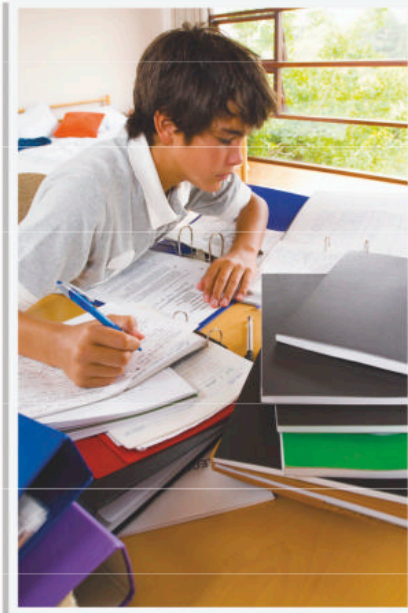
Being a competent writer requires writing more advanced types of texts in an organized and coherent manner with as few mistakes as possible. To do this, you must be able to express more complex ideas in the appropriate register and style.

Appropriate register and style depend on the type of text you are writing and the impact you want your text to have on the reader.

- Identify the purpose of the text. Look at samples of similar texts and notice the style and organization.
- Think about who the reader is and decide on the appropriate register.
- Think about the impact you want to have with your text and adjust your tone accordingly.

Decide what would be the appropriate register and style for the text types below.

- a cover letter for a job application
- a recipe
- a school essay
- a get-well card



Self and peer correction continue to be a great way to correct and improve your writing, as well as to help other students improve theirs. Approaching writing as a process allows you the freedom to write, correct, rewrite, and learn from each writing experience. When you read a classmate's work or your own, look at it at three levels.

- *Accuracy*: Check spelling and correct usage of words, punctuation, and grammar.
- *Organization*: Make sure that the ideas are expressed in paragraphs with supporting details. Check that the paragraphs appear in logical order, with an introduction and a conclusion.
- *Style and register*: Notice the style and register and make sure they are appropriate for the purpose of the text.

Make a list of common mistakes you have observed in your writing.

Think about yourself

1. How important is writing to you? Why?
2. What type of writing do you do most?
3. Do you think that all writing texts have a purpose?
4. In what ways is writing more difficult than speaking?

No Regrets

Discuss the Topic

- Do you have any regrets in life so far? If so, what are they?
- Has there been a specific situation where you would like to change what you did or said?
- Write down three regrets. How would you change what happened in the past?

In this unit I will learn to...

- talk about regrets.
- understand and convey information about goods and services.
- discuss imaginary situations in the past.
- criticize and make complaints.
- write a letter of complaint.

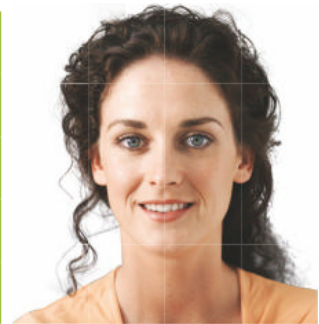
Product

- I will make a telephone complaint voice mail.

Reading A Blog

- 1 Read the blog on pages 6 to 17 of your *Reader* and make notes about what the writer's regrets were in each of the areas in the table below.

Lifestyle	<i>being impulsive about shopping</i>
Health / Fitness	
Food / Drink	
Work	
Friends	



- 2 Find these phrases in in your *Reader*. Match the phrases to their meanings.

- | | |
|--|--------------------------------------|
| a. Junk food will come back to bite you in the butt. (page 9) | ___ worthless, pointless |
| b. Smoking is just dumb. (page 10) | ___ stupid |
| c. All that stuff that is stressing you out. (page 11) | ___ in the future |
| d. A few years down the road. (page 11) | ___ make you suffer the consequences |
| e. A huge waste of time. (page 13) | ___ bad times |
| f. Save for a rainy day. (page 15) | ___ after a long period of time |
| g. Every bit of hard work I did paid off in the long run. (page 16) | ___ making you worry |

Glossary

See page 117.

- 3 Answer the questions about the blog on pages 6 to 17 of your *Reader*.

- a. What does Jane do now before she buys something?

- b. What does Jane think about being stressed out?

- c. Why does Jane think watching TV is a waste of time?

- d. Why does she think the hard work she has done has paid off?

Speaking Group Discussion

- 1 Discuss the questions. Support your opinions with evidence from the text.

- What do you think is the author's biggest regret?
- Does the writer do a good job of persuading young people to make changes to their lifestyles?
- What pieces of advice are relevant to you?



Language Focus Third Conditional

- 1 Look at the examples and then complete the structure in the table.

I didn't train when I was young. If I had trained when I was young, I would have had better finishing times.

I never had time to write. If I had set aside time fifteen years ago, I would have written fifteen books by now.

I love where I am today, if someone had given me this advice, I would have made the same mistakes.

Grammar

See page 109.

Third Conditional

Condition

Result

If + subject + 1) _____, subject + would/could/might + 2) _____ + 3) _____.

If I had controlled my spending, I wouldn't have gotten into debt.

- 2 Choose the correct option to complete the rule.

a. We use third conditional sentences to express *imaginary / real* situations in the past.

- 3 Read the facts about the past and complete the sentences with how things *would / could / might* have been different.

a. I got to school late. If I had gotten (get) up earlier, I would have been (be) on time.

b. They lost the match. If they _____ (train) more, they _____ (win).

c. She failed math. If she _____ (fail) math, she _____ (go) to the party.

d. I got sunburned on the beach. If I _____ (use) sunblock, I _____ (got) sunburned.

e. He broke his glasses. If he _____ (take) his glasses off, he _____ (break) them.

f. I didn't have money to go the movies. If I _____ (save) money, I _____ (go) to the movies with my friends.

- 4 In pairs, write a list of three past regrets you have.

- Exchange regrets with your partner. Tell him or her what you would have done in his or her situation.

I broke my mother's...

If I had broken..., I would...

If I had made the teacher angry, I would have apologized immediately.



Listening A Telephone Complaint



- 1 Look at the photo and answer the questions.
 - a. What is the person in the photograph doing?
 - b. How do you think he is feeling?
 - c. Why do you think he feels that way?

Listening Tip

Listening for main ideas

Listen for keywords in the text without trying to understand every word.

- 2 Listen 2 to the telephone conversation and answer the questions.
 - a. Why does the man call Mexical?

 - b. When is the next free appointment?

 - c. How many people in total does the man have to speak to?

- 3 Listen again and complete the information about the caller.

Name: Todd _____

Date of birth: _____

Social security number: _____

- 4 Listen 3 to the sentence repeated in different ways. Match it to the corresponding emotions.



excited



angry



amused



frustrated

Glossary

See page 117.

- 5 In pairs, practice saying these sentences in different ways.
 - a. Could you help me, please?
 - b. I would like to make a doctor's appointment.
 - c. Could I speak to your supervisor?
 - d. You already have all of my personal information.



English in Use Criticizing and Making Complaints

1 Read the sentences and decide which are criticizing and which are complaining.

- a. This is ridiculous.
- b. You should have called us before.
- c. I wish I could speak to someone who could actually help me.
- d. You are the third person I have spoken to.
- e. You should have mentioned this before, this is quite urgent.

2 Read the sentences and mark (✓) what *should + have + past participle* expresses.

I should have mentioned this before, but it's quite urgent.

You should have called us before.

___ Criticism or advice about a past action.

___ Criticism or advice about a present action.

3 Complete the sentences complaining about or criticizing the following situations.

- a. You get to your doctor's appointment, but the doctor is away.
The receptionist should _____.
- b. You had to wait for an hour to see the dentist.
This is _____.
- c. You want to order some medicine from the drugstore by phone. They keep you waiting on hold.
I wish _____.
- d. You go to the doctor's and they cannot find your medical records.
They should _____.

Speaking Role-play

1 Choose a role and practice the role-play.

Student A: Receptionist

You have no appointments available for months.

You do not like your job and you are tired of people calling to complain.

Hello...

How may I...

I'm sorry but...

You should...

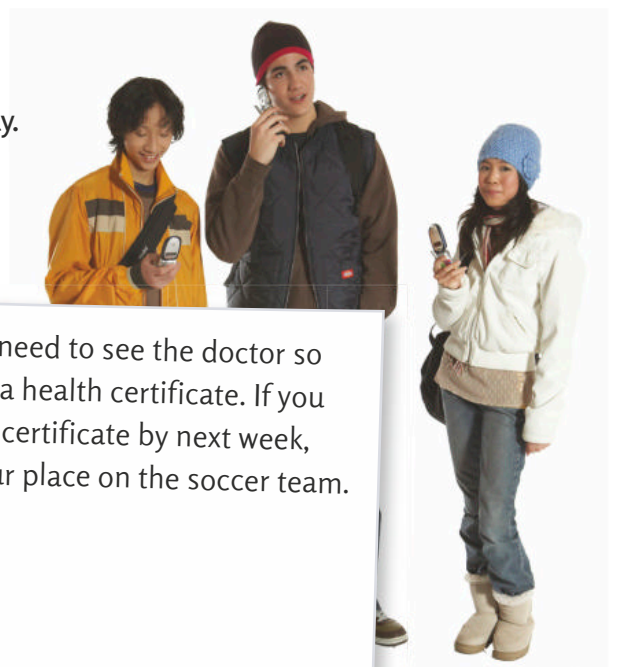
Student B: You need to see the doctor so he can give you a health certificate. If you do not have the certificate by next week, you will lose your place on the soccer team.

Hello...

I would like to...

This very...

If I don't...



✚ Writing A Letter of Complaint

- 1 Read the letter and answer the questions.
 - a. What is the writer complaining about?
 - b. What is she going to do if action is not taken?



September 2, 2011

Dear Sir/Madam,

I am writing to inform you of my dissatisfaction with the service I received yesterday at the doctor's office on Richmond Street.

First of all, when I arrived, the secretary at the desk was very rude to me. Perhaps she was having a bad day, but there is no need for rudeness. Furthermore, I had to wait an extra half hour to see the doctor, although I arrived on time.

Could I please ask you to look into these matters? I'm afraid if action is not taken, I will be forced to take this matter further.

Yours sincerely,
Jennifer Hamilton

Glossary

See page 117.

- 2 Read the letter again and complete the table.

Background	Problem	Solution	Warning

Writing Tip

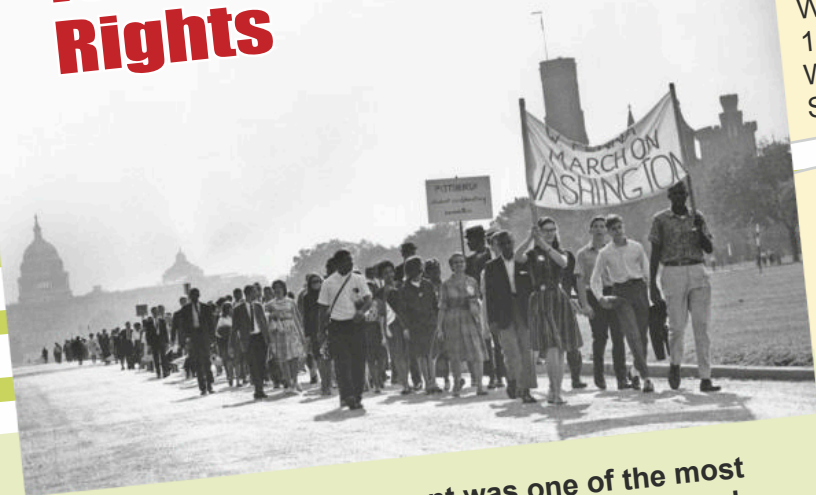
A letter of complaint

A letter of complaint should not be aggressive or insulting as this will annoy the reader, encouraging them not to solve the problem for you.

- 3 Think of something that has happened to you recently that you would like to complain about it. Note down the general details.
- 4 Write a letter of complaint. Remember to include the following information:
 - The background – describe the situation
 - The problem – what happened
 - The solution – what you suggest is done about your complaint
 - A warning (optional) – what you will do if your demands are not met
 - A polite closing (for example: *I look forward to hearing from you shortly.*)
- 5 In pairs, exchange letters and make suggestions on how to improve them. Then write a final version.



Sing for Your Rights



The US Civil Rights Movement was one of the most important human rights movements in history, and music played an essential role. In the 1950s and 60s, blues, gospel, and folk songs and chants brought courage and unity to the non-violent protests against segregation and racial injustice. Here are three chants that helped raise spirits and gave complaining protestors strength.

1) We shall overcome
We shall overcome
We shall overcome some day
1) _____
We shall overcome
Some day

2) We shall not, we shall not be moved
We shall not, we shall not be moved
2) _____
We shall not be moved

3) Oh freedom, oh freedom
Oh freedom over me,
3) _____
I'd be buried in my grave,
And go home to my lord and be free

1 In pairs, read the introduction from the magazine article and say what the US Civil Rights Movement was about.

2 Listen  4 to the civil rights chants and complete them with the lines in the box.

And before I'd be a slave Black and white together
Oh deep in my heart, I do believe

Glossary

See page 117.

3 Listen again and chant along.

4 In small groups, discuss the questions.

- a. What do the chants have in common? Why do you think they became popular?
- b. Do you think the participation of singers and songwriters helps protest movements? Why or why not?

5 In groups, translate a famous chant from your language into English. Decide if the chant is still effective in a foreign language.

Alternative Remedies: Mother Nature Knows Best

Some say cobwebs heal wounds and injuries, and some people say onions help a sore throat. These are just some traditional remedies that have been passed down the generations. But how do we distinguish fact from fiction?

Cobwebs

Cobwebs have been a popular remedy in the United States and across Europe for generations. It is said that cobwebs act as a natural gauze and help contain the elements that the body uses to heal itself.



Does it work?

A number of scientific studies have demonstrated the benefits of applying cobwebs to a wound. It has even been shown that the webs of different types of spiders may have different qualities.

Onions

Onions are one of the most popular vegetables linked to remedies. It is said that onions have the power to cure throat infections, warts, and even bee stings. One well-known remedy is to mix the onion juice with some brown sugar and drink it to ease a sore throat.



Does it work?

The onion is proven to have an anti-inflammatory property. This means that onions can have a positive effect on cold and flu symptoms.

1 In pairs, look at the magazine article and answer the questions.

- a. What type of text is this?
- b. What information does it give?
- c. What does "Mother Nature" in the title of the article mean?

2 Read the text and write if the statements are *T* (true) or *F* (false).

- a. Cobwebs come from spiders. ____
- b. The article suggest you eat the cobwebs. ____
- c. All cobwebs offer the same benefits. ____
- d. The article suggest drinking onion juice. ____
- e. There is no proof that onions can help cold and flu symptoms. ____

3 In small groups, discuss the questions.

- a. Do you believe in natural or alternative remedies?
- b. What are the most famous natural remedies from your country?
Where did you learn about them?
- c. Do you practice any natural or alternative remedies at home? If so, which ones?
- d. In the future, will you use conventional medicine prescribed by the doctor or will you try to cure yourself with more natural substances?

Glossary

See page 117.



Step 1 Decide on a Complaint

- Work in small groups. Think of the different types of things people complain about on a daily basis (bad service in a store or restaurant, health care, unfair treatment at school, etc.).
- Decide on the type of complaint that most interests your group and make notes in the table below.

Complaint	When/Where/What happened?	Warning/Solution	Compensation
<i>The movie started late.</i>	<i>At the cinema yesterday.</i>	<i>We waited for 30 minutes.</i>	<i>We got free tickets.</i>

Step 2 Write your Voice Mail

- Assign a different part of the telephone call for each member of your group to work on. Individually, work on your part of the dialogue. Make sure you explain your complaint precisely, but without being rude.
- Write a first draft of your part of the voice mail and exchange it with your group. Check each other's work and make suggestions on how to improve it.
- Put all the different parts of your telephone complaint voice mail together and prepare your final version.

Step 3 Record your Voice Mail

- Practice reading your voice mail out loud. See which member of the group reads the clearest.
- Record your voice mail.



Step 4 Listen to your Voice Mails

- Listen to each recorded voice mail.
- Work in groups. Imagine you are the person receiving the complaints. Decide which action to take in each case.
- Report back to the class.



Review

1 Complete the sentences with the idiomatic expressions from the box.

just dumb in the long run bite you in the butt
waste of time stressing you out

- a. This subject is such a _____. It doesn't apply to real life.
- b. Stop thinking about the exam tomorrow. It's just _____.
- c. All those late nights studying paid off _____.
- d. If you don't do exercise, it will come back and _____.
- e. Fighting with friends is _____. It doesn't get you anywhere.

2 Write how things *would / could / might* have been different.

Grammar

See page 109.

- a. We lost the basketball game.

- b. My brother got expelled from school.

- c. I broke my arm.

3 Rewrite the regrets using *I wish*.

- a. I have put on weight.

- b. I have a headache.

- c. I can't find my English book anywhere.

- d. I don't have any money to buy Christmas presents.

4 Write a sentence criticizing or giving advice for each situation.

- a. I crashed my car.

- b. I feel sick.

- c. I'm going to be late.





The Tell-Tale Heart

Discuss the Topic

- What are your favorite types of stories?
- What literary genres are popular in your country?
- Why do you think they are popular?
- Who are the most popular authors in your country? What are their most famous titles?

In this unit I will learn to...

- understand main ideas and characters' emotional states in a story.
- narrate a story.
- use dramatic styles.
- criticize and make complaints.
- write a horror story.

Product

- I will make an emotionary.

Reading A Horror Story



- 1 Look at pages 19 to 31 of your *Reader*. Answer the questions about the setting and the characters.

Setting	Characters
a. Where does the story take place? _____	c. What is the servant like? _____
b. When does the story take place? _____	d. What is the old man like? _____

Problem

- The old man is mean to his servant.
 The servant wants to steal the old man's money.
 The old man's eye makes the servant feel uncomfortable.

Events

- _____
- _____
- _____
- _____
- _____

- 2 Read the problems and mark the one that corresponds to the story.
 3 Write the events from the story in the correct order in the chart.

The servant kills the old man.
 The servant opens the lantern.
 The servant enters the old man's room a little bit more night after night.
 The servant decides to kill the old man.
 The old man wakes up.

Speaking Group Discussion

- 1 In groups, discuss the questions.
- Do you think the servant was crazy? Why or why not?
 - What other options did the servant have?
 - Does the servant think he did something wrong?
 - What do you think he will do next?



✦ Language Focus Narrative Tenses

- 1 Look at pages 19 to 31 of your *Reader* again. Find examples of different verb forms and list them in the table.

Past Simple	Past Continuous	Past Perfect
<i>I heard all things...</i>	<i>He was still sitting up...</i>	<i>The disease had sharpened...</i>

- 2 In pairs, look at the different ways of continuing the sentence. Discuss how the meaning of the sentences changes with each tense.

When the police arrived...

- a. he hid the body. b. he was hiding the body. c. he had hidden the body.

- 3 Match each sentence in activity 2 to its meaning.

___ Describes an ongoing activity when another action happened.

___ Describes an action that happened before another event in the past.

___ Describes consecutive actions in the past.

- 4 Underline the correct form of the verbs to complete the sentences.

a. We were just in time. When we arrived at the theater, the movie *started* / *had started*.

b. While they *were watching* / *had seen* the movie, they had a coffee.

c. When they left the theater, they realized it *snowed* / *had snowed*.

- 5 In pairs, use the pictures to retell the story so far.




Listening A Horror Story

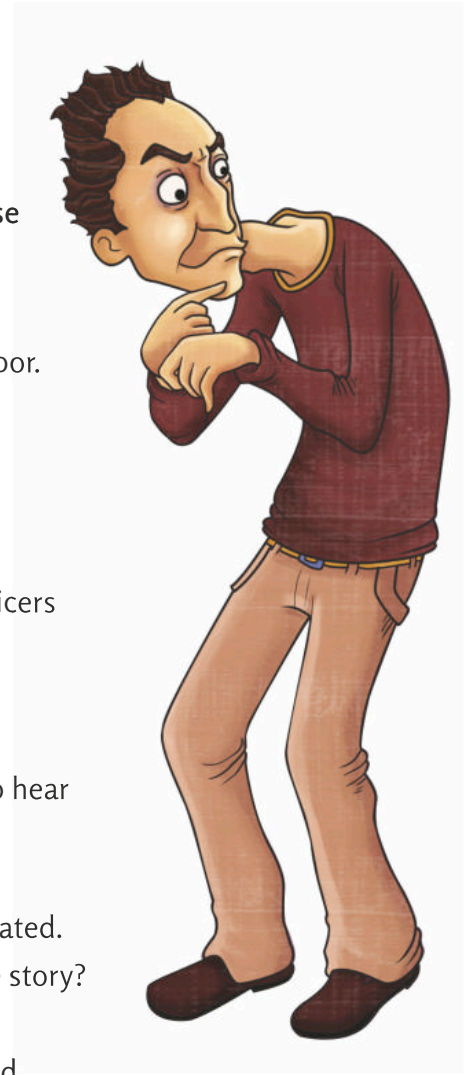
Listening Tip

Identifying tone and mood

Sense how the speaker wants the listener to feel.

Identify words and phrases that emphasize or develop the tone of the story.

- In pairs, answer the questions.
 - Who is he?
 - What is he like?
 - What do you think happens next in the story?
- Listen  5 to the final part of the story and choose the correct answers.
 - Where does the narrator hide the body?
 - Under the bed.
 - In a cupboard.
 - Under the floor.
 - In the attic.
 - What did the neighbor hear?
 - A bang.
 - A cry.
 - A heartbeat.
 - A doorbell.
 - How does the narrator feel when the police officers first enter the house?
 - Nervous.
 - Unhappy.
 - Excited.
 - Confident.
 - What doesn't the narrator do when he starts to hear the heartbeat?
 - Sweat.
 - Lose color in his face.
 - Talk quickly.
 - Become agitated.
 - What happens to the narrator at the end of the story?
 - He dies.
 - He confesses.
 - He escapes.
 - He is arrested.




- Listen again and note how the narrator's mood changes from the time he hides the body to the time the story reaches its climax. Share your ideas with a partner.

Pronunciation Tip

The -ed ending

Practice the three different sounds with your partner and correct any errors already. If you know the sounds, that will help your accuracy and fluency.

- Listen  6 to the sentences and focus on the letters in bold. Then write the phonetic sounds /d/, /t/, or /ɪd/.
 - There entered **ed** three police officers. ____
 - My manner had convinced them and they chatted **ed** of familiar things. ____
 - I brought the chairs into the room and asked **ed** them to rest. ____
- Read and write the correct phonetic sound.
 - talked ____
 - arrested ____
 - convinced ____
 - excited ____
 - foamed ____
 - confessed ____

-ed Endings

/d/

/t/

/ɪd/



English in Use Dramatic Styles

- 1 Read the sentences and answer the questions.

A shriek had been heard by a neighbor during the night...

“Villains!” I shrieked, “I admit the deed!

- a. What does ‘shriek’ mean?

- b. Why does the author choose to use this word rather than a simpler word that describes the same idea?

- 2 Insert one adjective and one adverb from the box into each of the sentences to make them more dramatic.

mortal horrible calm dreadful loud
patiently cautiously slowly happily pleasantly

- a. First of all, I dismembered the corpse.

- b. There was a knock at the door. I went down the stairs to open it.

- c. Three police officers entered the house.

- d. My manner had convinced them and they chatted amongst themselves.

- e. And still the men chatted.

- 3 Find three dramatic phrases from the story and identify their meanings.

- 4 Read different parts of the *Reader* focusing on the dramatic style.

Speaking Role-play

- 1 Work in groups. Take a role from the trial of the servant in the *Tell-Tale Heart*.

Judge: Decide on different punishments.

Servant: List the reasons for your actions.

Prosecutor: Think of questions to ask the servant.

Public defender: Think of ways to defend the servant.

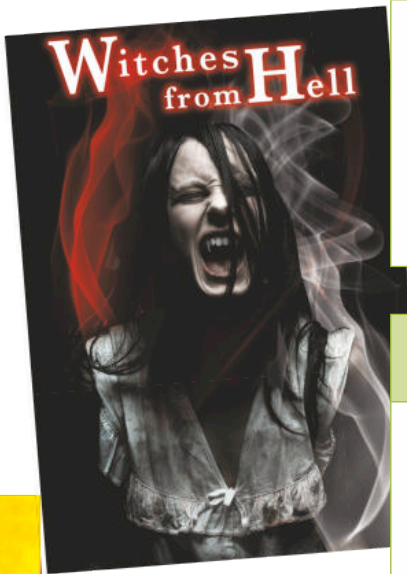
- 2 Present your ideas to your group and discuss your opinions. Come to a consensus on what should happen to the servant.



✚ Writing A Horror Story

- 1 Complete the table with information about a famous horror story or movie.

Title/Author	Characters	Setting
Plot: Murder / Suicide / Tragedy?	Climax	Ending



- 2 Work in small groups. Share your notes from the table in activity 1 and ask your friends if they have read or seen your horror story or movie.

Writing Tip

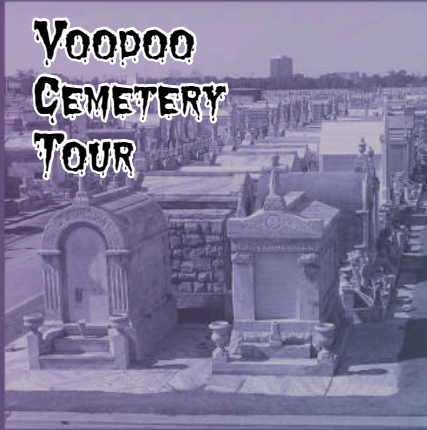
Writing a horror story

Separate the horror story into clear paragraphs. Use descriptive adjectives and adverbs to improve your story.

- 3 Use your notes to write a summary of the story you chose.
 - Introduction – Set the scene and introduce the characters.
 - Plot – Present the problem and describe what happens.
 - Conclusion – Say how the story ends.
- 4 In pairs, exchange stories and make suggestions on how to improve them.
- 5 Correct and write a final version of your horror story.
- 6 Read your horror story to the rest of the class.



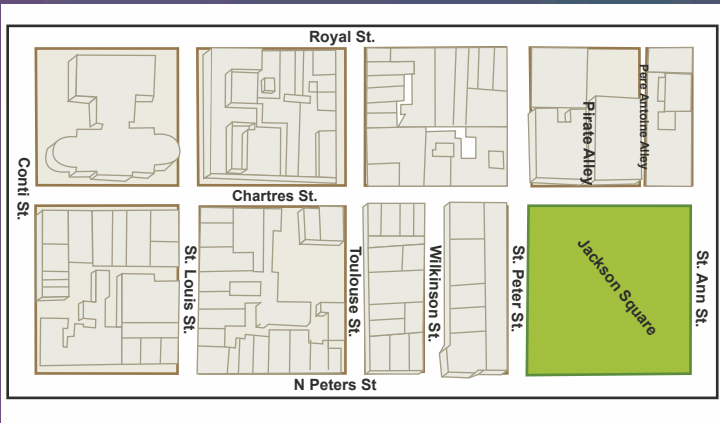
Voodoo Cemetery Tour



Do you believe in ghosts? St. Louis Cemetery No. 1 is the place to enjoy the historic ghost stories of New Orleans. A walk around the tombs is a fascinating experience.

Tours start at 10:00 AM and take two hours. The cemetery closes at 3 PM out of respect for the dead. Don't go to the cemetery at night—the spirits are alive!

A special feature of the tour is a stop at the tomb of Marie Leveau—the Voodoo Queen of New Orleans. Learn about the myths, mysteries, and realities of voodoo. One tradition is to knock three times on her crypt before asking her for help.



Tour Route

We meet at the Royal Café 20 minutes before the tour starts. From Jackson Square, go along Chartres Street for three blocks. Turn right on Conti Street and the café is on the right on the corner of Royal Street.

Don't miss this fun and informative walk!

- 1 Work in pairs. Look at the text and answer the questions.
 - a. What type of text is it?
 - b. What do you know about voodoo?
- 2 Read the text and answer the questions.
 - a. What is the name of the cemetery? _____
 - b. Why does the cemetery close at 3 PM? _____
 - c. What do you do if you want to ask Marie Leveau for help? _____
 - d. What time do people meet for the tour? _____
 - e. Why do you think people take these tours? _____
- 3 Read the Tour Route and mark on the map where the Royal Café is.
- 4 Work in groups. Write a tour guide for an interesting place in your community.
 - Include when and where to meet.
 - How to get there.
 - Special features of the place.





Should we switch to reading books online?

A certain amount of eco-guilt now exists in publishing houses and bookstores around the world. This has been caused by the emergence of e-books inviting us to turn to virtual pages in the name of the planet. A 2003 study by US academic Greg Kozak found that printed books took three times more raw materials and seventy-eight times more water than their e-book rivals to produce.

Unfortunately, the huge use of energy by data centers is often left out of the equation. If your e-reading is powered by a data center that is powered by a coal-fired power station, then your e-book emissions will be sky high.

E-book enthusiasts will usually answer that at least they're not chopping down trees. But, should a traditional reader feel so bad? Calculations suggest a decent-sized tree provides 942 books, with each book weighing 450 grams on average. If the publisher uses recycled paper, that means even more books for your tree.



Admittedly, this does not eliminate the fact that, globally, millions of books are printed each year in advance of sale and then destroyed. I met a woman recently who only used pre-read paperbacks instead of firewood. This is a bad idea, because ink and plasticized covers can be very toxic. However, it can be difficult to get rid of paperbacks. The result is that the majority end up rotting in landfill sites—the definition of dead wood.

Source: <http://www.guardian.co.uk/environment/2009>

- 1 Read the article and decide if it is for or against online books.
- 2 Read the article again and make notes about the advantages and disadvantages of online books.

Advantages	Disadvantages

- 3 Identify and write what the following phrases mean.

- a. "eco-guilt" (paragraph 1) _____
- b. "sky high" (paragraph 2) _____
- c. "decent-sized" (paragraph 3) _____
- d. "dead wood" (paragraph 4) _____

- 4 In pairs, draw up a list of measures for the effective disposal of your school textbooks after you have finished with them. Share your ideas with the class.



Step 1: Select a Suspense Narrative

- Work in groups. Brainstorm and make a list of different suspense or horror stories you know, e.g. Dracula, Frankenstein.
- Individually, choose one of the stories from your list to read. Bring the story to the following class.

Step 2: Identify Emotions

- Read the story that you brought to class and make a list of emotions found in the story, e.g. fear, suspense, anxiety.
- Share the list with the members of your group. Choose the most common emotions and choose a scene to represent each.



Step 3: Create Situations

- Draw a picture or pictures of a situation to represent one of the emotions you selected.
- Write a short description of the situation. Make sure the text explains or illustrates the emotion. Include dialogue where possible: "Oh my God. It was scary."
- Write the name of the emotion being portrayed across the top, with your name below it.

Step 4 Create an Emotionary

- Work in groups. Check each other's work. Make any corrections necessary.
- Put all of the pages together, organizing the emotions in alphabetical order. If some emotions are repeated, alphabetize them according to the last name of the writer.
- Make a cover for your book and have it spiral bound.



Review

1 Read the text. Rewrite the text inserting the adverbs in the box in a suitable place.

gaily dreadfully patiently wisely gently

I proceeded. Taking care not to make a noise, I opened a crevice in the lantern. The old man was nervous. But, I did not make a move. I waited by the door and smiled at the prospect of what I was about to do.

2 Complete the text using the words in the box.

terror thrust gazed hideous fury seized leaped dragged shrieked

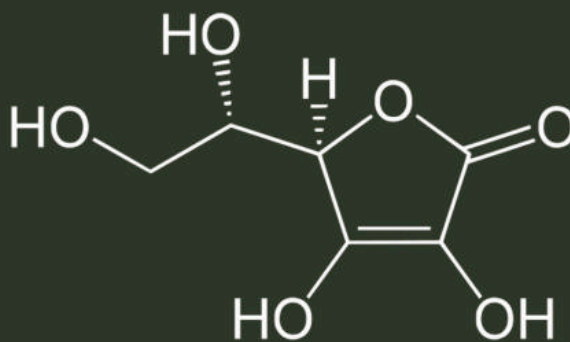
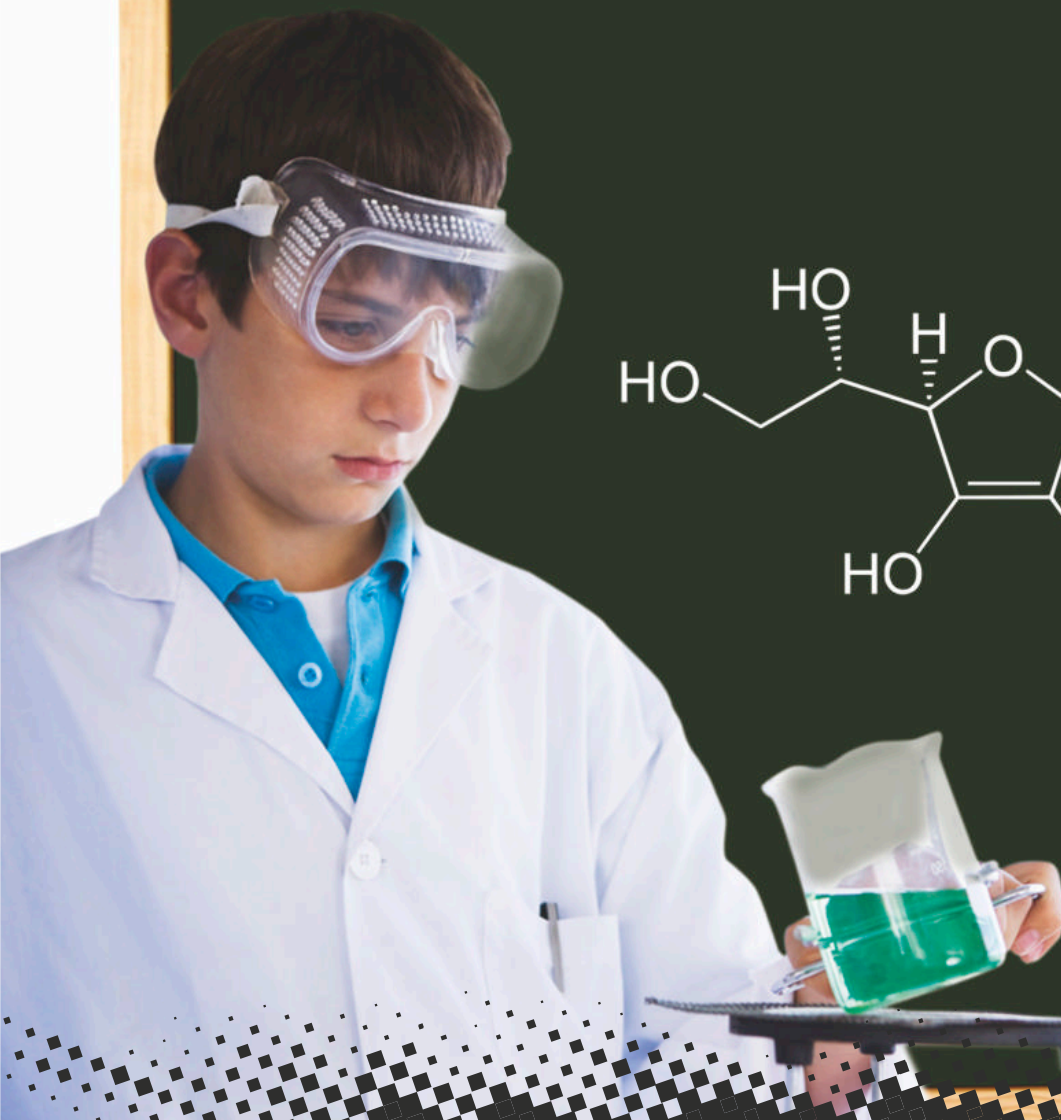
On the eighth night, I quickly 1) _____ my head into the room and 2) _____ at the old man. Unfortunately, the lantern slipped and he awoke. My 3) _____ rose when I saw his 4) _____ eye. After an hour of waiting, I could not stand it anymore. I 5) _____ into the room and 6) _____ him and 7) _____ him to the floor. The old man 8) _____ in 9) _____, but I silenced him.



3 Choose the correct options to complete the sentences.

- I *dropped* / *was dropping* the lantern while I *stood* / *was standing* in the doorway.
- She *was reading* / *read* a book when she *heard* / *was hearing* a scream.
- I *was resting* / *rested* when the police officers *knocked* / *were knocking* on the door.
- As soon as they *walked* / *were walking* into the room, they *were seeing* / *saw* something was wrong.
- I *was standing* / *stood* outside his door when the clock *struck* / *was striking* twelve.





The Chemistry of Citrus Fruit

Discuss the Topic

- What is chemistry?
- What's the importance of chemistry?
- Have you done any experiments in which you have seen something change its composition?

In this unit I will learn to...

- understand and write instructions.
- give instructions and show purpose.
- express consequences.
- write an experiment.

Product

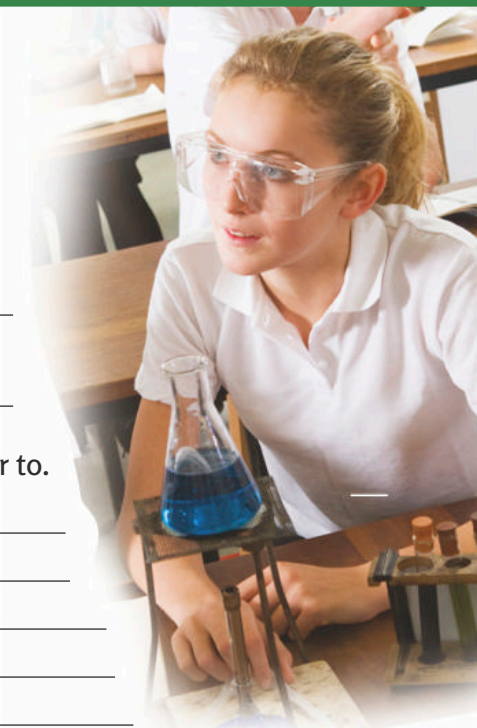
- I will make an album of experiments.

Reading Chemistry Experiments

- 1 Look at the text on pages 33 to 44 of the *Reader* and choose a hypothesis for each experiment.
 - a. Oranges contain more liquid than solids. _____
 - b. Lemons and oranges contain the same amount of ascorbic acid. _____
- 2 Scan the texts and find what the following numbers refer to.
 - a. 50 mg – minimum recommended daily amount of vitamin C needed for good health
 - b. 1753 – _____
 - c. 15 drops – _____
 - d. 69 – _____
 - e. 50 grams – _____
- 3 Complete these sentences with the words in the box.

Record Slice Subtract Add Clean

 - a. _____ the orange with the knife before putting it on the plate.
 - b. _____ 20 ml of solution to the beaker.
 - c. _____ your equipment between experiments to avoid contamination.
 - d. _____ your data carefully.
 - e. _____ the first figure from 1, and then multiply by 100.



Speaking Class Discussion

- 1 Work in groups. Discuss the questions.
 - a. What other common foods contain vitamin C?
 - b. How could you adapt the experiment to test them?
 - c. Do you think your diet contains enough vitamin C?



Language Focus Infinitives and Gerunds

- 1 Look at these sentences and circle the infinitives and underline the gerunds.
 - a. Plants and animals rely on water to survive.
 - b. Continue adding drops of orange juice.
 - c. Don't forget to shake gently after adding each drop.
 - d. Eating fresh fruit and vegetables every day gives you enough vitamin C.
 - e. To do this experiment, we will need a vitamin C indicator solution.
- 2 Read *The Chemistry of Citrus Fruit* again and complete the table with more examples of each structure.

Infinitives	Gerunds


- 3 In pairs, answer the questions.
 - a. Which structure is typically used to show purpose?
 - b. Which is used after a preposition?
 - c. What differences can you see in how the structures are used?
- 4 Complete the passage with the correct form of the verbs in parentheses.

1) _____ (Consume) enough vitamin C is essential for you 2) _____ (maintain) good health. Don't forget you need 3) _____ (have) at least 50mg of vitamin C every day. Most types of fruit contain a lot of vitamin C. 4) _____ (find) out which are the best sources of vitamin C, test other juices by 5) _____ (repeat) the experiment. After 6) _____ (do) each experiment, it is important 7) _____ (record) your results. So don't try 8) _____ (omit) that step.

- 5 In groups, explain how to find out the water content of different pieces of fruit.



Listening A Conversation in the Lab


- 1 Listen  7 to the conversation between two students in the school laboratory and number the items in the order they are mentioned.










- 2 Listen  7 again and circle the correct options.

- At the beginning, Betty *wants* / *doesn't want* to help Doug.
- Betty accepts Doug's offer to *lend* / *help* her with something.
- Betty says Doug should wear a lab coat *to protect his clothes* / *because it is a rule* in the chemistry laboratory.
- Doug is in danger of *breaking* / *breaks* a beaker.
- Doug's experiment doesn't work because he *contaminates the solution* / *forgets an important step in the process*.

Pronunciation Tip

Long and short sounds

The way a word is written often does not help you to know how to pronounce it. You need to listen to a lot of English to help you with your pronunciation.

- 3 Listen  8 to these words from the conversation. Circle the word in each group that has a different vowel sound from the others.

- leave clean wear keep
- do to you oh
- put look cup book
- if try I nice

- 4 Say the words.

- clean leave keep neat feet eat sheep teeth
- to do you clue knew two shoe who
- put look book took foot shook could should
- I nice try buy might right lie sky

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Glossary

See page 117.

English in Use Expressing Consequences

Learning Tip

Clauses

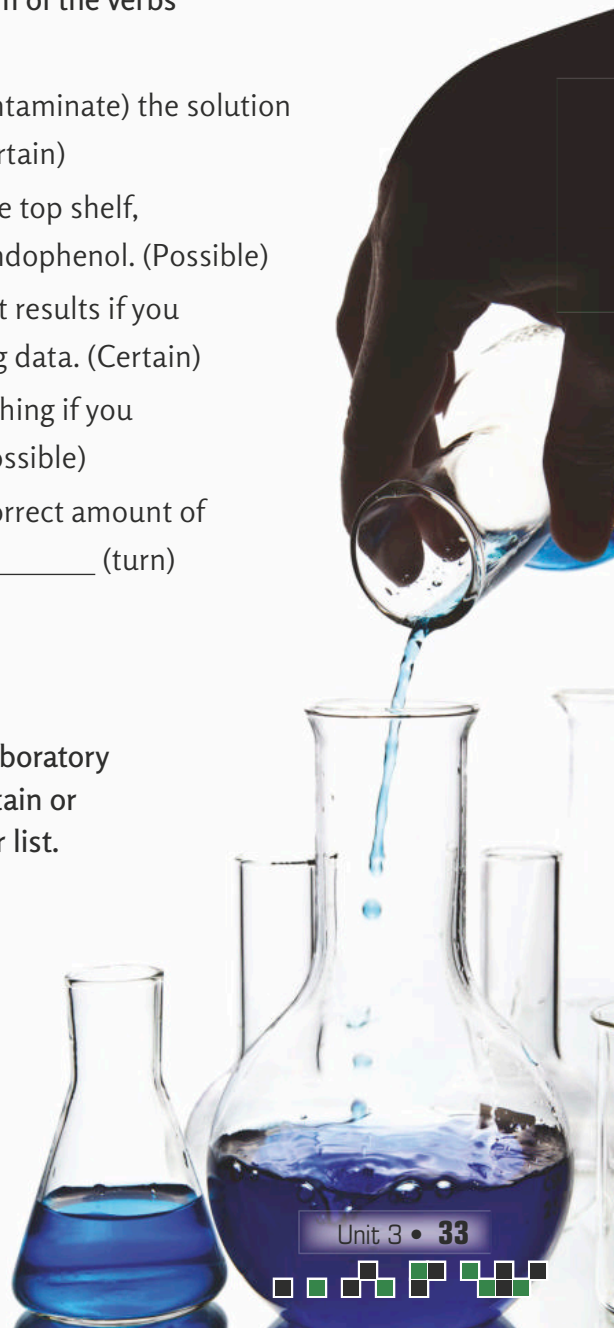
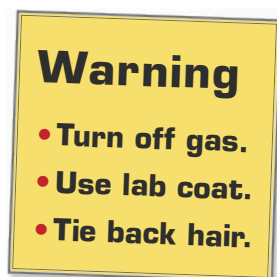
There are four types of clauses: **main** (or independent), **subordinate** (or dependent), **relative** (or adjective), and **noun**. Clauses have to have at least a **subject** and a **verb**.

- 1 Look at the sample sentences. Write *C* if the consequence is certain and *P* if it is possible.
 - a. If you help me now, I'll help you this afternoon. ____
 - b. You won't get a reliable result if you don't keep accurate data! ____
 - c. If you don't wear a lab coat, you might ruin that nice shirt. ____
- 2 Look at the sentences again and answer the questions.
 - a. How many clauses does each sentence have? ____
 - b. How are the clauses different in meaning and in form?

- 3 Complete these sentences with the correct form of the verbs in parentheses.
 - a. That dropper _____ (contaminate) the solution if you _____ (use) it. (Certain)
 - b. If you _____ (look) on the top shelf, you _____ (find) some Indophenol. (Possible)
 - c. You _____ (get) incorrect results if you _____ (record) the wrong data. (Certain)
 - d. You _____ (learn) something if you _____ (concentrate)! (Possible)
 - e. If you _____ (add) the correct amount of orange juice, the solution _____ (turn) colorless. (Certain)

Speaking Group Discussion

- 1 In groups, make a list of things you do in the laboratory that might have dangerous consequences (certain or possible), and make a warning poster with your list. Present it to the class.



✚ Writing An Experiment

- 1 Read the results for one of the experiments in your *Reader* and decide which experiment it is for.

Experiment Results

Introduction (Should include the general purpose of the experiment and the hypothesis.)

The purpose of this experiment was to determine the percentage of water in an orange. The hypothesis was that there would be more water in an orange than solids. We thought that the percentage of water would be 70%. We predicted this because we thought an orange might have a similar amount of water as the human body, which is about 70%.

Materials and Methods (A brief description of the procedure. Mention materials and equipment used in the description.)

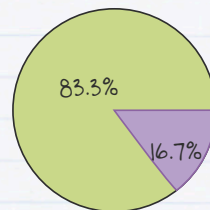
First, we weighed an orange on a scale and recorded the data. Then we sliced the orange thinly with a knife and arranged the slices on the aluminum pan. We didn't put the slices on top of each other.

When the orange slices were completely dried, we weighed the aluminum pan and the slices together.

To find the percentage of water in the orange, we divided the weight of the dried oranges by the original weight. Then we subtracted this number from one and multiplied it by 100.

Results (Present data obtained in a clear and thorough fashion, i.e. tables, graphs, diagrams, etc.)

Weights	
Orange	300 grams
Aluminum pan	5 grams
Dried orange and aluminum pan	55 grams
Dried orange	50 grams



83.3% = percentage of water.
16.7% = percentage of solids

Discussion (This should include your hypothesis and a brief statement about whether or not your results supported your hypothesis.)

We found that our hypothesis was correct as we predicted that the orange would have more water than solids. However, the results showed that the percentage was higher than we thought, which told us that an orange has a higher percentage of water than the human body.

- 2 Follow the same structure and write up the results for the other experiment in your *Reader*.
- 3 In pairs, exchange and correct your work. Write a clean version of your work.



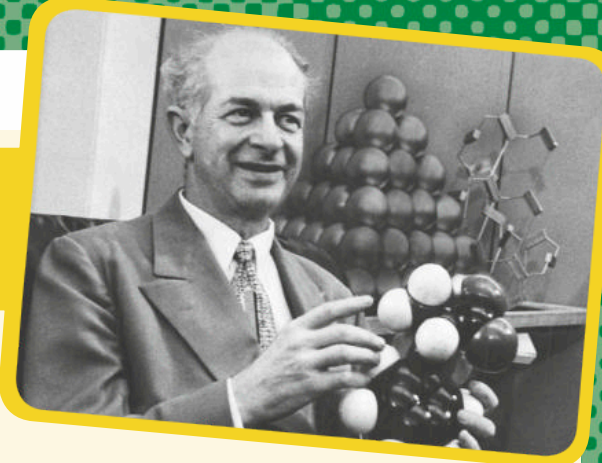
Activity File

Linus Carl Pauling (b. February 28, 1901; d. August 19, 1994) American physical chemist and two-time Nobel Prize winner

Linus Pauling was born in Portland, Oregon, USA. His fascination with experiments in chemistry began in middle school. He liked them so much he decided to become a chemical engineer.

Pauling studied at Oregon State University (then called Oregon Agricultural College), and after his second year he was offered a teaching job there. He received his PhD from the California Institute of Technology in 1925. His chosen field of study was the electronic structure of atoms and molecules and he was one of the first scientists in the field of quantum chemistry.

In the 1930s, he published his famous textbook on the nature of the chemical bond. It was based on his work that he won the Nobel Prize in Chemistry in 1954.



World War II (1939–45) had a profound effect on Pauling's life. He became a peace activist. In 1946, he joined a group of scientists that included Albert Einstein. Their mission was to warn the public of the dangers associated with the development of nuclear weapons. In 1958, he presented the United Nations with a petition signed by more than 11,000 scientists calling for an end to nuclear weapon testing because of the health risks associated with radioactive fallout. He was awarded the Nobel Peace Prize when subsequent public pressure led to the signing in 1963 of a partial test ban treaty between Russia and the US.

Source: kids.net.au

1 Read the biography again and answer the questions.

a. What made Pauling want to be a chemical engineer?

b. In the biography, what shows that Pauling was an extraordinary student?

c. How did the Second World War affect Pauling's life?

d. What was Pauling's (and other scientists') main concerns about the development of nuclear weapons?

2 Work in groups. Make a list of as many Nobel Prize winners as you can.

3 Research the life and work of one of the people you discussed in activity 3.

4 Write a short biography of the person you chose.



Stem Cell Research



What are stem cells?

They are cells that can produce other types of cells in the body. For example, they can turn into skin, bone, blood, or brain cells.

Why do scientists want to do research with them? Many scientists are very interested in stem cells because they believe that stem cells can be used to cure diseases like brain cancer and can, for example, help recovery after heart attacks. They also think stem cells can be used to grow organs such as livers and kidneys. They believe that, in this way, many lives could be saved.

What types of stem cells are there?

There are two types of stem cells: Adult and embryonic.

Adult stem cells: Scientists obtain these from a variety of areas in the human body. Each type of stem cell has a unique use for a number of different types of research.

Embryonic stem cells: These cells can turn into almost all of the body's cell types. That is why researchers are particularly interested in them.

What is the controversy surrounding embryonic stem cell research?

Scientists obtain these cells by taking them from living embryos. This involves destroying the embryo. Many people believe that this is morally and ethically wrong because for some destroying an embryo means you are destroying the potential for a human life.

The legal situation

Some countries have banned stem cell research; others have made it illegal to provide money for it (it's expensive). Others allow it, with some restrictions.

Source: www.ehow.com

- 1 Read the title of the text and complete the first two columns of the table about the topic.

What I know	What I want to know	What I learned

- 2 Read the text and complete the third column.
- 3 Work in groups. Compare the information in your tables.
- 4 Discuss the following questions.
 - a. What is your opinion on the controversy?
 - b. What is your government's position on stem cell research?



Step 1: Plan your Experiment

- In small groups, agree on a simple experiment to write about for the class album of experiments: *To check which fruit has...* Write a hypothesis for your experiment: *Oranges have a higher...* Make a list of materials that you will need: *An aluminum pan...* Write a list of steps to follow: *First, weigh the orange...* Decide who is going to do each part of the experiment.

Step 3: Write your Report

- Write a report on your experiment. Include the following sections: An introduction, the methods and materials, the results, and the discussion. Illustrate the report. Include photos of the different steps and tables and/or graphs to present the results.

Step 2: Do the Experiment

- With your group, carry out the experiment. Take notes on the procedure and on the results. Take photos of the different steps. Repeat the experiment a couple of times to validate the results.

Step 4: Make the Album of Experiments

- Present your experiment to the class. Explain the procedure you followed and your results.
- Bind all of the experiments together. Create a Table of Contents, including the title and authors of each experiment. When the album is finished, keep it in the class library so that you can refer to it whenever you want to.



Review

1 Complete the sentences with the correct form of the verbs.

- _____ (add) iodine to that starch solution will make it turn blue.
- It is easy _____ (make) a red cabbage indicator. You can do this by _____ (cut) up some cabbage and _____ (boil) it _____ (get) the juice.
- _____ (record) accurate data is extremely important. _____ (do) this well, you must be careful _____ (note) down every detail.

2 Label the following equipment.

an eye dropper a test tube a beaker a scale



3 Unscramble the words in parentheses and write them in the correct form.

A: Can you help me with this experiment?

B: OK. What do you want to know?

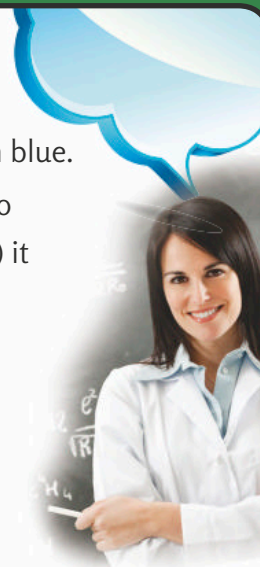
A: Well, first, I need to make a solution of 20 mg per 250 ml of water of vitamin C, and I don't know how to.

B: I'll show you how. First, 1) _____ (illf) a big beaker with 500 ml of water. Then, crush a 500 mg tablet of vitamin C with a spoon and 2) _____ (dda) it to the beaker. If you 3) _____ (rsti) it well, it 4) _____ (ssdilveo).

A: Yes, and...?

B: Well, if you 5) _____ (od) that, you 6) _____ (tge) 1 mg/ml solution of vitamin C. Then, if you 7) _____ (aesmure) 20 ml of that solution and add 230 ml of water of water, the beaker 8) _____ (ncontai) 20 mg of vitamin C in 250 ml of water.

A: Great, thanks!





Runners Up

Discuss the Topic

- Do you watch TV?
- What is your favorite program?
- Do you like reality shows? Why?
- Would you like to participate in a reality show? Why?

In this unit I will learn to...

- interpret and convey information published in various media.
- compare characteristics and qualities of TV programs.
- identify the differences between British and American words.
- report statements and opinions.
- write a review.

Product

- I will make a TV show of the year award.

Reading A TV Program

- 1 Underline the option that best describes the main idea of the story “Runners Up” on pages 45 to 55 of your *Reader*.
 - a. The success and popularity of reality shows.
 - b. The experience of two competitors on *American Star*.
 - c. A description of the TV program *American Star*.

- 2 Read the text again quickly and find the answers to these questions.
 - a. Where did *American Star* hold auditions?

 - b. Which of the *American Star* judges has never been a performing artist?

 - c. What example of his funny way of speaking can you find?

 - d. What was “the most devastating thing” anybody had ever said to Candy?



3 Match the expressions to the definitions.

- | | |
|--------------------------------------|---|
| a. make or break (page 53) | ___ win unexpectedly |
| b. have two left feet (page 52) | ___ cause to be successful or to fail |
| c. were now “good friends” (page 55) | ___ be clumsy and awkward, not graceful or polished |
| d. come from behind (page 55) | ___ be in a relationship |

Speaking Group Discussion

- 1 In groups discuss these questions.
 - a. Do you think you would enjoy a program like *American Star*. Why? Why not?
 - b. Are the judges on the talent shows you watch like those on *American Star*? If not, how are they different?

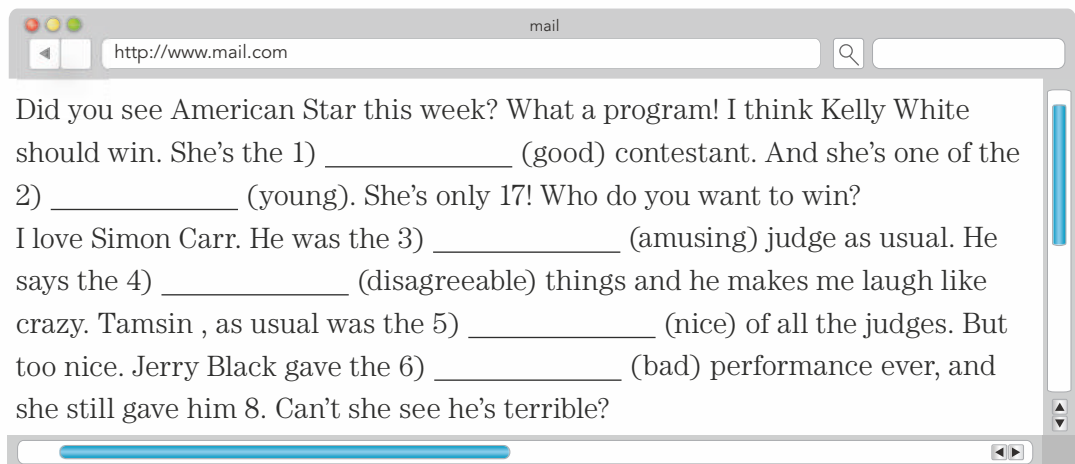


✚ Language Focus Superlative Adjectives

- 1 Look at these examples from the *Reader* and underline superlative forms.
 - a. *American Star* was one of the most popular reality shows on TV.
 - b. She looked like the youngest person there.
 - c. I think the boy with the red hair is the best so far.
- 2 Look through the text and find more examples of each type of superlative form.

One syllable adjectives (and some 2-syllable words)	Adjectives with two or more syllables	Common irregular forms

- 3 In pairs, answer the questions.
 - a. Which form of the superlative do these adjectives have?
young popular large devastating demanding nice
 - b. What two common adjectives have an irregular form?
- 4 Complete this TV viewer's opinion with the adjectives.



mail
http://www.mail.com

Did you see *American Star* this week? What a program! I think Kelly White should win. She's the 1) _____ (good) contestant. And she's one of the 2) _____ (young). She's only 17! Who do you want to win?

I love Simon Carr. He was the 3) _____ (amusing) judge as usual. He says the 4) _____ (disagreeable) things and he makes me laugh like crazy. Tamsin, as usual was the 5) _____ (nice) of all the judges. But too nice. Jerry Black gave the 6) _____ (bad) performance ever, and she still gave him 8. Can't she see he's terrible?

- 5 Work in groups. Come to a consensus on the following questions.
 - a. What do you think is the best program on TV? Why?
 - b. What qualities make a show the best?
 - c. What show do you think is the worst? Why?



Listening A Dialogue

1 Look at the picture and answer the questions.

- Who can you see in the picture?
- What do you think has just happened?



2 Listen 9 to the dialogue and circle the missing words.

- It's only a...
1) program 2) test 3) contest
- He says I have two left...
1) foot 2) fit 3) feet
- And he said my routine didn't...
in with the music I'd chosen!
1) foot 2) fit 3) feet
- I don't even have any ... with me!
1) boots 2) books 3) bags
- He meant...
1) bangs 2) bags 3) bands
- But what is a waistcoat?
A ..., I think.
1) best 2) vest 3) pest

3 Work in pairs. Answer the questions.

- Why does Candy find it difficult to understand Simon?
- What words do they mention that are different in British English?

4 Complete the table with the American and British equivalents for the words.

American English	British English
trunk	_____
_____	fringe
_____	waistcoat

5 Listen 10 to the words and write them in the correct column.

good /g ʊd/	boot /but/

6 Practice reading these sentences aloud.

- Eddie is a good dancer and could be an even better singer.
- Eddie thought he would win the competition.
- Candy looked at Simon in amazement when he told her to put her bags in her boot.



✚ English in Use Reporting Speech

- 1 Read the examples from the text and underline the verbs.
 - a. “Young lady, I’m beginning to think you have two left feet!” said Simon.
He said I had two left feet!
 - b. “Your routine doesn’t fit with the music you’ve chosen!”
And he said my routine didn’t fit in with the music I had chosen!
 - c. “Put your bags into the boot of your car,” Simon said.
Last program he told me to put my bags into the boot of my car.
 - d. “Don’t wear so much make up,” Simon told her.
He told me not to wear so much make up.
- 2 In pairs, answer the questions.
 - a. What happens to the verbs in the present tense when you report them?
 - b. What happens to verbs that are imperatives?
 - c. What is the difference between how *told* and *said* are used?
 - d. When do we report what people say?
- 3 Report the following statements.
 - a. “I think you have a very nice voice,” said Blake.
Blake said _____.
 - b. “You just need more practice.”
He said I _____.
 - c. “Get over your nerves,” Tamsin told her.
Tamsin told _____.
 - d. “Keep your fringe out of your face!” Simon told her.
Simon told _____.
 - e. “I like your waistcoat,” said Simon.
Simon said _____.
 - f. “Don’t be late,” said the receptionist.
The receptionist told _____.
 - g. “Well, don’t forget the public,” said Eddie to Candy.
Eddie told _____.
 - h. “We have passed the first round,” said Candy.
Candy said they _____.

✚ Speaking Report on a TV Show

- 1 In pairs, choose a TV program you both know and share your opinions about it.
2. Work in groups. Report your partner’s opinions of the TV program.



✚ Writing Writing a Review

- 1 Read the review of the TV program and complete the questionnaire.

The Vampire Diaries is about two vampire brothers, Damon Salvatore (Ian Somerhalder) and Stefan (Paul Wesley), who return to their hometown of Mystic Falls, Virginia. They meet a young girl there, Elena (Nina Bobrev), and they both fall in love with her. So they stay in town and battle with different types of monsters in order to keep the town safe.

If you like vampire movies such as *Twilight*, then you will love *The Vampire Diaries*. It is a romantic horror aimed at young adults who enjoy fiction. You will find yourself falling in love with the characters in every new episode.

However, if you don't like blood and guts, then *The Vampire Diaries* is not for you. The effects are not exactly up to standards. It is also plagued by a number of pop songs which are sometimes so loud the dialogue can't be heard, which might not be a bad thing as the dialogue is not very intelligent.

If you understand what I mean, then only people who are vampire fans will like this type of TV program. If that's you, then tune in to The CW Channel every Thursday at 20:00 PM to see 44 minutes of nail biting action. Otherwise, we recommend you try to avoid seeing this at all costs.

• TV Program Questionnaire •

General information

Name of program: _____

Type of program: _____

When is it on? _____

Who is in it? _____

Who do you recommend it for?

Your opinion

What do you like about it?

What don't you like about it?

Adjectives you would use to describe it

- 2 Choose another TV program. In your notebook, answer the questions in the questionnaire about it.
- 3 Write a review about the TV program. Include the information in the questionnaire. Use *The Vampire Diaries* questionnaire as a model.
- 4 In pairs, exchange and correct your work. Write a clean version of your work.



Street Dancing—Past and Present

Origins

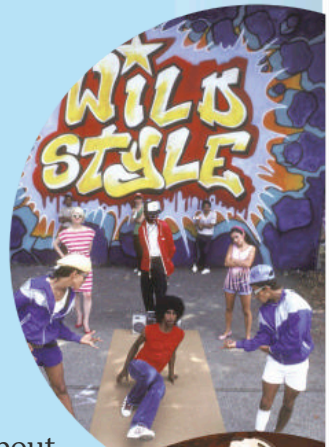
Street dancing is a wonderful form of dancing made up from many different dance styles! It is a great outdoors activity—fun to watch and healthy to do. Today street dancing is recognized as one of the best ways of staying in shape. Street dancing originated in New York in the 70s. It immediately became popular with young people, as it is so unconventional, and requires so much energy and creativity. Break dancing is one of the oldest street dancing techniques. But it doesn't matter if you can break dance or not. The wonderful thing about street dancing is that you can make up your own moves and just have fun with your friends!

What to wear

If you want to look cool while street dancing, wear your loosest pants, a comfortable t-shirt, tennis shoes (with or without socks), a jacket that's at least one size too big for you, and a cap turned the wrong way around!

Ashley Banjo and Diversity

Diversity is an English street dance troupe. The leader of the group, Ashley Banjo, is one of the most famous street dancers on either side of the Atlantic today. Diversity famously beat the singer, Susan Boyle, to win the "Britain's Got Talent" reality show in 2009. Since then Diversity hasn't looked back. They have street danced for Queen Elizabeth, the British Prime Minister, and Larry King, amongst others.



1 Read the text and match the main idea to the paragraphs.

- a. A famous dancer and group. ____
- b. Where street dancing started. ____
- c. Dressing correctly. ____

2 In pairs, discuss the questions.

- a. Which city gave birth to street dancing?
- b. Which famous dancing technique is linked with street dancing?
- c. Why do you think street dancers dress the way they do?
- d. Who is Ashley Banjo?



The history of musicals in the theater

Musical plays tell a story through songs and dance, and often also include spoken dialogue. Famous shows in recent times include *The Phantom of the Opera*, *Mamma Mia!* and *Grease*.

Musical theater dates back to the ancient Greeks, who included music and dance in their comedies and tragedies in the 5th century BCE. Technical innovations were introduced by the Romans. Roman actors, for example, attached metal chips to their stage shoes so the audience could hear better, thus creating the first tap shoes.

In the 19th century, England was the best place to see song and dance on the stage, but by the 1920s the United States became predominant. The first stage piece that conforms to the modern concept of a musical was *The*

Black Crook which premiered in New York on September 12, 1866. It was immensely popular in spite of running for five and a half hours!

Nowadays, the costs of tickets to see a Broadway or West End musical are higher than most theater-goers can afford, so luckily many musicals are made into movies, bringing them to a wider audience.

Several reality TV shows have been used to help market musicals by holding a competition to find leads. Examples are *Grease: You're the One that I Want!*, and *Legally Blonde – the musical*. There are even musicals being made just for the Internet, such as *Dr. Horrible's Sing-Along Blog*. Check it out!

1 In pairs, discuss the questions.

- a. What is a musical?
- b. What musical shows have you seen?

2 Read the text and answer.

- a. How does tap dance relate back to the Romans?
- b. Which musical was considered the first “modern musical”?
- c. In what way was it different to musicals today?
- d. How have some reality shows been connected to musicals?
- e. Why, according to the writer, is it good that musicals are made into movies?

3 Work in groups. Create a musical.

- Choose some of your favorite songs to create a musical.
- Write a synopsis, or summary, of the musical show.
- Decide on characters.
- Design a program for the show.





Step 1 Choose your Favorite TV Show

Brainstorm, as a class, the names of favorite TV programs, e.g. *Two and a Half Men*, *The Simpsons*. Make a group with students that like the same TV program as you do. (There should be no more than 5 people in each group, so you may have to move on to your second best choice.)

In your group, make notes on the show for why you think this show should win the TV-Show-of-the-Year Award, e.g. "It is the funniest." Make notes under the following headings: the type of show, the settings, the participants, audience reaction, your group's opinion.

Step 2 Favorite Episode

Decide on the best episode of your show and write up a synopsis of it. Include why you liked it and what reactions people had to it.

Step 3 Oral Review

Working from your notes from Step 1 and the synopsis of the best episode from Step 2, prepare an oral review about the show. You can include act out a short skit of your favorite episode, having some of your group members play the different roles. Remember to include a lot of superlatives to persuade your audience of your opinions.

Step 4 TV-Show-of-the-Year Award Ceremony

Present your review and favorite episode to the class. Be prepared to answer questions.

Take a class vote to see which program wins the award.



Review

1 Complete the text with the words in the box.

routines judges viewers show excitement popular
sarcasm auditions reality contestants

For the past decade, 1) _____ shows have been very important.
2) _____ love them. American Idol is one of the most 3) _____ of
the reality shows. 4) _____ have to do dance 5) _____ and sing as well.
People who want to appear on the show, have to do several 6) _____ to see if
they are good enough. Only the best singers and dancers are chosen for the
7) _____. And then the 8) _____ really begins, because then it's time
to face the criticism of the 9) _____ and, worst of all, the 10) _____ of
Simon Carr, one of the most feared people on reality TV.

2 Complete the mail with the adjectives in the correct form.

- a. In this show, the costumes are secondary. The _____ (important) thing is the dancing.
- b. Her _____ (high) score in the series was a 9.
- c. This was the _____ (great) experience of her life.
- d. Her dance routine was the _____ (difficult) of the evening.
- e. She received the _____ (big) round of applause in the third round.
- f. She wasn't the _____ (good) contestant, but she won anyway.

3 Decide if the speakers are American (A) or English (E).

- a. "I love your fringe. It makes you look so modern," said the judge. ____
The judge said _____.
- b. "Cut your hair," her mom said. "Your bangs are always in your eyes!" ____
Her mom told _____.
- c. "Put that in the boot. Just don't forget it there," said the taxi driver. ____
The taxi driver told _____.
- d. "I've got a waistcoat like the one you've got on," the contestant said.
The contestant said _____.
- e. "I don't want to wear my vest. It's too hot," said the girl. ____
The girl said _____.

4 Report what the people in activity 3 said to a partner.



Memory

Discuss the Topic

- How do you remember facts and figures for school tests?
- Do you think you are better at remembering names or faces? Why?
- How do you remember new words in English?

In this unit I will learn to...

- remember the past.
- understand and identify different ways to describe repeated actions or routines in the past.
- express interest, surprise, and happiness.
- write about past memories.

Product

- I will make a memory game.

Reading A Magazine Article

Learning Tip

Scanning

Read the text quickly to find key words that give specific information.

- 1 Scan the article about Brad Williams and underline the reason he is planning to write a book.

- He is losing his memory.
- Researchers suggested it.
- He has an exceptional memory.

- 2 Read the text on pages 57 to 66 of your *Reader* and answer the questions.

- a. How many people have hyperthymesia in the USA?

- b. What were the brothers doing in their father's basement?

- c. Why was the woman from California given tests?

- d. Why is Brad Williams' condition important for researchers?

- e. What do you think *sponge-like mind* means?

- 3 Look at the phrases from the article in your *Reader* and deduce their meaning from the context.

- hidden talent (page 59)
- short memory (page 59)
- learn something by heart (page 61)
- photographic memory (page 61)
- out of sight, out of mind (page 61)

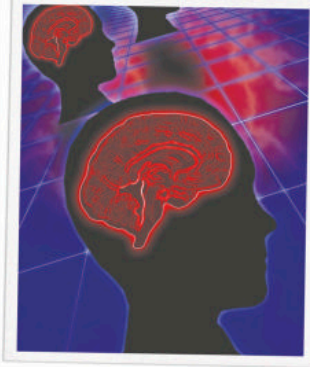
___ to remember all of something, usually after practice

___ something special you can do, that is not evident to others

___ to forget things quickly

___ if you don't see something, you forget about it

___ to remember the exact details of something you have seen



Speaking Group Discussion

- 1 In groups, discuss the questions.

- What are the advantages of having a good memory?
- Do you think you are good at remembering specific dates and events? Give examples of events you can remember.
- What is your earliest memory?



✦ Language Focus *Used to and would*

- 1 In pairs, look at the sentences from the *Reader* and underline the verbs.
 - a. His father died in 2000.
 - b. There is the prison that used to be a school.
 - c. When he was a child he used to play in front of his house.
 - d. Other kids would cycle past and test him.

Learning Tip

Used to

Used to is often referred to as the idiomatic past tense. Structurally, it is a regular verb: *I used to, he didn't use to, did you use to...?*

- 2 Look at the examples and complete the rules with *can* or *can't*.
 - a. *Used to* and *would* _____ be used to describe repeated actions or routines in the past.
When I was younger, I used to practice soccer every day.
When I was younger, I would practice soccer every day.
 - b. *Used to* _____ be used to describe states or routines in the past that no longer exist.
I used to be short. (I am not now.)
I used to swim a mile a day. (I don't now.)
 - c. *Would* _____ be used to describe states.
- 3 Find examples of *used to* and *would* in the profile in your *Reader* and write them in the table below.

Used to	Would

- 4 Choose the correct options to complete the sentences.
 - a. Eric *used to read* / *read* a news story.
 - b. His brothers *would* / *used to* ask him questions.
 - c. The woman from California *would go* / *went* to the doctor.
 - d. There *used to* / *would* be fields where this school is now.
 - e. His father *used to make* / *made* movies on a hill near the town.
- 5 In pairs, use the prompts to talk about what your life was like and what you were like when you were in primary school.

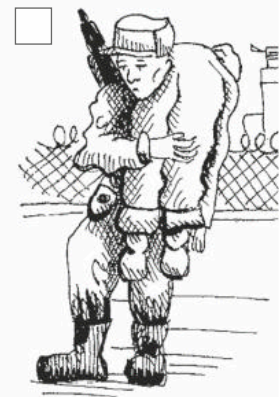
practice a sport	go to the park	play with dolls or action figures
watch cartoons	visit family	live in the same house
- 6 In pairs, discuss your earliest memories. Talk about where you were, why you were there, and what you used to do there.
When I was five, I used to play football on weekends.



Listening Remembering the Past

1 In pairs, look at the photo and the illustrations and answer the questions.

- What is happening in the illustrations?
- What do you think the students in the photo are talking about?



Learning Tip

Listening for gist
Concentrate on the overall idea even if you don't understand every phrase or sentence.

2 Listen [11](#) to the conversation and number the illustrations in the order the events happened.

3 Listen again and complete the sentences with *R* if they refer to Ralph and *J* if they refer to John.

- ___ was shot.
- ___ was sent to a different unit.
- ___ is bad at remembering names.
- ___ spelled his friend's name incorrectly.
- ___ made a phone call to his old friend.

4 Listen to the sentences [12](#) and underline the words that are stressed.

- I've found a really interesting article on the Internet.
- That's such a long time.
- They were so happy.

5 Rewrite the sentences inserting the stressed words from activity 4.

- It's my birthday! I'm excited. _____
- I'm tired. It was a long journey. _____
- It's a boring movie. Don't watch it. _____



English in Use Expressing Interest, Surprise, and Happiness

Learning Tip

Emotions

Practice expressing the different emotions out loud in different situations.

This will help you articulate your feelings better when you are speaking.

- 1 Label the faces with the words in the box.

surprise interest happiness



- 2 Read the expressions and match them to the feelings in activity 1.

a. Really? What about? Who are they? What happened next?

b. Great! That's fantastic! I am so glad.

c. Wow! I don't believe it! No way! Unbelievable!

- 3 Complete the dialogue with some expressions from activity 2 (there is more than one correct answer).

GIRL: I read a really interesting news article yesterday.

BOY: 1) _____

GIRL: Two old war veterans who hadn't seen each other for fifty-seven years.

BOY: 2) _____. What happened?

GIRL: They lost contact after the war, but a friend of one of them found some information on a Web site.

BOY: 3) _____



- 4 Write the story of John and Ralph. Use the pictures on page 52 to help you remember.

Speaking Pairwork

- 1 In pairs, read your stories to each other.
- Listen for surprising, interesting, or happy moments in your partner's story.
 - Interrupt your partner with expressions from this page.



✚ Writing Past Memories

- 1 Think about memories from your childhood and make notes about one or two events you remember well.

Family Life	Making Friends	First Days at School	First Love

- 2 Organize your notes into a mind map and include more details. Talk to friends and family to help you remember more details.

- 3 In pairs, read each other's mind maps and make sure they are organized and easy to read.

Writing Tip

A past memory

Make sure you describe the events in a coherent and logical order.

Use adjectives and adverbs to give more details of scenes and actions.

Describe your feelings and don't forget to include a personal comment about what happened.

- 4 Write a first draft of your anecdote. Use the *Learning Tip* box to help you.

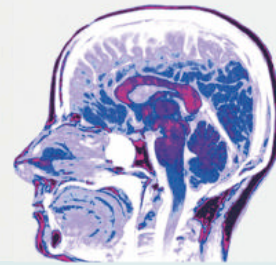


- 5 In pairs, exchange anecdotes and make suggestions on how to improve them.
- 6 Correct and write a final version. Add any photos or illustrations you think will make the design better.
- 7 Have a class exhibition of your anecdotes.
 - Which ones did you enjoy reading most?



Exercise Your Memory

Scientists say you can improve your memory by exercising it every day. You can do this by trying to recall activities from the past or by thinking in different ways.



Tips for Remembering

Chunking—Form small groups of information instead of trying to remember long lists.

Mnemonic devices—Use abbreviations to compress information into shorter bits, e.g. Every Good Boy Does Fine = E, G, B, D, F— the musical scale.

Linking to visual images—If you need to remember someone's name, create a visual image of them doing something familiar.

Try these activities and keep your memory in shape!

1. Can you remember ten details about your first day at school?
2. Think of as many countries as possible that begin with the letter "A." Then do the same for "B," "C," etc.
3. How many famous historical figures can you write down in one minute?
4. How many names of students in your school can you remember (not from your class!)?

- 1 In pairs, look at the text and answer the questions.
 - a. Who do you think the article is for?
 - b. What type of magazine do you think it is from?
 - c. What is the article about?
- 2 Read the article and do the activities.
- 3 In pairs, compare how much you remembered.
- 4 In groups, read the *Tips for Remembering* and answer the questions.
 - a. Would these tips be useful for you to remember anything? Which ones and why?
 - b. Do you know any mnemonics in your language? What are they?
 - c. How do you remember things?
- 5 Write another tip for remembering things. Give examples of how your tip would work.



Short-term Memory Loss

Short-term memory refers to memories which last for a few minutes. Unlike sensory memory, which is stored in the exact form it was experienced, short-term memory has received some processing; thus, "A" is stored not as a visual stimulus, but as an abstract concept of the letter "A". Short-term memory is of limited capacity, usually 5–9 items ("7-plus-or-minus-two"). Beyond this capacity, new information can "bump" out other items from short-term memory. This is one form of forgetting. Objects in short-term memory can be of indefinite complexity; thus, short-term memory can hold several numbers, or several words, or several complex concepts simultaneously. Thus, while an individual may only be able to remember seven random digits, it may be possible to remember more digits if they are "chunked" into meaningful objects: "1776–2001–1941" represents twelve separate digits—well beyond most people's capacity—but only three easily-remembered chunks.



Source: <http://www.memorylossonline.com/glossary/memory.html> (Accessed 03/12/2010)

How to Overcome Short-Term Memory Loss

- **Repeat things you want to retain in your mind.**
Repetition can help "hold" things in your short-term memory.
- **Keep a journal of your daily activities.**
That way, if you can't seem to remember, you can look back and read over it to help recall.
- **Go to sleep at a set time each night.**
Try to have eight hours of sleep as this can help your short-term memory.
- **If you are sad because of your short-term memory loss, try watching a movie.**
Movies are good because you can practice remembering the characters' names and the plot. You can even watch a movie about short-term memory loss like *50 First Dates*.
- **To remember something for longer than eighteen seconds you will need to commit it to long-term memory.**
The best way to do this is to think about the meaning of what you have to remember. The more attention you pay to something in short-term memory that you want to remember, the more likely you are to store it in long term memory.



Source: <http://www.wikihow.com/Overcome-Short-Term-Memory-Loss> (Accessed 03/12/2010)

- 1 Read the encyclopedia entry and answer the questions.
 - a. If you suffer from short-term memory loss, how long do your memories usually last?
 - b. How much capacity does a short-term memory have?
 - c. What can happen if you go beyond this capacity?
 - d. How can you make it easier to remember random digits?
- 2 In pairs, read the tips on how to overcome short-term memory loss. Then cover the page and test your partner on how many he or she can remember.
- 3 In groups, imagine you are suffering from short-term memory loss. Discuss what you could do to ensure you remember things. Share your ideas with the class.

To read more about this topic, visit...
http://www.medicinenet.com/memory_loss/symptoms.htm



Step 1 Write a List of Verbs

- Individually, write down on a piece of paper a list of verbs that you know.
- Work in small groups. Take three sample verbs from your lists and make sure the members of your group can form each verb using the tenses in the table below. Add your sample verbs to the table.

Simple past	Present perfect	Past perfect	Future perfect
(I) walked (He) went	(I) have walked (He) has gone	(I) had walked (He) had gone	(I) will have walked (He) will have gone

Step 2 Make Verb Cards

- Individually, choose another four verbs from your list in Step 1 and write each of them onto a separate piece of card.
- Count how many verb cards your group now has and make the same amount of cards for the verb tenses. Put your verb cards in one pile and your tense cards in another.

Step 3 Make Sentences

- Choose a card from each pile and use the verb and the tense to make a sentence. If you use the verb correctly in the sentence, you keep the pair of cards. If you make a mistake with the tense of the verb or the sentence does not make sense, then put the cards at the bottom of the pile.
- Continue until all the cards have been used.

Step 4 Play the Game Again

- Count how many pairs of cards each member of your group has at the end of the game. The person with the most cards is the winner.
- Make a new group with other classmates and play the game again!



Review

1 Complete the sentences with the words and phrases in the box.

photographic memory out of sight, out of mind
learned it by heart flashback short memory

- a. I practiced and practiced my speech until I _____.
- b. He remembered every detail of the robber's face, even though he only saw it for a few seconds. He has a _____.
- c. As soon as she left, he forgot about her. Talk about _____.
- d. You'll have to remind me again, I'm afraid I have a _____.
- e. I was walking down the street yesterday when I had a _____ of my childhood. I clearly remembered my grandma taking me to the beach in the summer.

2 Underline the correct options to complete the sentences.

Food Memories

When I was a young child, I 1) *would / used to* hate steak and meat pie. When it was meal time, I 2) *would take / took* hours to come to the table. I 3) *used to start / started* cutting the pie with my knife and fork and, when Mom and Dad weren't looking, I 4) *would throw / threw* it down to the dog, who was hiding under the table. My mom and dad 5) *would pretend / pretend* they didn't see what was going on. I 6) *did / would do* this every time we had meat pie, until one day Mom 7) *used to give / gave* me dog biscuits instead! I started to eat meat pie after that!



3 Complete the sentences with *used to* or *would*.

- a. Joanna 1) _____ go to the park every Sunday with her dad when she was younger. Other kids 2) _____ also be there with their brothers and sisters.
- b. When he was a child, he 1) _____ save his pocket the money every week. At the end of the month, he 2) _____ spend all his money on a new toy.
- c. I 1) _____ go cycling with my sister on Wednesday evenings. My brother 2) _____ sometimes come, but it was never for certain.

