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Dear Student,

Welcome to **Crossover Higher!**

**Crossover Higher** is a challenging new course that will help you build on your previous knowledge of English and bring you closer to the world outside the classroom.

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

- Interesting and meaningful topics to help you develop your language.
- Communicative activities that you can relate to your own experience.
- Cultural information on modern-day issues that helps you compare your experiences with people from other countries.
- Group projects that encourage you to produce something tangible related to the topics.

About your *Student's Book*:

Your *Student's Book* has ten *Units*. Each *Unit* contains reading, listening, speaking, and writing activities about different topics. The *Units* end with a *Review* to help you practice language and vocabulary and help prepare you for internationally recognized exams.

At the back of your *Student's Book* you will find:

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

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

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



## A New Home

### Discuss the Topic

- Why do people move to other countries?
- What problems do people who move to different countries sometimes have?

### In this unit, I will learn to...

- summarize ideas.
- express likes and dislikes.
- ask and answer information questions.
- talk about having people do something.
- write a description of a place.
- express surprise.

### Project

- A Welcome Brochure

### ✚ Reading Magazine Interviews

1 In groups of three, look at the different stories in your *Reader*, and write notes to answer the questions.

Student A: read Paola's story. (pp. 6–7)

Student B: read Agnes's story. (pp. 8–9)

Student C: read Akiki's story. (pp. 10–11)

- Where is he/she from?
  - What experiences did he/she have in his or her home country?
  - Why did he/she move?
  - What is he/she doing now?
  - What opportunities or difficulties does he/she have?
- 2 In your group, exchange information about the people.

#### Reading Tips

##### Summarizing

- Focus on the central themes of the text, and ignore irrelevant information.
- Break down the larger ideas, and write notes to convey the overall meanings.

3 Read the interviews again, and answer the questions.

a. Why did Paola realize she would have to improve her grades at school?

\_\_\_\_\_

b. What does Paola like about Mexico?

\_\_\_\_\_

c. Why did Agnes's father find it particularly hard to adapt to life in the United States?

\_\_\_\_\_

d. How did Agnes feel about her journey to school?

\_\_\_\_\_

e. How did Andy and Akiki meet?

\_\_\_\_\_

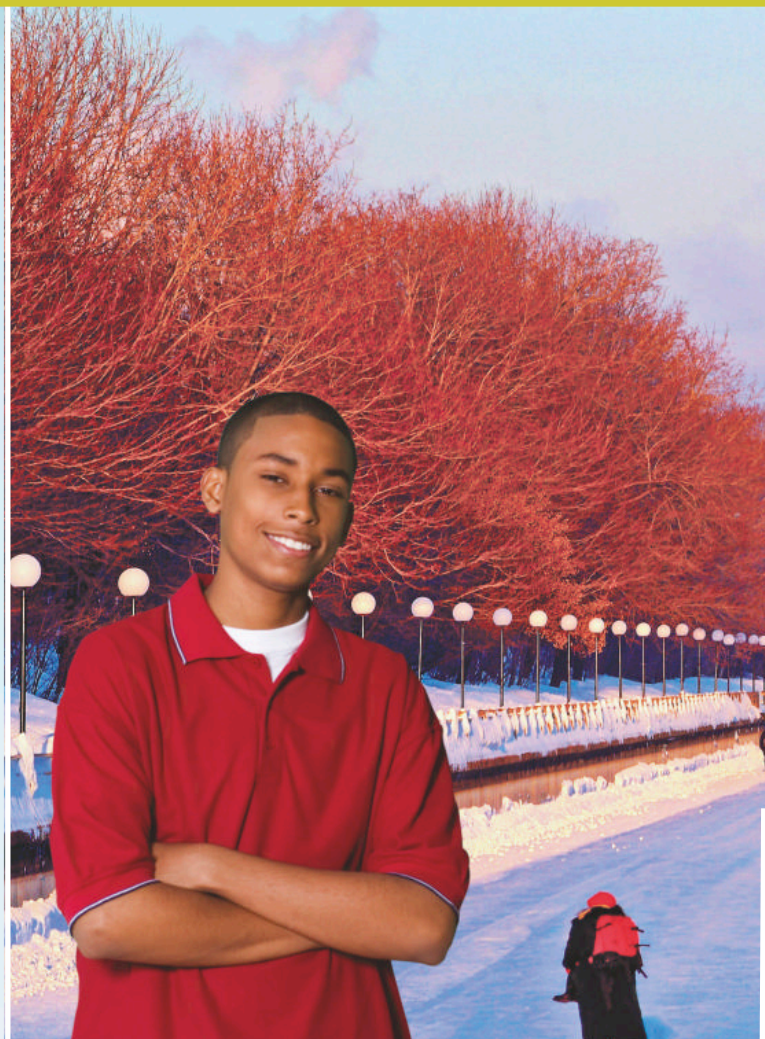
f. How does Akiki help Andy?

\_\_\_\_\_

### ✚ Vocabulary Likes and Dislikes

1 Decide if the phrases express like (L) or dislike (D). Use your *Reader*.

- I fell in love with some of the houses in Mexico. \_\_\_\_
- I wasn't really into physics or chemistry. \_\_\_\_
- It was a real drag at times. \_\_\_\_
- Poland was interesting, and I kind of liked it. \_\_\_\_
- I can't stand crowds. \_\_\_\_
- He loved sports and was crazy about ice hockey. \_\_\_\_



2 Complete each sentence with two to five words so that it means the same. Use the words in parentheses.

- I don't really like the new art club.  
I \_\_\_\_\_ the new art club. (into)
- He likes her very much.  
He \_\_\_\_\_ her. (about)
- I wasn't sure at first, but now I like it a little bit.  
I wasn't sure at first, but now I \_\_\_\_\_ it. (kind)
- She really hates broccoli.  
She \_\_\_\_\_ broccoli. (stand)
- The journey to school was terrible.  
The journey to school \_\_\_\_\_. (real)
- I went to Brazil last year. I liked it a lot.  
I went to Brazil last year. I \_\_\_\_\_. (fell)

### ✚ Speaking Expressing Likes and Dislikes

- In pairs, discuss the questions.
  - What do you like and dislike about where you live?
  - If you could emigrate anywhere, where would you go? Why?





## ✚ Language Focus Information Questions

(See page 105.)

### 1 Match the questions and the answers.

How difficult was it? \_\_\_\_

What sort of restaurant do you want to open? \_\_\_\_

Which languages did he speak? \_\_\_\_

Which school was it? \_\_\_\_

How often did you go? \_\_\_\_

What happened then? \_\_\_\_

- Andy's family invited me to go and live with them.
- Every night.
- A Mexican one, of course!
- Polish, German, and Russian.
- Phew, it was tough!
- LaGuardia Arts.

### 2 In pairs, answer the questions with the underlined words from activity 1.

- Which question word asks about extent or degree?
- Which question word asks about an unlimited choice?
- Which question word asks about a limited choice?

### 3 Read the questions in activity 1 again, and underline the correct options.

- We can use adverbs or adjectives after the question word *how* / *what*.
- We can use nouns after the question words *how* and *what* / *what* and *which*.

### 4 Complete the questions with the correct question words from activity 1.

- \_\_\_\_\_ sort of music do you like?
- \_\_\_\_\_ one do you want?
- \_\_\_\_\_ easy was the exam?
- \_\_\_\_\_ far is it to the station?
- \_\_\_\_\_ way shall we go?
- \_\_\_\_\_ color is her hair?

### 5 In pairs, read the pairs of questions, and answer the questions.

*What is he like?/What was Poland like?*

*How old is he?/How did you feel?*

- Which questions ask about a condition or qualities that can change?
- Which questions ask for a general description or a description of the permanent nature of people and things?

### 6 Underline the correct answers.

- What's your best friend like?  
*I like him. / He's funny and smart.*
- How old is he?  
*Yes, he's old. / He's forty-one.*
- What's your home like?  
*It's small and modern. / I don't like it.*
- How are you?  
*Very well, thanks. / I'm tall and thin.*

### 7 Write questions using the words in parentheses. Follow the example.

- Do you live close to school? Or do you live far from school (how)  
How far from school do you live?
- Are the stores this way? Or are they that way? (which)  
\_\_\_\_\_
- Is it nice where you live? Or is it horrible? (what)  
\_\_\_\_\_
- Does it take a long time to travel around? Or is it easy? (how)  
\_\_\_\_\_
- Are people friendly where you live? Are they stressed out or relaxed? (what)  
\_\_\_\_\_
- Do you want to buy the black jacket? Or the blue jacket? (which)  
\_\_\_\_\_

### 8 In pairs, ask and answer questions to describe where you live, the people you know, and your feelings about both.



## ✚ Listening A Radio Show

- 1 In pairs, look at the photograph and the headline, and discuss the questions.
  - a. What causes wildfires?
  - b. What can people do to prevent them?
  - c. What other natural disasters destroy homes or cause people to leave them?



## FEMA

### AVOIDING WILDFIRE DAMAGE: A Checklist for Homeowners

- 1) Create a 30-foot safety zone around your property.
- 2) Keep the gas tank at least 15 feet from your property.
- 3) Clear trash and dead leaves.
- 4) Use non-combustible materials on your roof.
- 5) Cover ventilation and openings with wire mesh.
- 6) Use fire resistant shutters on your windows.

Protecting your home from wildfire is your responsibility.

FEDERAL EMERGENCY MANAGEMENT AGENCY

- 2 Listen 2 to the radio interview and mark (✓) the precautions on the list that the family are now taking.
- 3 Listen again and answer the questions.
  - a. Who or what caused the wildfire?  
\_\_\_\_\_
  - b. Who did not want to leave during the fire and why?  
\_\_\_\_\_
  - c. Why did the authorities allow the family to rebuild?  
\_\_\_\_\_
  - d. What does the family want its neighbors to do?  
\_\_\_\_\_
  - e. What is the family trying to avoid having to do in the future?  
\_\_\_\_\_

# Families Rebuild After Wildfire

## ✚ Pronunciation Question Intonation

### Pronunciation Tips

Statements and Questions

- Sometimes, in conversation, we can change a statement into a question by using rising intonation instead of falling intonation: *It was a wildfire* (falling); *It was a wildfire?* (rising).
- We turn statements into questions to make sure we understand or to confirm information.

- 1 Listen 3 to the sentences, and mark them with a question mark (?) or a period (.), depending on whether they are questions or statements.
  - a. She didn't want to leave \_\_\_\_
  - b. She wanted to stay and protect our old cabin \_\_\_\_
  - c. The authorities only let us rebuild if we agreed to a few rules \_\_\_\_
  - d. A few rules \_\_\_\_
  - e. A new roof \_\_\_\_
  - f. Yeah, with clay tiles \_\_\_\_
- 2 In pairs, practice saying the sentences as statements, and then questions. Guess if your partner is asking a question or giving a statement.
  - a. That's your book.
  - b. You're not going to the movies tonight.
  - c. I got a ten in the test.
  - d. Jane's playing for the other team.
- 3 In groups, discuss natural disasters that have caused people to leave their homes in your country. Check understanding and confirm information.



## ✚ English in Use Having Someone Do Something

(See page 106.)

### 1 Read the examples, and match the sentence halves.

The authorities made us evacuate.

We had builders fix the cabin.

The authorities only let us rebuild if we agreed to a few rules.

We are trying to get our neighbors to do the same.

- Let + person + verb...
- Make + person + verb...
- Have + person + verb...
- Get + person + to + verb...

\_\_\_ means to allow someone to do something  
 \_\_\_ means to persuade someone to do something  
 \_\_\_ means to force someone to do something  
 \_\_\_ means to give someone the responsibility to do something

### 2 Underline the correct options to complete the chat.



### 3 In pairs, read the sentences, and answer the questions.

We had some workers create a thirty-foot safety zone.

We also had fire-resistant shutters fitted on the windows.

We're also having the workers build a new roof.

We will have fire inspectors check the area every few months.

- How do we change tenses in sentences using causative verbs?
- In which sentence is the person or people who did the action unknown? Is this sentence in the active or the passive voice?

### 4 Complete the sentences with the correct form of the verbs in parentheses.

- We don't need a taxi; I \_\_\_\_\_ (get) my brother to pick us up in his car.
- There are no classes today. The principal \_\_\_\_\_ (have) builders repair the roof after the storm.
- Sorry I couldn't come to your party. My mom \_\_\_\_\_ (make) me stay home and study.
- It was a disappointing trip. They \_\_\_\_\_ (not let) us camp in the forest because of wildfires.
- They \_\_\_\_\_ (have) the storm barriers checked every year.

### 5 Complete the second sentences so that they mean the same as the first. Use appropriate causative verbs.

- The hairdresser cut David's hair.  
David had his hair cut (by the hairdresser). \_\_\_\_\_
- I didn't want to go to the school play, but my dad didn't give me a choice.  
My dad \_\_\_\_\_
- John's teacher gave him permission to leave early.  
John's teacher \_\_\_\_\_
- Sarah persuaded me to help her with her homework.  
Sarah \_\_\_\_\_
- First, the scouts painted the fence, and then they fixed the front gate.  
After the scouts had painted the fence, I \_\_\_\_\_

## ✚ Speaking Identifying Changes

- In groups, think about a natural disaster in your country, and discuss the questions. Use causative verbs.
  - What happened during the disaster?
  - What was the authorities response?
  - What did they persuade, allow, or get people to do?

## ✚ Writing Descriptions of Places

- In pairs, read the e-mail, and discuss the questions.
  - Do you think Jeff knows the place well? Why or why not?
  - What does Jeff like about the place he is describing?
  - Do you think Jeff is completely happy in his new home? Why or why not?
- Read the e-mail again, and write notes in the chart.

Things to do	Things to see

- In pairs, answer the questions.
  - Which paragraph contains a recommendation?
  - Which paragraphs talk about specific sights and things to do?
  - Which paragraph gives the name of the location?
- Read the e-mail again, and underline the words in the box. Say how they change the meaning of the adjectives that follow them.

extremely   much   pretty   so  
 absolutely   really   completely

- Write sentences to describe a place that you know. Use intensifying adverbs.
- Write an e-mail to a friend about your place. Include an introduction, a main body, and a closing paragraph.

### Writing Tips

#### Describing a Place

- Choose a place you know well.
- Describe its appearance, things that happen there, and why you like or don't like it.
- Give an overall opinion. Use intensifying adverbs to add feeling.



To:

From:

Hi Mike,

Well, we've settled into our new house near Lincoln Park. I wasn't happy when Mom and Dad said we were moving, but I'm beginning to like it in Chicago. It's extremely busy downtown, but it is much more relaxed around here.

Let me tell you about Lincoln Park. It's so cool! I hang out there most weekends with my friends from school. The park stretches for seven miles along the waterfront. There are some awesome beaches along the shore of Lake Michigan. There are plenty of basketball courts, so we sometimes play there, but often we just chill out next to the water.

You can get a great view of the Chicago skyline on a clear day, and there is even a free zoo with penguins, gorillas, and polar bears. However, the best bit is the Waterfront Trail. You can skate, ride, or run from Uptown to Downtown and back again. It's completely safe and great fun.

Although I'm not sure what I'll do in the winter—my friends say it's absolutely freezing, and they never go out. It must be pretty boring then!

It's really fun here, and you would love it. I hope you can visit soon—you should come one weekend! The one thing I miss are my old friends in Dayton.

Take care,

Jeff







Tonight on




**HOME CHANNEL**

## THE TALLEST BUILDING IN THE WORLD

It has 900 apartments on 1) \_\_\_\_\_ floors. It reaches  
2) \_\_\_\_\_ meters high and has 3) \_\_\_\_\_  
elevators traveling at 4) \_\_\_\_\_ kilometers per hour. There  
is even a swimming pool on the 5) \_\_\_\_\_ floor.  
However, no one wants to live in the Burj Khalifa.

**Find out why at 8 p.m.**

- 1 In pairs, look at the ad for a TV program and answer the questions.
  - a. What is special about this building?
  - b. Who is the text for?
- 2 Listen  4 to the conversation between Alex and Sandy, and complete the information in the ad.
- 3 Listen again and answer the questions.
  - a. Where is the Burj Khalifa?  
\_\_\_\_\_
  - b. Why are there empty apartments?  
\_\_\_\_\_
  - c. What is special about the building's swimming pool?  
\_\_\_\_\_
  - d. Who would like to visit the tower?  
\_\_\_\_\_
  - e. What is one disadvantage the tower has?  
\_\_\_\_\_
- 4 In pairs, choose an amazing place you know or have heard about. Write notes to describe the incredible features of the place.
- 5 Describe the place to another pair. Express surprise about each other's descriptions. Use the *Useful Language* box.

### Useful Language

Expressing Surprise

*You're joking! You're kidding me!*

*That's amazing! Awesome!*

*What? That's ridiculous!*

*Wow! Really?*

*No way! Unbelievable! Cool!*



## Green Homes

It is not only where you live that is important, but also how you live. As our natural resources run out, sustainable homes will become ever more necessary. What is a sustainable home? It's one that attempts to minimize the depletion of natural resources in its construction and use. While all new dwellings use up valuable resources, sustainable homes try to be as earth-friendly as possible. That means sustainable materials, minimal energy consumption, low-waste water systems, and renewable heating and electricity! Here are three of our favorite sustainable houses from around the world...

### 1. The Hobbit House

The Hobbit house was made from recovered scraps and cost very little money—only \$5,000! It is built into the ground, like the homes in the movie *The Lord of the Rings*. The house is powered using solar panels, and includes a skylight in the roof to let in natural light. Water is supplied from a nearby spring. The house is home to Simon Dale and his family. He built the house himself—even though he had little experience!

### 2. The Heliotrope

This rotating solar house generates more energy than it uses. Located near Freiburg, Germany, and designed by Rolf Disch, the structure is built around a giant pole and physically rotates to track the sun. The photovoltaic panels on the roof have a capacity of 6.6 kilowatts, and computer controls make sure that the panels are always optimally adjusted towards the sun. One problem is the expense: it cost around \$2 million to build.

### 3. The Oval Tree House

The oval tree house is constructed around an oak tree and stands on eight spiderlike legs. The construction is located in WeberHaus's World of Living Show Park in Germany. The house was designed to raise awareness about the links between living spaces and trees. Baumraum, the design company, had a double-flight staircase made, which lets visitors climb up to the sky cabin to enjoy the views! Prices start at \$25,000.



The Heliotrope House

- In pairs, look at the title and subtitles, and discuss what you think the homes have in common.
- Read the article, and write notes in the chart.

Home	Hobbit House	Heliotrope	Oval Tree House
Designer			
Location			
Cost			
Special features			

- In pairs, discuss the questions.
  - Would you like to live in an ecohome?
  - What are the advantages and disadvantages of living in each of the homes in the article?
  - Do you think ecovillages will become more or less popular in the future? Why or why not?
- In groups, design your own ecohome. Think about the items on the list and share your ideas with the class.
  - Cost
  - Materials
  - Location
  - Size



# Project

## A Welcome Brochure

### Step 1: Brainstorm Ideas

- Work in small groups. Talk about where you live. Brainstorm ideas about different topics: local amenities (such as stores, schools, and community services), the environment, types of housing, employment opportunities, dangers, etc.
- Discuss ideas for creating a “Welcome Brochure” for new residents or visitors to your area.

### Step 2: Research

- Work in your group. Assign each group member a topic identified in Step 1.
- Individually, research your topic in more detail. Write notes to describe places and amenities, and think about how they make where you live a better (or worse) place.
- Add factual details to your notes: opening times, prices, population figures, etc.

### Step 3: Prepare Your Brochure

- Go through your notes, and write a short description of the topic you researched. Include facts and opinions.
- Illustrate your work with photos, maps, or diagrams.
- In your group, put your work together to create your brochure. Divide the brochure into clear sections.
- Check each other’s work for grammar, spelling, and punctuation.

### Step 4: Present Your Brochure

- Present your “Welcome Brochure” to the class. Take turns presenting the topic you wrote about.
- Ask and answer questions about each other’s brochures.



# Review

1 Complete the text with the correct forms of *get, have, let, or make*.

## After the Flood

After the flood, there was a lot of cleaning up and repairs to do. Luckily, the government

1) \_\_\_\_\_ the army comes out with some heavy machinery. First, they cleared the streets of mud. Then my grandma 2) \_\_\_\_\_ them to clear our front yard as well. She was very forceful!

Some houses had collapsed, and others were too dangerous to live in. It was difficult for the army to 3) \_\_\_\_\_ the owners leave their houses, but eventually they did.

We had plenty of room in our house, so we 4) \_\_\_\_\_ a family without a home move in with us. They were very grateful.



2 Underline the correct options to complete the sentences.

- The markets were fantastic. I *fell in love with / wasn't into* the smells and colors.
- I loved sports at school, but I *wasn't into / was crazy about* studying.
- We were waiting at the airport for ten hours. It *was a real drag / I kind of liked it*.
- I wasn't sure about going to the party, but in the end, I *kind of liked it / couldn't stand it*.
- I'm not going to the top of the Burj Khalifa because I *can't stand / I'm crazy about* heights.
- I love all sports and am especially *crazy about / can't stand* soccer.

3 Complete the sentences to mean the same. Use two to five words, including the words in parentheses.

- The plumber fixed my bathroom. (had)  
I \_\_\_\_\_ by the plumber.
- "You must clean up your room," said Mom. (made)  
Mom \_\_\_\_\_ my room.
- "You can go home," said the teacher. (let)  
The teacher \_\_\_\_\_.
- He persuaded me to go to the soccer game. (got)  
\_\_\_\_\_ to the soccer game.

4 Complete the questions with the words in the box.

big which school what size how

- \_\_\_\_\_ is your home like?  
\_\_\_\_\_
- How \_\_\_\_\_ is it?  
\_\_\_\_\_
- What \_\_\_\_\_ is your bedroom?  
\_\_\_\_\_
- \_\_\_\_\_ part of town is it in?  
\_\_\_\_\_
- Which \_\_\_\_\_ do you go to?  
\_\_\_\_\_
- \_\_\_\_\_ far is your home from school?  
\_\_\_\_\_

5 Answer the questions in activity 2.





## Individuals in Society

### Discuss the Topic

- What groups and organizations do people belong to in your society?
- How are these groups and organizations important in people's everyday lives?

### In this unit, I will learn to...

- differentiate between main ideas and extra information in a text.
- talk about social groups in my society.
- express personal attitudes and opinions.
- organize and develop vocabulary according to criteria.
- write a formal e-mail.
- ask for further information.

### Project

- A Youth Club

### ✚ Reading An Informative Article

1 Read the article on pages 14 to 19 of your *Reader*. Number the topics in the order they appear.

- Shared interest \_\_\_\_
- Male and female \_\_\_\_
- Rites of passage \_\_\_\_
- Young and old \_\_\_\_

#### Reading Tips

##### Identifying Main Ideas and Extra Information

- Skim the text for the main ideas: read the opening paragraph and the first and last sentences of the other paragraphs, and look for topic sentences.
- Read the text carefully for extra information: note key words, phrases, ideas, and facts, and make sure you understand the overall message.

2 Read the article again. Mark the sentences that refer to age-based groups (A), gender-based groups (G), or groups of common interest (C).

- Transition from one set to another is marked by a ceremony or ritual. \_\_\_\_
- Groups are sometimes based on economic or social class. \_\_\_\_
- People become a member of a particular group over time. \_\_\_\_
- In large societies, it is optional to be a member of these groups. \_\_\_\_
- Members of these groups often have a combination of both qualifications and interests. \_\_\_\_

### ✚ Vocabulary Compound Adjectives

1 Match the words to make compound adjectives.

- large- \_\_\_\_ aged
- decision- \_\_\_\_ based
- family- \_\_\_\_ making
- middle- \_\_\_\_ scale

2 Use the compound adjectives from activity 1 to complete the sentences.

- When they are in their twenties, morans become \_\_\_\_\_ elders.
- \_\_\_\_\_ women in traditional societies look after the home.
- This is a \_\_\_\_\_ project that affects the whole world.
- \_\_\_\_\_ groups can include anybody from close relatives to distant cousins.



3 In pairs, answer the questions.

- What do we usually use to join compound adjectives?
- What is the position of the compound adjectives in the sentences? Before a verb, after a noun, etc.?
- Can you find an example of a three-part compound adjective in your *Reader*?

4 Make a list of more compound adjectives with the words in the box.

sixteen-year- good- way three- natured  
famous one- ice- old world- hour cold

5 In pairs, use compound adjectives to describe people, places, and events.

### ✚ Speaking Group Discussion

1 In groups, create a survey. Decide what questions you want to ask. Follow the examples and add more questions.

Would you like to join a club or society? Why or why not?  
Are you a member of a club or society? Which one?  
How often do you attend?  
What type of activities do you do there?

2 Conduct your surveys. Then share your results with the class.

## ✚ Language Focus Present Simple: Active and Passive Voice

(See page 106.)

### 1 Read the sentences and underline the verbs.

*People in all societies are classified by their age.*

*These age-based categories are called age grades by anthropologists.*

*They are people of the same gender who share a common identity.*

*From the ages of six to eight, Masai boys spend much of their time on their own.*

*In Masai culture, only morans are allowed to have long hair.*

*Morans defend their animals against predators.*

### 2 In pairs, read the sentences again and discuss the questions.

a. Which sentences are active and which are passive?

b. Why is the passive voice used in some sentences instead of the active?

### 3 Match the sentence halves to complete the rules.

a. We use passive voice when...

b. We use active voice when...

\_\_\_\_\_ we are more interested in who or what performs the action.

\_\_\_\_\_ we are more interested in the action than in who or what performs it.

### 4 Underline the correct options to complete the text.

## The Kalenjin People



The social structure of a Kalenjin village 1) *bases / is based* on age sets. Rites of passage, such as initiation and circumcision, 2) *take place / are taken place* every seven years. Everyone who 3) *undergoes / is undergone* the initiation becomes a member of an age set called “Ipinda” and will be eligible to marry. At traditional weddings, the Kalenjin people 4) *hold / are held* a large public feast, where a lot of sumptuous food 5) *provides / is provided*, including the staple “ugali.” This 6) *prepares / is prepared* from white corn and boiling water, meat, and whole milk.



### 5 Complete the sentences with the correct forms of the verbs in parentheses.

- Brazil \_\_\_\_\_ (divide) into a mixture of different races and ethnicities.
- In India, marriage \_\_\_\_\_ (arrange) for women at eighteen and men at twenty-one.
- Social structure in Turkey \_\_\_\_\_ (define) by cultural differences between the East and West.
- Many young Japanese children \_\_\_\_\_ (enroll) in clubs after school.
- Social group equality \_\_\_\_\_ (stress) in Saudi Arabia.
- Chinese society \_\_\_\_\_ (make) up of fifty-six different ethnic groups.

### 6 Rewrite the sentences so that the focus is on the subject. Follow the example.

- The Chinese New Year is celebrated in February.  
People celebrate Chinese New Year in \_\_\_\_\_ February.
- Many cultural activities are arranged.  
\_\_\_\_\_
- Houses are cleaned to sweep away bad luck.  
\_\_\_\_\_
- Windows and doors are painted red for good luck.  
\_\_\_\_\_
- Riddles are posted on lanterns at the lantern festival.  
\_\_\_\_\_
- Those who solve the riddles are given a gift.  
\_\_\_\_\_

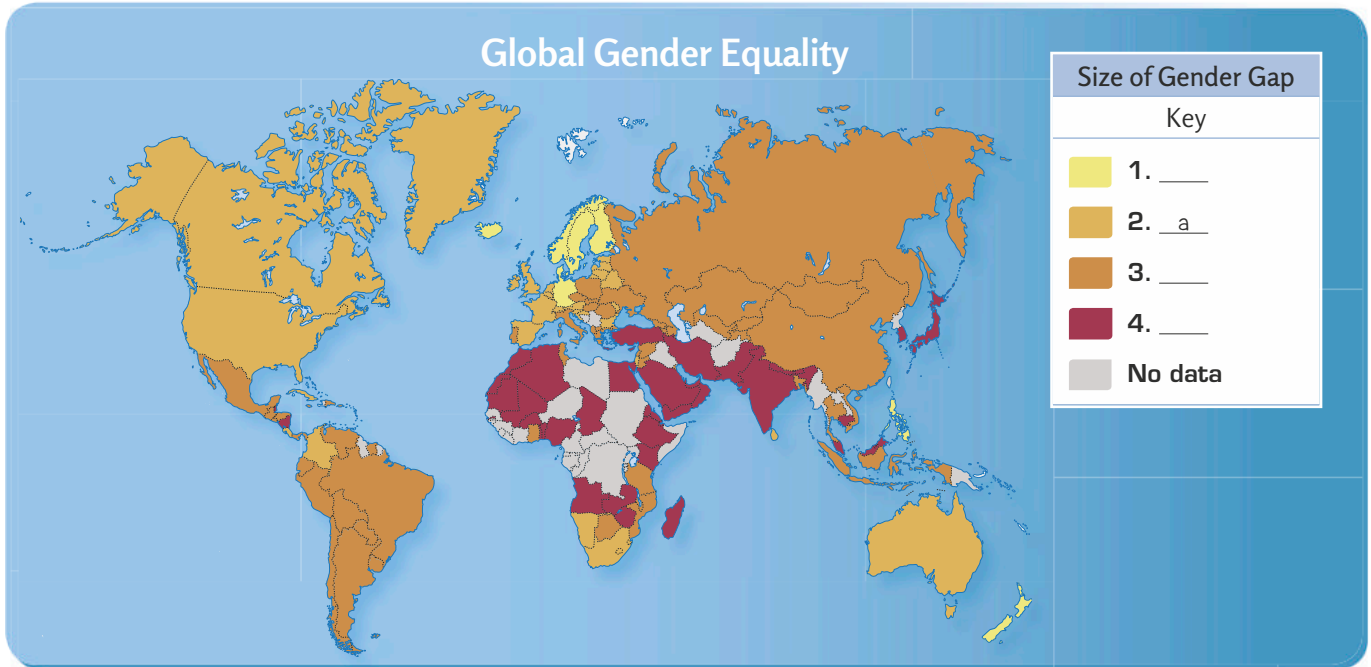
### 7 In pairs, answer the questions about a cultural or social event in your country.

- What is it?
- When is it celebrated?
- Where is the event held?
- Who participates?
- What is worn and done?
- What is eaten?



## ✚ Listening An Interview

- Look at the pictures and answer the questions.
  - What do the people have in common?
  - What do you think their roles and responsibilities are?
  - Which gender usually takes these roles in your society?
- In pairs, look at the title of the map and discuss what you think the different colors refer to.



- Listen <sup>5</sup> to the researcher and match the information to the key.
 

a. small	c. large
b. almost none	d. considerable
- Listen again and mark the statements *T* (true) or *F* (false) according to what the researcher says.
  - There was a smaller gender gap in the past. \_\_\_\_
  - There are more female politicians in the world today. \_\_\_\_
  - In many parts of Africa, women don't go out to work. \_\_\_\_
  - Countries should forget about their cultural practices and concentrate on reducing gender inequality. \_\_\_\_
  - Young men and women should focus on careers that society expects of them. \_\_\_\_

## ✚ Pronunciation Hard and Soft C and G Sounds

- Listen <sup>6</sup> and repeat the words.

Hard C /k/	Soft C /s/	Hard G /g/	Soft G /dʒ/
education	recently	guest	gender

- Use the words in the chart to help you complete the rules.
  - When C or G are followed by e, i, or y, the pronunciation is usually *hard* / *soft*.
  - When C or G are followed by anything else, the pronunciation is usually *hard* / *soft*.
- Listen <sup>7</sup> and complete the chart in activity 1 with the words in the box.
 

age difference great country career  
 Germany society global genre
- In pairs, practice saying the tongue twister out loud.  
 Great crates create great craters, but great craters create greater craters.





## English in Use Describing Actions and States

1 In pairs, read the sentences and answer the questions.

Women are taking more important jobs.

We all belong to these types of groups.

- Which verb describes an action?
- Which verb describes a state or condition?
- Which type of verb (action or state) is not usually used in continuous tenses?

2 Mark (X) the words that are not usually used in the continuous form.

have (possession) ____	run ____
like ____	want ____
think (opinion) ____	know ____
eat ____	love ____
remember ____	study ____
work ____	see ____

3 Underline the correct options to complete the sentences.

- I have / am having a party next week to raise money for charity.
- I think / am thinking of becoming a volunteer.
- This shirt doesn't fit / isn't fitting me.
- I like / am liking to read a book at night.
- I see / am seeing Mark tomorrow evening. We're going to dinner.
- I'm sorry, but I don't understand / I'm not understanding the question.

4 Complete the sentences with the correct form of the verbs in parentheses.

- I \_\_\_\_\_ (think) about joining a soccer club.
- Some researchers \_\_\_\_\_ (think) the gender gap is closing.
- I \_\_\_\_\_ (see) what you mean.
- What time are you \_\_\_\_\_ (see) your friend later?
- Sorry about the noise. The orchestra \_\_\_\_\_ (have) a practice session.
- They are good friends. They \_\_\_\_\_ (have) the same interests.

5 Complete the sentences with the correct form of the verbs in the box.

(not) remember mean (not) believe think belong have

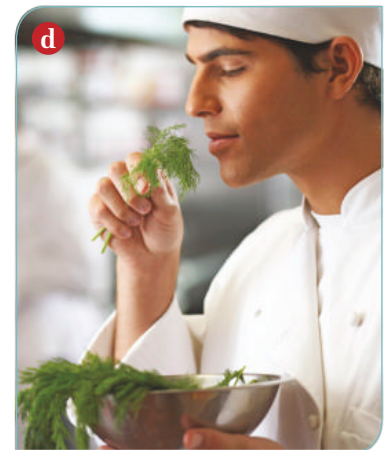
- That's a lie! I \_\_\_\_\_ you!
  - He \_\_\_\_\_ a headache.
  - He told me his name, but I \_\_\_\_\_ it now.
  - I \_\_\_\_\_ women should have equal rights.
  - We've missed the last bus. That \_\_\_\_\_ we'll have to walk.
  - Who \_\_\_\_\_ this backpack \_\_\_\_\_ to?
- 6 Write descriptions of the pictures using state or action verbs. Use the prompts.

What does he/she do?

What is he/she doing?

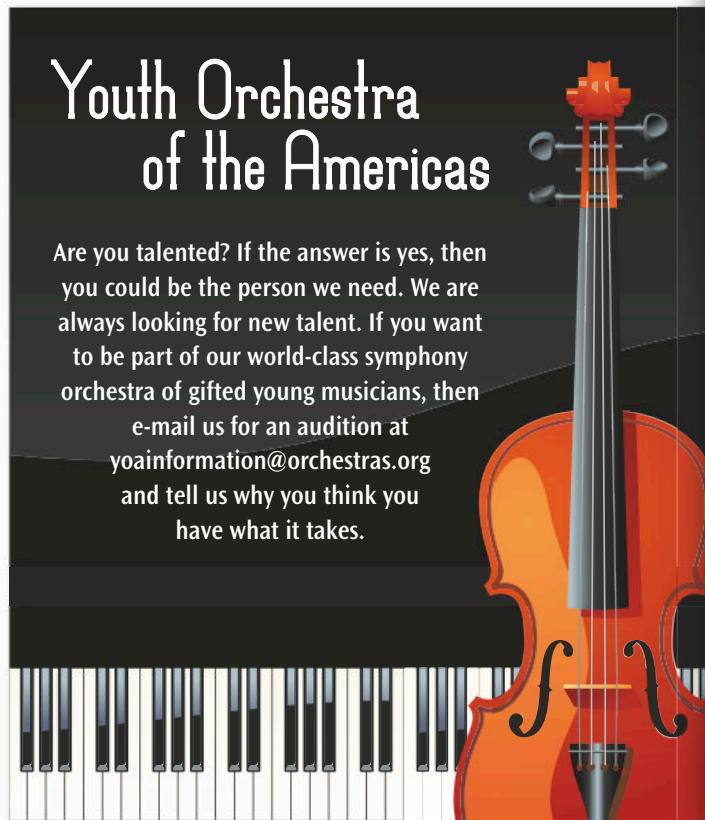
What does he/she think about his/her job? Why?

What does he/she like about his/her job? Why?



## Speaking Group Discussion

- In small groups, discuss the questions.
  - What types of roles do men and women have in your country?
  - Do gender-based social groups have a positive or negative effect on gender equality? Give reasons for your answers.



# Youth Orchestra of the Americas

Are you talented? If the answer is yes, then you could be the person we need. We are always looking for new talent. If you want to be part of our world-class symphony orchestra of gifted young musicians, then e-mail us for an audition at [yoainformation@orchestras.org](mailto:yoainformation@orchestras.org) and tell us why you think you have what it takes.

**To:** yoainformation@orchestras.org  
**From:** jessicagonzalez@mail.com  
**Subject:** Auditions

Dear Sir or Madam,

I am writing to you because I think I have what it takes to be part of the YOA.

I am 16 years old, and I am from Venezuela. I am a passionate cellist, and I am currently studying at the Simon Bolivar Conservatory of Music. I am interested in joining the Youth Orchestra as I feel it would help me to improve my skills further by allowing me to work closely with other talented musicians. I believe I am a disciplined musician and would be able to make a positive contribution to the orchestra.

I would be grateful if you could send me more information on how to audition and when the auditions are held.

I look forward to hearing from you.

Yours faithfully,  
 Jessica Gonzalez

1 In pairs, look at the advertisement and say what it is for.

2 Read the e-mail and answer the questions.

a. Is the e-mail formal or informal? Give reasons.

\_\_\_\_\_

b. Why does Jessica want to join the orchestra?

\_\_\_\_\_

c. Why should she be chosen for the position?

\_\_\_\_\_

d. What does Jessica request?

\_\_\_\_\_

3 Match the parts of the e-mail to their descriptions.

a. salutation d. closing paragraph

b. introductory paragraph e. closing

c. main body

\_\_\_ It gives specific details regarding the subject of the e-mail.

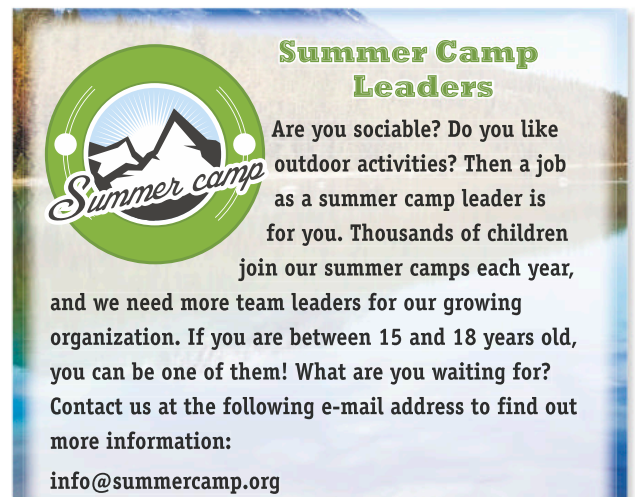
\_\_\_ This states the purpose of the e-mail.

\_\_\_ You finish the e-mail with this.

\_\_\_ This states what action you would like the recipient to take.

\_\_\_ You greet the recipient here.

4 Read the ad and make a list of reasons for applying for the job.



## Summer Camp Leaders

Are you sociable? Do you like outdoor activities? Then a job as a summer camp leader is for you. Thousands of children join our summer camps each year, and we need more team leaders for our growing organization. If you are between 15 and 18 years old, you can be one of them! What are you waiting for? Contact us at the following e-mail address to find out more information:  
[info@summercamp.org](mailto:info@summercamp.org)

5 Write an e-mail saying why you would make a good summer camp team leader. Ask for more information.

**Writing Tips**

An E-mail

- Make sure your e-mail is clear and concise in order to keep the recipient engaged.
- Use titles (such as *Mr.*, *Mrs.*, and *Dr.*) in the salutation and *Yours sincerely* in the closing, if you know the name of the recipient.



- 1 In pairs, read the ads and discuss the questions.
  - a. What does each organization offer?
  - b. Which organization would you prefer to join? Why?
  - c. What things are important to take into consideration before joining an organization?
- 2 Read the ads again and match the sentences to the organizations (SOS = SOS Outreach, C = Crossfire).
  - a. Gives the opportunity to develop playing skills. \_\_\_\_\_
  - b. Encourages personal growth. \_\_\_\_\_
  - c. Provides a variety of different programs. \_\_\_\_\_
  - d. Helps participants develop by having them compete against the best. \_\_\_\_\_
  - e. Is associated with an international governing organization. \_\_\_\_\_
  - f. Has recently gotten bigger. \_\_\_\_\_
- 3 Listen (8) to the girl asking for more information about one of the organizations. Mark (✓) the ad for the organization she is asking about.
- 4 Listen again and answer the questions.
  - a. What is the first thing the girl asks about?  
\_\_\_\_\_
  - b. What details does she want to know?  
\_\_\_\_\_
  - c. What kind of accommodation will the girl stay in?  
\_\_\_\_\_
- 5 In pairs, think about an organization or club you have joined or that you would like to join. Write notes giving extra information about the organization. Use the ideas in the box.

objectives accommodation price  
specific activities time/duration

- 6 Take turns asking for and giving more information about the organization. Use the *Useful Language* box.

### Useful Language:

#### Asking for More Information

*Could you tell me more about...?*

*Could you explain in a little more detail?*

*Something else I was wondering about was...*

*I'd like to know more about...*

## Classifieds

# SOS Outreach

**SOS Outreach** aims to inspire the youths of today to lead healthy and successful lives. It is a nonprofit youth-development organization that builds character and self-esteem in youths through activities that offer outdoor adventure and leadership development. The list of programs we offer has expanded to reflect our growing popularity. These programs include skiing, climbing, and kayaking on the curriculum.



# CROSSFIRE

**Crossfire Soccer Premier** is a development program that prepares young players to compete against the best in the world. Training is focused on improving both individual and team skills. Teams gain experience by playing against top clubs from around the country.

**Crossfire** is affiliated to FIFA, and games follow FIFA rules and are attended by scouts in order to assess players' abilities.



# Greek-letter Societies

**Fraternities and sororities are social organizations for undergraduate students in US colleges. Fraternities are male groups while sororities are female groups, although some colleges are changing to co-ed (mixed) societies. Organizations are named with Greek letters and are also known as Greek-letter societies. To become a member, students have to make a pledge. They are then invited and initiated into the group.**

The selection process differs from college to college, but there is always a “rush week,” which takes place one week before classes start. This gives students the opportunity to visit different societies and ask existing members questions before joining a chapter house. However, selecting new members is known for its elitism, and not everybody is chosen. Some students are accepted due to their legacy, which means a close relative was a member of the same society.

One of the most obvious benefits of fraternities and sororities is the friendships that come with being a member. Being part of a society is like having a second family. Older students are available to advise younger ones. These groups are also notorious for their social events. Many events are organized to raise money for charities and offer the chance to socialize and meet new people.

However, these social groups can have disadvantages too. A large amount of time needs to be dedicated to them outside of study hours. Money can also be an issue: there are sometimes hidden fees that are not mentioned before initiation. For example, one sorority sister said that paying expenses was something she hadn't taken into consideration beforehand as she was forced to pay for unsold tickets to a philanthropy event.

Nonetheless, Greek-letter societies are thought to help students get and keep good grades throughout college. In fact, most societies require members to have a certain grade point average to enter and stay in the group. One of the biggest advantages of these organizations is the housing they provide. This is often less expensive than college housing and allows students to live with people they have something in common with.

Greek-letter societies are an important part of college life, providing friendship, low-cost accommodation, and academic success. As a result, they give students a positive environment in which to complete their studies.



- 1 Read the article and decide if it is for or against fraternities and sororities. Give reasons for your answer.
- 2 Read the article again and mark the sentences *T* (true), *F* (false), or *NS* (not stated).
  - a. Fraternities are male and sororities are mixed groups. \_\_\_\_
  - b. Students have to make pledges before they are initiated into a group. \_\_\_\_
  - c. Students often choose a chapter house during “rush week.” \_\_\_\_
  - d. Many groups are well-known for their fund-raising events. \_\_\_\_
  - e. Group members have a lot of spare time on their hands. \_\_\_\_
  - f. People who join a fraternity or sorority always get good grades. \_\_\_\_
- 3 Write a list of advantages and disadvantages of Greek-letter societies.
- 4 In pairs, discuss whether fraternities and sororities are a good idea. Give reasons for your opinion.



# Project

## A Youth Club

### Step 1: Create a Youth Club

- In small groups, decide what type of youth club you want to create (sports, music, art, etc.).
- Decide who will go to your youth club, where it will be, and its schedule.
- Think about the types of activities your youth club will offer. Include any special requirements or equipment needed. Research what other youth clubs in your neighborhood offer.

### Step 2: Make Notes

- In your groups, share the information you found out about youth clubs.
- Decide who will write about each activity your club offers.
- Write a short description of your chosen activities. Exchange your descriptions with a partner. Check each other's work and make comments.

### Step 3: Design Your Club

- In your groups, think of a name for your youth club. Use a name that is easily recognized and not easily forgotten.
- Create a logo and slogan for your club. Decide on a pledge for your club: What is its objective?
- Put together your information to design a leaflet for your youth club. Decide where all the information should go.
- Use pictures and illustrations to decorate your leaflet. Make sure that all pictures are relevant.

### Step 4: Promote Your Club

- Present your youth club and leaflet to the class.
- Have a class vote for the most interesting and original youth club.

- Create a website for your youth club.



# Review

1 Underline the correct options to complete the sentences.

- a. I *think / am thinking* of going to a swimming club on the weekend.
- b. I *think / am thinking* that's a great idea!
- c. They *have / are having* a good relationship with their neighbors.
- d. They *have / are having* a party right now, and I wasn't invited!
- e. She always *remembers / is remembering* her best friend's birthday.
- f. She *wants / is wanting* to go to New York for a vacation this year.

2 Complete the compound adjectives with the words in the box.

scale way based old long cold

- a. gender- \_\_\_\_\_
- b. one- \_\_\_\_\_
- c. three-hour- \_\_\_\_\_
- d. six-year- \_\_\_\_\_
- e. ice- \_\_\_\_\_
- f. large- \_\_\_\_\_

3 Use the words from activity 2 to complete the sentences.

- a. \_\_\_\_\_ groups include Boy and Girl Scouts.
- b. Reindeer provide food for the Sami people during the \_\_\_\_\_ winter months.
- c. \_\_\_\_\_ Masai boys help their parents herd cattle.
- d. You can't drive down there. It is a \_\_\_\_\_ street!
- e. There is a wide variety of common interest organizations in \_\_\_\_\_ societies.
- f. *Titanic* is a \_\_\_\_\_ movie. I think it's boring!

4 Complete the sentences with the correct forms of the verbs in parentheses.

- a. Age-based categories \_\_\_\_\_ (refer) to by anthropologists as age grades.
- b. Masai warriors \_\_\_\_\_ (call) morans.
- c. It's a big organization. It \_\_\_\_\_ (have) about 500 members.
- d. You can't see the building because it \_\_\_\_\_ (surround) by trees.
- e. The entrance gates \_\_\_\_\_ (lock) at 6:30 p.m.
- f. Some social organizations \_\_\_\_\_ (require) you to wear a uniform.

5 Rewrite the sentences so that the focus is on the subject.

- a. Nandi and Kipsigigis are spoken by Kalenjin people.  
\_\_\_\_\_ Kalenjin people speak Nandi and Kipsigigis. \_\_\_\_\_
- b. The Kalenjins are called "the running tribe" by some people.  
\_\_\_\_\_
- c. Folktales are used to tell stories by the Kalenjins.  
\_\_\_\_\_
- d. Houses are built with sticks and mud by the Kalenjins.  
\_\_\_\_\_
- e. Many work-related activities are accompanied by songs.  
\_\_\_\_\_
- f. Calabashes are decorated with colored beads by the Kalenjins.  
\_\_\_\_\_





# Mystery and Suspense

## Discuss the Topic

- What types of stories do you like to read? Why?
- What popular mystery stories do you know? Who wrote them?

## In this unit, I will learn to...

- express how an action occurs.
- express the intensity of something.
- describe past events.
- speculate and paraphrase.
- write a short story.
- express attitude.

## Project

- A Storyboard



### Reading A Story

- 1 Look at the story on pages 22 to 27 of your *Reader*. Match the characters to their descriptions.

Frank Vera Frank's sister Mrs. Sappleton

- Is concerned for Frank and tries to help him.  
\_\_\_\_\_
  - Is not really interested in Frank's problems. Is more interested in what is going on outside.  
\_\_\_\_\_
  - Feels uncomfortable in the present surroundings. Wishes to be somewhere else.  
\_\_\_\_\_
  - Takes an interest in the guest and talks about a strange event. \_\_\_\_\_
- 2 In pairs, discuss the significance of the following elements in the story.
- Frank's illness
  - the window
  - the moor

### Vocabulary Adverbs of Manner and Degree

- 1 Read the sentences and underline the adverbs of manner.
- It was a relief to Frank when the aunt entered the room gracefully. \_\_\_\_\_
  - "She has been very... interesting," Frank replied cautiously. \_\_\_\_\_
  - "Her tragedy?" asked Frank nervously.  
\_\_\_\_\_
  - She continued to talk cheerfully about shooting and the local wildlife. \_\_\_\_\_
  - Frank shivered and looked sympathetically at the niece. \_\_\_\_\_
  - Three figures were walking purposefully across the lawn. \_\_\_\_\_

- 2 Write synonyms for the adverbs in activity 3 next to the sentences. Use the words in the box.

understandingly elegantly anxiously  
carefully determinedly happily



- 3 Find these adverbs in your *Reader* and categorize them.

rather (p. 23) incredibly (p. 24) slightly (p. 24)  
extremely (p. 24) pretty (p. 24) a bit (p. 27)

A little	Moderately	A lot

- 4 In pairs, use adverbs from activity 3 to give your opinion about the story up to now.  
*I think it was a bit strange, but it was extremely interesting.*

### Speaking Predicting the End of the Story

- In groups, discuss possible endings to the story.
- Share your endings with the class.





## ✚ Language Focus Past Simple and Past Continuous: Active and Passive

(See pages 107 and 108.)

### 1 Read the sentences and classify the underlined verbs.

They were crossing the moor.

Frank Nuttel smiled weakly at the girl.

The bodies weren't recovered.

He was conscious that he was being ignored.

They did not come back.

Was Vera amusing you?

Past	Active	Passive
Simple		
Continuous		

### 2 In pairs, discuss the questions.

- When do we use the past simple and continuous tenses? What are the differences?
- Which sentences describe what is happening to people or things, and which describe what *is being done* to them?
- How do we form questions and negatives with each of the tenses?

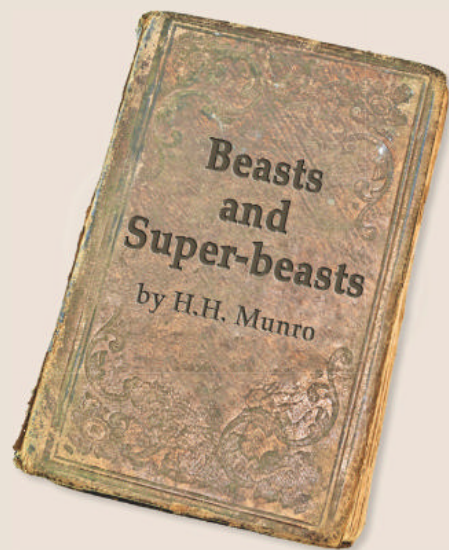
### 3 Complete the sentences with *was*, *were*, or *did*.

- Frank \_\_\_\_\_ not feel comfortable in the room.
- The window \_\_\_\_\_ left open by Mrs. Sappleton.
- "\_\_\_\_\_ you meet my sister when she \_\_\_\_\_ here?" Frank asked.
- "I \_\_\_\_\_ sent by her," he continued.
- The three men \_\_\_\_\_ being followed by the spaniel.
- Frank and Vera \_\_\_\_\_ watching the three figures cross the lawn.



### 4 Underline the correct options to complete the text.

*The Open Window* 1) was written / wrote by H.H. Munro (1870–1916). The author 2) was also known as / also knew Saki. The story 3) was being published / was published in the anthology *Beasts and Super-beasts* in 1914. It 4) was / was being the last collection of Saki's short stories to be published during his lifetime. Many people 5) considered / were considering Saki the master of the short story. At the beginning of the twentieth century, he 6) was built / was building a reputation as a writer who often 7) explored / was exploring the dark side of human nature.



### 5 Complete the sentences. Follow the example.


- Frank gave Mrs. Sappleton a letter.  
Mrs. Sappleton \_\_\_\_\_ was given a letter by Frank \_\_\_\_\_.
- The doctor told Frank to stay in the country.  
Frank \_\_\_\_\_.
- Vera was telling Frank a story.  
Frank \_\_\_\_\_.
- Mrs. Sappleton opened the door.  
The door \_\_\_\_\_.
- A hook was holding open the window.  
The window \_\_\_\_\_.

## ✚ Speaking Paraphrasing the Story

- In groups, summarize the events from the story so far.
  - What were the characters doing?
  - What happened?
- Retell the story to the class.

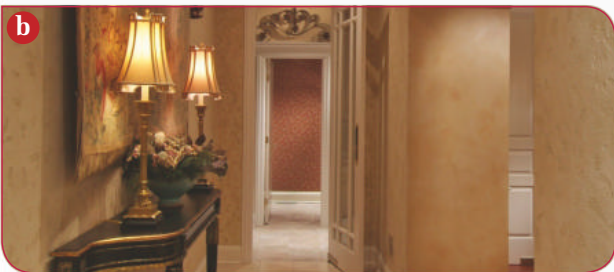


## ✚ Listening A Story

- In pairs, discuss the story in your *Reader*. Look at the picture of the man and discuss the questions.
  - Who is the man and why is he running?
  - How do you think he feels?
  - What do you think the other characters from the story are doing at this time?
- Listen  and number the events in the order they happened.



**a** \_\_\_\_\_ A cyclist who had been coming the other way had to run into the hedge to avoid collision.



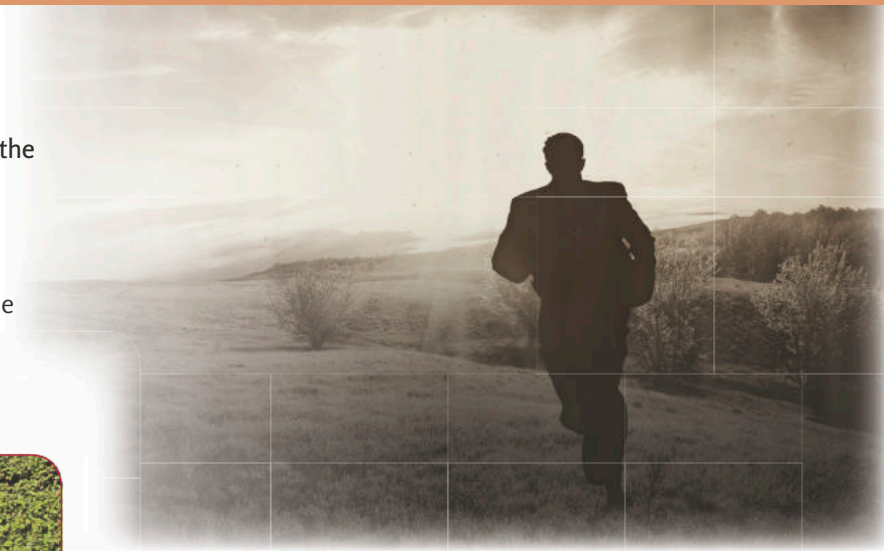
**b** \_\_\_\_\_ He hardly noticed the hall, the door, the drive, and the front gate in his rush to escape.



**c** \_\_\_\_\_ The men came in through the French window.



**d** \_\_\_\_\_ Frank grabbed wildly at his stick and hat.




- Listen again and answer the questions.
  - What did Frank do when he heard the song?  
\_\_\_\_\_

**b.** What did Frank rush off without doing?  
\_\_\_\_\_

**c.** According to the niece, where had a pack of wild dogs chased Mr. Nuttel?  
\_\_\_\_\_

- In pairs, underline the best meaning for “Romance at short notice was Vera’s speciality.” Give reasons for your choice.
  - She was good at making up stories quickly.
  - She always fell in love quickly.

## ✚ Pronunciation Lost Sounds

- Listen  to the sentences. Cross out the letters that we do not pronounce in the underlined words.

### Pronunciation Tip

#### Lost Sounds

- In some words, we drop sounds when they are pronounced in conversation. For example, *chocolate* has two syllables, not three: *chocolate*.

- He didn’t look comfortable at all.
  - A pack of wild dogs had chased him into a cemetery.
  - Several of the creatures were howling above him all night long.
- In pairs, read the words aloud. Cross out the lost sounds.

general   different   vegetable  
interesting   temperature   business

- Listen  and check.

- In groups, think about the story and discuss why Vera’s practical joke works so well.



**English in Use** Describing Past Events: Past Perfect and Past Perfect Continuous (See pages 108 and 109.)

1 In pairs, read the sentences and answer the questions.

He once spent the night in a newly dug grave because a pack of wild dogs had chased him into a cemetery.

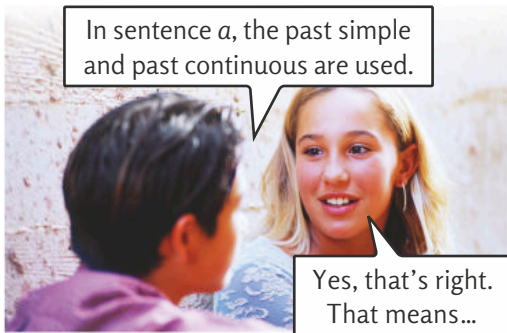
A cyclist who had been coming up the street rode into the hedge to avoid a collision.

- What happened first: Frank spent the night in a grave or a pack of wild dogs chased him?
- What happened first: the cyclist came up the street or he rode into the hedge?

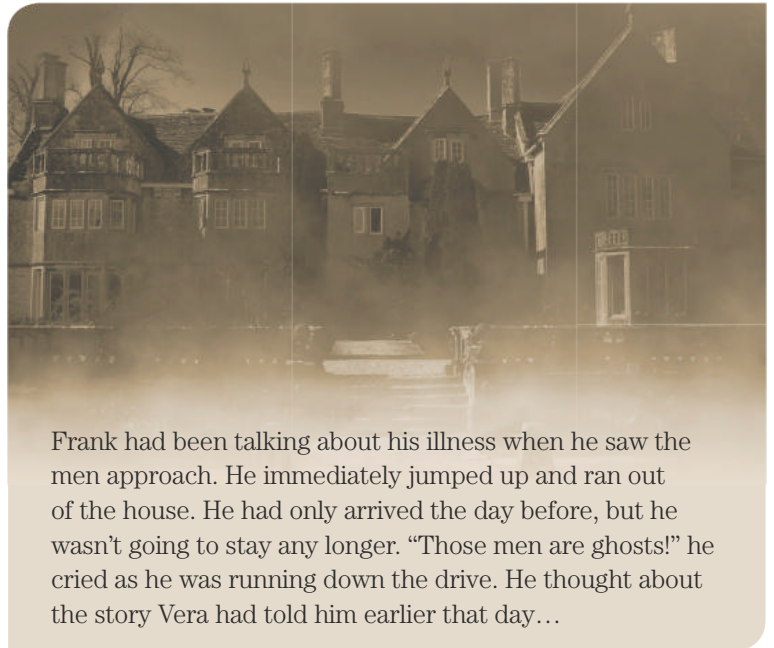
2 Study the sentences in activity 1 and complete the rules.

had been past

- We use the past perfect to describe an action that happened before another \_\_\_\_\_ action.
  - The past perfect is formed with the auxiliary verb \_\_\_\_\_ and the past participle of the main verb.
  - The past perfect continuous is formed with the auxiliary verb *had* + \_\_\_\_\_ + the *ing* form of the main verb.
- 3 Underline the verb forms used in these sentences. Say which tenses are used and why.
- When the men arrived, Frank was running down the drive.
  - When the men arrived, Frank ran down the drive.
  - When the men arrived, Frank had run down the drive.



4 Read the summary and number the events in order.



- Frank was talking about his illness. \_\_\_\_
  - Vera told him a story. \_\_\_\_
  - He ran down the drive. \_\_\_\_
  - He saw the men. \_\_\_\_
  - Frank arrived at the house. \_\_\_\_
  - He shouted something out. \_\_\_\_
- 5 Complete the sentences so that they mean the same as the sentences before them. Use the correct form of the verbs in parentheses.
- I arrived home. My dinner was gone, and the dog was licking its lips. When I arrived home, the dog \_\_\_\_\_ (eat) my dinner.
  - I was late to the movie theater, and I missed the start of the movie. The movie \_\_\_\_\_ (start) by the time I got to the theater.
  - I couldn't wait for Julie any longer, so I left. Julie didn't arrive until after I \_\_\_\_\_ (leave).
  - It was snowing all morning. The kids decided to make a snowman in the afternoon. The kids decided to make a snowman after it \_\_\_\_\_ (snow) all morning.
  - I studied French for two years. Then I visited France. When I visited France, I \_\_\_\_\_ (study) French for two years.

**Speaking** Describing Events

- In pairs, talk about the last time you felt excited, shocked, or scared and what caused these feelings.
- Tell your partner about what you had done or had been doing before you felt those feelings.



## A Date with Death

Rustem Bey was a wealthy man who lived a long time ago in the city of Baghdad. One morning, he was in the courtyard of his large house when Ali, one of his servants, hastily came in through the main gate. Ali looked worried and scared, so Rustem asked him what the problem was.

"I was in the market buying vegetables when I saw Death," the servant told him.

"What did he say to you?" Rustem asked.

"He didn't say anything, but he was looking at me with great interest," the agitated servant answered. "Please, Master, I don't want to die. Please, lend me a fast horse so that I can ride to the town of Fallujah. I have a cousin there and he will give me shelter until death passes."

Rustem was a kind and considerate master and he agreed to lend Ali a horse. As soon as the horse was brought out of the stables, Ali jumped on its back and galloped out of the gate. He quickly rode to Fallujah, which was about 50 kilometers away.

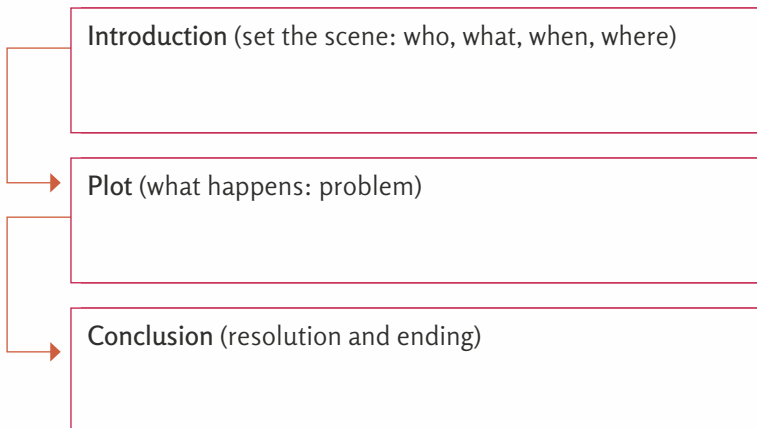
Rustem went to the market to finish buying the vegetables. While he was there, he saw Death. Rustem went up to Death and asked him why he had scared his servant earlier.

"I didn't mean to scare him," Death said. "However, I was surprised to see him here in Baghdad. You see, I have an appointment with him this evening in Fallujah."



- 1 In pairs, read the title and look at the picture. Predict what the story will be about.
- 2 Look at the underlined linking words in the story and classify them. Then find more examples.
  - a. Gives a result: \_\_\_\_\_
  - b. Show contrast: \_\_\_\_\_, \_\_\_\_\_
  - c. Express time: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3 Make notes about the story.



- 4 Make notes in a similar chart for another short story.
- 5 Write your story.

**Writing Tips**

A Story

- Ensure your story contains all of the elements from your notes and follows a logical order.
- Use linking words, adjectives, and adverbs to add detail and suspense.





## The Ghost Reader

By Lisa W. Foderaro

A mysterious shadow was caught on film in the Elting Memorial Library. Was it a spirit looking for something to read? Or was it, as some killjoys suggest, just a spider?



## The Dixie Ghostbusters

By Pat Jordan

**Twisted Dixie**, a team of paranormal investigators in South Carolina, camp out at night in clients' houses, barns, businesses, or woods to document paranormal activity.



## Getting Into the Spirit

By John Searles

A former mental hospital in West Virginia, rumored to be a hotbed of paranormal activity, lets visitors search for their own ghost story to tell.



The Trans-Allegheny Lunatic Asylum in Weston, WV, was built between 1858 and 1881 to serve as a mental hospital.

- Look at the pictures and read the headlines. In pairs, answer the questions.
  - What are the newspaper stories about?
  - How is *The Ghost Reader* different from the other two stories?
- Listen <sup>12</sup> to the conversation and number the stories in the order they are mentioned.
- Listen again and mark if the sentences refer to R (Rick), D (Doris), or S (Shaun).
  - They want to go to the asylum. \_\_\_\_
  - He/She doesn't believe in ghosts. \_\_\_\_
  - He/She has read a few articles about ghosts. \_\_\_\_
  - He/She provides a logical reason for the shadow in the library. \_\_\_\_
  - He/She knows someone who has seen a ghost. \_\_\_\_
- In pairs, write notes about a ghost story you know.
  - Give details: where, when, and who saw the ghost.
  - Evidence for and against the ghost's existence.
- Tell your ghost story to another pair. Express your attitudes towards each other's stories. Use the *Useful Language* box.

### Useful Language

Expressing Attitude  
*Apparently, ... Actually, ...*  
*What a load of nonsense!*  
*Personally, ... To be honest, ...*  
*Really...? Oh, come on!*  
*No kidding! I mean, really...*



# Two Authors

Two of the most acclaimed short story authors of the twentieth century, Saki and O. Henry, wrote most of their stories at around the same time. Although they lived different lives in different continents, they shared many similarities...

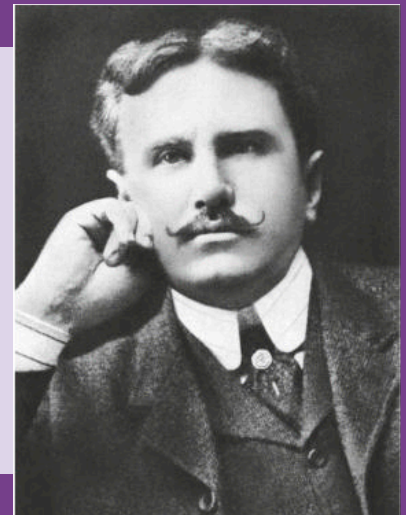


**Saki** was the pen name of Hector Hugh Munro (1870–1916). Munro was brought up by two old aunts after his mother had died in an accident. The aunts made his life a misery, and the British author Graham Greene stated that it was this unhappy childhood that was the key to the cruelty found in his work. Munro published hundreds of humorous short stories that show an understanding of children and young people 1) \_\_\_\_\_ and sometimes malicious tricks on their elders.

When the First World War started, Munro volunteered for the army. The 44-year-old was at first considered too old, but eventually he was accepted. He wrote several short stories while 2) \_\_\_\_\_ in the army. In 1916, Munro was shot by a German sniper and died. His last words 3) \_\_\_\_\_ "Put that cigarette out!"

**O. Henry** (1862–1910) was born William Sydney Porter in the USA. Porter's mother 4) \_\_\_\_\_ three and he was brought up by his grandmother. As a young man, he moved to Austin, Texas, where he worked as a bank teller. He was accused of stealing money from the bank 5) \_\_\_\_\_. Then later, in 1896, he was officially charged with embezzling the money. Instead of standing trial, Porter fled to Honduras, which was considered to be an admission of guilt by some people.

After six months, Porter returned to the USA because his wife 6) \_\_\_\_\_. He was tried for the crime and sent to prison for three years. While in prison, he began to write short stories to make money for his family. After his release from prison, in 1901, he moved to New York, which is the setting for much of his later work. He is the author of more than 250 stories and is most famous for his use of surprise, or "twist," endings.



- 1 In pairs, look at the pictures of the two authors. Discuss what gives authors inspiration for their stories.
- 2 Read and complete the text with the correct options.
  - a. were reported to have been
  - b. who play clever
  - c. died when he was
  - d. and was dismissed
  - e. had become very sick
  - f. he was serving

- 3 In pairs, discuss the questions.
  - a. What aspects of Saki's life influenced his work and in what way?
  - b. Do you think the short story *The Open Window* shows an understanding of children who play maliciously on the feelings of adults?
  - c. Why did some people think O. Henry was guilty of stealing money?
  - d. How did circumstances help O. Henry become a successful author? Why?
- 4 In groups, make a list of similarities and differences between the two authors' lives. Share your ideas with the class.



# Project

## A Storyboard

### Step 1: Brainstorm Ideas

- Work in small groups. Brainstorm different mystery or suspense stories you have read and make a list.
- Revise the list and choose a story. Make sure that no other group in your class has the same story.

### Step 2: Decide on Key Moments

- Discuss the story you have chosen, and decide on twelve key moments for your storyboard. Discuss the characters in the story.
- When you have chosen the key points, divide them up among your group members.

### Step 3: Illustrate and Describe

- Individually, illustrate your key moments on a piece of paper.
- Write a sentence or two on a slip of paper to describe your illustration and the attitude or feelings of the character(s) in it.
- Exchange descriptions and check grammar, punctuation, and spelling.
- In your groups, attach the illustrations and descriptions in the correct order to a large piece of construction paper.

### Step 4: Present Your Story

- Present your story to the class with the aid of your group's storyboard.
- Ask and answer questions about each other's stories.



■ Create an online story.



# Review

1 Complete the text with the correct form of the verbs in parentheses.

## COLLECTED SHORT STORIES

Short stories originate from oral storytelling traditions which originally 1) \_\_\_\_\_ (produce) epics such as Homer's *Iliad* and *Odyssey*.

These stories 2) \_\_\_\_\_ often \_\_\_\_\_ (tell) in rhythmic verse. Short sections of verse 3) \_\_\_\_\_ (focus) on individual narratives, with multiple sections giving the whole story.

Another ancient form of short story, the anecdote, 4) \_\_\_\_\_ (be) popular during Roman times. Many anecdotes 5) \_\_\_\_\_ (collect) during the thirteenth and fourteenth centuries in the *Gesta Romanorum*. Anecdotes 6) \_\_\_\_\_ (remain) popular in Europe well into the eighteenth century, when the fictional anecdotal letters of Sir Roger de Coverley 7) \_\_\_\_\_ (publish).



2 Complete the sentences with words from the box.

incredibly   pretty   elegantly  
sympathetically   nervously

- Sarah was very late to the party, but she was so \_\_\_\_\_ dressed.
- "Don't worry," she said, \_\_\_\_\_.  
"I understand why you feel that way."
- He knew that his mother was angry. He \_\_\_\_\_ asked her for permission to go to the party.
- There was an explosion. It was \_\_\_\_\_ loud.
- The concert was \_\_\_\_\_ expensive. We nearly couldn't afford tickets.

3 Rewrite the sentences so that the focus is on the action. Follow the example.

- My sister's doctor recommended the cure.  
The cure was recommended by my sister's doctor.
- The wind was blowing the window open and shut.  
\_\_\_\_\_
- My sister gave me this letter for you.  
\_\_\_\_\_
- The theater was offering free tickets to the first twenty people to arrive.  
\_\_\_\_\_
- Everyone was whistling the same tune.  
\_\_\_\_\_

4 Underline the correct options to complete the sentences.

- I was late to the party, but my friend still *hadn't arrived* / *wasn't arriving*.
- Harry was tired because he *was watched* / *had been watching* TV all night.
- It was sunny, but the roads were closed because it *was* / *had been* snowing.
- Every student *was given* / *was giving* a free pass to the science exhibition.
- I had been walking to school for twenty minutes before I *realized* / *had realized* it was Saturday.







## Hazardous Waste

### Discuss the Topic

- What do you do with your old cellphones and electronic equipment?
- What do you think happens to this equipment after you finish with it?

### In this unit, I will learn to...

- identify the purpose of a text.
- develop a plan for reducing waste.
- express future intentions, promises, and predictions.
- exchange ideas.
- write a report.
- say numbers.

### Project

- A Waste Audit



### ✚ Reading A Report

- Look at the report on pages 30 to 35 of your *Reader*. Underline its main purpose.
  - To present solutions for reducing e-waste
  - To research the causes of e-waste
  - To summarize current and future e-waste problems
  - To draw attention to the hazardous chemicals found in e-waste

#### Reading Tips

##### Identifying Purpose

- Skim the text quickly to identify the overall purpose.
- Look at subheadings, and read the text closely to distinguish and identify different topics.

- Write the name of the section in the report that provides the following information.

- An alternative to waste disposal  
\_\_\_\_\_
- Suggestions about what we can do to help  
\_\_\_\_\_
- A definition of what “e-waste” is  
\_\_\_\_\_
- Predictions about future levels of “e-waste” production  
\_\_\_\_\_
- The global situation regarding waste disposal  
\_\_\_\_\_

### ✚ Vocabulary Adjective + Noun Collocations

- Use the words in the boxes to complete the sentences. Check in your *Reader*.

severe heavy strong

- E-waste contains dangerous levels of toxic waste and \_\_\_\_\_ metals.
- There is a \_\_\_\_\_ desire to reduce fossil fuel use.
- There will be \_\_\_\_\_ penalties for those who ignore the laws.

short little small

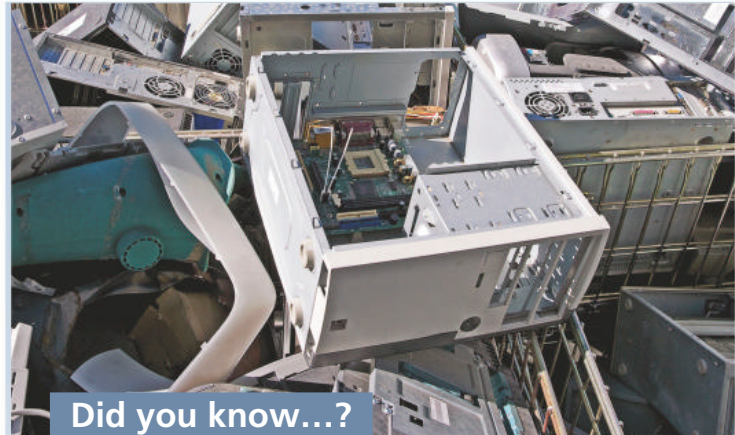
- Old electronic products are of \_\_\_\_\_ value to their users.
- Computers have \_\_\_\_\_ lives.
- Unfortunately, only a \_\_\_\_\_ amount of e-waste is recycled.

- Form other collocations with the words in the box.

rain noise damage winds number hair

- severe \_\_\_\_\_
- strong \_\_\_\_\_
- heavy \_\_\_\_\_
- short \_\_\_\_\_
- little \_\_\_\_\_
- small \_\_\_\_\_

- Complete the information with the correct form of the collocations from activities 1 and 2.



#### Did you know...?

- E-waste represents a \_\_\_\_\_ of trash in US landfills—only 2 percent—, but 70 percent of overall toxic waste.
- \_\_\_\_\_ during storms may wash toxic chemicals into your water supply.
- The high amount of lead in electronics alone can cause \_\_\_\_\_ to the central and peripheral nervous systems.
- In the US, cellphones have relatively \_\_\_\_\_. On average, Americans change them every two years.
- Manufacturers have reduced the amount of lead and other \_\_\_\_\_ in their electronic devices.
- \_\_\_\_\_ help toxic chemicals travel long distances by air.

### ✚ Speaking Summarizing

- In groups, summarize what you have read about. Discuss the following information:
  - What e-waste is
  - The effects of e-waste
  - Possible solutions to e-waste
- Present your summary to the class.

✚ **Language Focus** Intentions and Predictions: *Will, Going to, May, Might, and Could* (See pages 109 and 110.)

- 1 Read the sentences, and mark if they express an intention (I) or prediction (P).

Companies think that tablets will dominate. \_\_\_\_

Experts calculate that developing countries are going to triple their e-waste production. \_\_\_\_

As a result, governments are going to implement new laws against e-waste. \_\_\_\_

- 2 Complete the rules with the underlined words from the sentences in activity 1.

- a. We can use \_\_\_\_\_ or \_\_\_\_\_ to make predictions.  
b. We can use \_\_\_\_\_ to express a planned intention.

- 3 In pairs, read the sentences and answer the questions.

There may/might/could be as many as 270 million computers sold each year.

E-waste is going to/will reach crisis proportions.

- a. Which prediction is most sure?  
b. Which modal verbs can we use to express future possibility?
- 4 Underline the correct options to complete the sentences.
- a. According to experts, global waste might / may / will grow by 8 percent every year.  
b. The UN has promised it might / is going to / could stop scrapyards from employing children.  
c. The government won't / is going to / might ban e-waste exportation. They are discussing it.  
d. Surveys show that the US will / may / might not generate up to 300 million tons of e-waste in 2030.  
e. I'm sure the future solution to waste output could / will / may be in recycling.

- 5 Complete the sentences with appropriate words. Decide if the speaker is sure or not sure.

- a. I've started separating my waste. I \_\_\_\_\_ recycle all my trash from now on.  
b. I \_\_\_\_\_ get a new cellphone this weekend, but I'm not sure. They are expensive.  
c. Did you hear about the new government policy? They \_\_\_\_\_ reduce e-waste by 30 percent.  
d. I have made a decision. I \_\_\_\_\_ buy another product from that company until they use fewer toxic chemicals.  
e. "Are you going to the computer fair on Saturday?"  
"I don't know, I'll think about it. I suppose it \_\_\_\_\_ be fun."



- 6 Look at the picture from the report and write predictions.

a. a sure prediction based on evidence

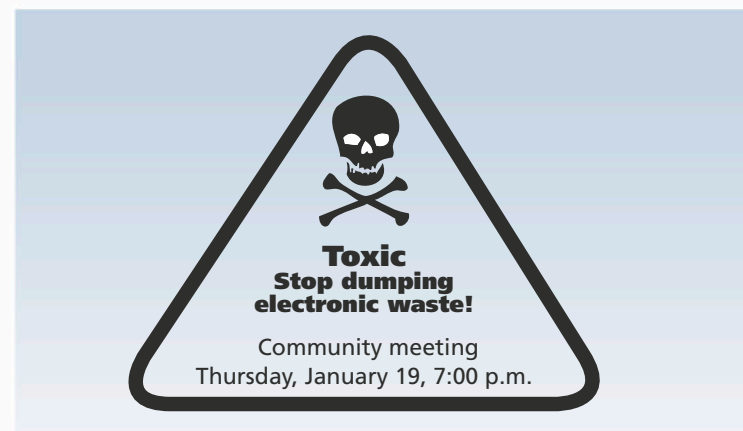
b. a less sure prediction based on opinion

c. the manufacturer's intention

d. an intention of your own

✚ **Speaking** Group Discussion

- In groups, read the sign and discuss how the problem could affect the community in the future. Make predictions and express intentions.



## ✚ Listening A Conversation in a Store

- In pairs, discuss the questions.
  - Where can you buy electronic products where you live?
  - Which factors help you decide to buy a product from a particular place?
- Listen <sup>13</sup> to the conversation and mark (✓) the computer products the customer will receive with the purchase.
 

a. monitor ____	e. mouse ____
b. printer ____	f. camera ____
c. keyboard ____	g. speakers ____
d. CPU ____	h. scanner ____
- Match the computer products from activity 2 to the pictures.



- Listen again and answer the questions.
  - Why doesn't the customer buy the first computer?  
\_\_\_\_\_
  - What will happen to her old computer if she returns it to the store?  
\_\_\_\_\_
  - What benefit does the customer get if she returns her old computer?  
\_\_\_\_\_
  - Why does the customer decide to pay in cash?  
\_\_\_\_\_

## ✚ Pronunciation Linking Sounds /j/

- Listen <sup>14</sup> and repeat the sentences. Notice how the words in bold are linked.
  - I agree with you.
  - We are having a sale.
  - Did you buy it from us?
  - I'll pay in cash, then!
- Underline the correct option to complete the rule.  
When words are linked by a "y" (/j/ sound), we pronounce them *joined together* / *separately*.
- In pairs, practice saying the dialogue. Focus on the linking sounds.

A: Excuse me. Can you tell me about your new cellphones, please?  
 B: Of course. **Do you want to buy one with a camera?**  
 A: Yes, please, but nothing too expensive!  
 B: OK. Have a look at these. **They are all on sale.**  
 A: That one looks perfect. Do I have to **pay in cash** or do you accept cards?  
 B: **We accept either one.**  
 A: Great! Here you go. Thanks.



**✚ English in Use** Making Future Arrangements and Spontaneous Offers or Decisions

**1** Match the sentences and their meanings.

We are having a sale next month. \_\_\_\_  
I'll pay in cash, then! \_\_\_\_

- a. A future arrangement
- b. A spontaneous decision

**2** In pairs, look at the sentences in activity 1 again and discuss the questions.

- a. What tense do we use to express a future arrangement?
- b. How do we form the question and negative for each example?

**3** Underline the correct options to complete the sentences about the future.

- a. "The garbage truck is here!"  
"OK, I'll get / I'm getting the bins."
- b. "What are you doing tonight?"  
"I don't know. I'm tired. I think I'll stay / I'm staying home in."
- c. "I will not work / I'm not working tomorrow, so I can help you shop for a new phone."  
"Great. I'll meet / I'm meeting you at the mall then."
- d. "Have they collected the wastepaper yet?"  
"No, they will collect / are collecting it on Friday like they do every week."
- e. "Do you have plans for the weekend?"  
"Yeah, I'll go / I'm going to the beach with a friend."
- f. "Is that the phone ringing?"  
"Yeah, I'll answer / I'm answering it."



**4** Complete the dialogue with the correct form of the verbs in parentheses.



STEWART: Hi Emily, what are you doing?  
EMILY: I'm going through all of my old junk. We  
1) \_\_\_\_\_ (move) at the end of the month.  
STEWART: That's right! I 2) \_\_\_\_\_ (miss) you a lot!  
So what's the plan with all this junk?  
EMILY: I 3) \_\_\_\_\_ (have) a yard sale this weekend.  
STEWART: That's a good idea. It's better than throwing everything  
in the trash! I 4) \_\_\_\_\_ (help) you if you want.  
EMILY: That'd be great, thanks.  
STEWART: What do you want to do with this video game?  
EMILY: Hmm... I don't really use it anymore.  
STEWART: I 5) \_\_\_\_\_ (add) it to the "sell" pile then.  
What about this TV screen?  
EMILY: Oh yes, my brother's friend wants that.  
He 6) \_\_\_\_\_ (come) to pick it up later.  
STEWART: OK. Where do you want me to put it?  
EMILY: Just over there, where it's safe. I don't want anyone to  
buy it by accident.

**5** Write sentences about yourself in the future.

- a. This weekend \_\_\_\_\_.
- b. Next week \_\_\_\_\_.
- c. Next month \_\_\_\_\_.
- d. Tonight \_\_\_\_\_.
- e. Next year \_\_\_\_\_.

**✚ Speaking** Pairwork

- In pairs, make an arrangement for the weekend. Agree on the following points:
  - What you will do
  - An appropriate time and place to meet
  - What you each need to bring with you





**Introduction**

The aim of this report is to predict the future of IT spending. It is based on detailed research that includes the analysis of current market trends.

**Investment**

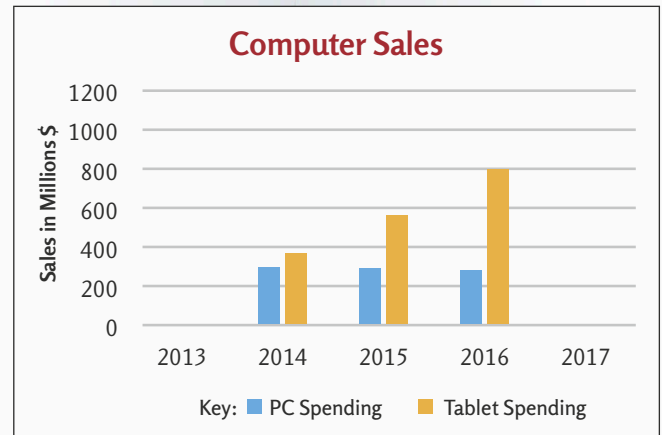
It appears that businesses are going to increase their investments in IT spending from \$3.7 trillion in 2013 to more than \$5 trillion by 2020. This is due to the growth of cloud computing technology. Interestingly, more than 80 percent of all business applications are being developed for delivery through cloud servers.

**Device Spending**

It is expected that spending in the traditional PC market (notebooks and desktops) will decline from 305 million in 2013 to 271 million by 2017. In general, this will be because of lower-priced tablets and their increasing ability to perform the same functions as a PC. By 2017, global tablet sales will increase fivefold, growing from 233 million in 2013 to 1.1 billion. Analysts predict that Apple's iOS platforms will dominate the market until 2017. From then on, Android systems will take over to become the leading OS in the market.

**Conclusion**

To sum up, although markets have experienced a decrease in overall economic growth over the past couple of years, IT spending is predicted to increase steadily. This will occur as the popularity of social networks, Internet conferencing, and shared workspaces grows. On the whole, experts predict that market share for mobile devices will rise, and that smart phones and tablets will represent a major part of that growth.



- 1 Read the report and complete the graph.
- 2 Mark the sentences *T* (true) or *F* (false).
  - a. The purpose of the report is to predict future computer sales. \_\_\_\_
  - b. Businesses are not planning to invest in cloud computing. \_\_\_\_
  - c. PC spending is predicted to increase while tablet spending will decrease. \_\_\_\_
  - d. Apple's iOS platform will dominate the market after 2017. \_\_\_\_
  - e. The conclusion gives an optimistic future for smart phones and tablets. \_\_\_\_
- 3 Match the words in italics to their function.
  - a. *The aim of* this report is to predict the future.
  - b. *It appears that* businesses are going to increase.
  - c. *Interestingly,* more than 80 percent of...
  - d. *In general,* this will be because of lower-priced tablets.
  - e. *To sum up,* markets have experienced a downfall.
 

____ an observation	____ an introduction
____ a conclusion	____ a generalization
____ a speculation	

- 4 Read the statistics in *Table 1* and write your own predictions for the next five years.

	Computers	Mobile devices
E-waste generated	423,000	19,500
E-waste trashed	255,000	17,200
E-waste recycled	168,000	2,240
Percentage recycled	40%	11%

Table 1: The EPA Annual E-waste Report (numbers in tons)

- 5 Use the information from activity 4 to write a report. Include the following:
  - an aim
  - a speculation
  - an observation
  - a graph or chart
  - a generalization

**Writing Tips**

A Report

- Before writing, carefully analyze the information.
- Be clear about the information you are reporting (numbers, percentages, prices, etc.).
- Stick to facts. Do not give personal opinions.
- Organize your report. Include a title, section headings, an introduction, a conclusion, and a graph.



# Plastic Oceans

Are you aware of them?

## Did you know that . . .

- 500 billion plastic bags are used worldwide each year?
- a plastic bag has an average "working life" of 15 minutes?
- 260 million tons of plastic are produced annually?
- Americans throw away 35 billion plastic bottles a year?
- there is six times more plastic in the ocean than plankton, and plankton is the ocean's most abundant food source?
- 10 percent of the total waste people generate is plastic?

## The Great Pacific Garbage Patch



- 1 In pairs, look at the page from an environmental magazine and discuss the questions.
  - a. What do the pictures show?
  - b. What are the environmental effects of plastic?
  - c. Which facts are surprising? Why?
- 2 Listen to the presentation and write notes about what the numbers refer to.
  - a. 90 \_\_\_\_\_
  - b. 1,000 \_\_\_\_\_
  - c. 6:1 \_\_\_\_\_
  - d. 1997 \_\_\_\_\_
  - e. 5.1 \_\_\_\_\_
  - f. 165,000,000 \_\_\_\_\_
- 3 Listen again and answer the questions.
  - a. Why do we use plastic so much?  
\_\_\_\_\_
  - b. How big is the Great Pacific Garbage Patch?  
\_\_\_\_\_
  - c. What prediction does the speaker make for the future?  
\_\_\_\_\_

- 4 In pairs, practice saying the numbers in activity 2. Then listen again and check.
- 5 In groups, create a short presentation about the problem of plastic oceans. Make predictions and propose solutions.

### Useful Language

#### Saying Numbers

2015 (year) – two thousand fifteen

4.2 – four point two

18,520 – eighteen thousand five hundred and twenty

65,000,000 – sixty-five million

3:1 – three to one





# Lagos: Surviving the Trash

The Nigerian city of Lagos is one of the world’s fastest growing cities. The UN says the population is increasing by almost 300,000 people per year. At this astonishing rate, it is predicted that Lagos will soon become the world’s third largest city. The population is already thought to surpass 16 million, and Lagos has quickly turned from a beautiful small city into a large megacity, with high-rise buildings and heavy traffic.

Within this urban sprawl lies the Olusosun dump—the largest landfill site in Africa and one of the largest in the world. This site receives up to 10,000 tons of trash a day. In addition to this, it is estimated that around 500 shipping containers arrive here each month to add a substantial portion of e-waste (electronic waste) to the site.

Previously situated on the outskirts of the city, the dump is now surrounded by commercial and residential areas. It is home and workplace to more than 1,000 scavengers who search through garbage looking for valuable, recyclable items to trade. Most of these people live amongst the trash in houses built from scrap. They have been joined by a growing variety of amenities, including stores, restaurants, bars, movie theaters, a mosque, and a barbershop. As a result, these people rarely leave the site.

Unfortunately, these mountains of waste also serve as a breeding ground for rodents and mosquitos, both carriers of diseases. It is known that people living and doing business around the site suffer from various respiratory problems that result from the inhalation of toxic fumes, as well as all kinds of skin and body irritations. They are also at risk from malaria as a result of infection from mosquito bites.

Incredibly, slum dwellers have shown their ability to adapt to these dirty and dangerous conditions. In the wet season, they live with the rancid smells of rotting waste; in the dry season, they endure the fire risks caused by natural gases trapped under piles of garbage. Despite these difficulties, residents see opportunity where others see trash. This is all part of daily life in the world’s increasingly urban future.



- 1 In pairs, read the title of the newspaper article and discuss what you think the text is about.
- 2 Skim the article and write what the numbers refer to.
  - a. 300,000 \_\_\_\_\_
  - b. 3rd \_\_\_\_\_
  - c. 16 million \_\_\_\_\_
  - d. 10,000 \_\_\_\_\_
  - e. 500 \_\_\_\_\_
  - f. 1,000 \_\_\_\_\_
- 3 Read the text and answer the questions.
  - a. Where is the dump located?  
\_\_\_\_\_
  - b. What do the scavengers look for?  
\_\_\_\_\_
  - c. How has the dumpsite been adapted for living?  
\_\_\_\_\_
  - d. What are the dangers of living there?  
\_\_\_\_\_
- 4 In pairs, discuss the questions.
  - a. Are there people in your country who make their living this way?
  - b. What items do you recycle?
  - c. Is it easy to recycle in your country? Why or why not?





# Project

## A Waste Audit

### Step 1: Brainstorm

- Work in groups. Write a list of materials that students and teachers in your school use and dispose of in large quantities.

### Step 2: Conduct a Waste Audit

- Decide what type of waste you are going to audit, and set your audit objectives. For example: To find out how much PET (polyethylene terephthalate) is disposed of in one week.
- Organize a classroom collection point for your item of waste. Monitor the volume (and, if possible, the weight) of your chosen material that is disposed of over one week, and record your results.

### Step 3: Identify Ways of Reducing Waste

- Identify how your item of waste could be reduced, reused, or recycled, and brainstorm ways of doing this.
- Write a plan for reducing the quantity of your item of waste.

### Step 4: Present Your Information

- Present your results and action plan to the class and encourage the class to follow your waste-reduction plans.
- Conduct a second waste audit. Record your results and present your new data to the class.

- Create an interactive graph with the information from your waste audit.



# Review

1 Complete the sentences with the words in the box.

heavy little strong short small severe

- At the UN, there is a \_\_\_\_\_ desire to reduce e-waste.
- The hurricane caused \_\_\_\_\_ damage to homes.
- \_\_\_\_\_ rain caused floods and the spread of toxic chemicals.
- A \_\_\_\_\_ number of people recycle their electronic goods.
- There is \_\_\_\_\_ value in having a recycling scheme if people aren't forced to use it.
- Many electronic products are disposable and have \_\_\_\_\_ lives.

2 Underline the correct options to complete the sentences.

- Local residents are sure that hazardous chemicals in landfill sites *will / could* harm their children.
- Based on last year's figures, as many as 420 million computers *might / are going to* be sold in 2013.
- The government is debating now. Officials *will / might* come to a consensus, but probably not.
- The cellphone store has changed its recycling policy. Now it *may / is going to* give discounts to people who return old models.
- Many people are convinced that the number of discarded computers *will / might* rise.
- Computer companies *might / are going to* introduce more eco-friendly products, but only with certain conditions.



3 Rewrite the sentences using the functions in parentheses.

- (intention)  
Governments have agreed on a plan to reduce waste.  
\_\_\_\_\_
- (less sure prediction)  
An awareness campaign about e-waste is a possible solution.  
\_\_\_\_\_
- (an unplanned decision)  
I've just decided to be more responsible with e-waste.  
\_\_\_\_\_
- (an arrangement)  
We have a meeting with officials next week.  
\_\_\_\_\_

4 Complete the dialogue with the correct form of the verbs in parentheses.



LISA: Hi James, what 1) \_\_\_\_\_ (do) after class?

JAMES: I 2) \_\_\_\_\_ (get) a new cellphone at the mall.

LISA: Which model 3) \_\_\_\_\_ (buy)?

JAMES: I'm not sure. I don't know anything about cellphones. I think I 4) \_\_\_\_\_ (ask) the assistant for advice.

LISA: I 5) \_\_\_\_\_ (come) with you if you like. I can help.

JAMES: OK, great!

LISA: Let's go quickly. Look at those clouds. It looks like it 6) \_\_\_\_\_ (rain)!





## Equality at Work

### Discuss the Topic

- What does “equal opportunities” mean?
- Why are equal opportunities important in employment?
- For what reasons are people sometimes treated unequally? How does the law protect them?

### In this unit, I will learn to...

- skim and scan a text.
- discuss issues of discrimination in relation to jobs and careers.
- express obligation, prohibition, possibility and permission.
- give advice.
- add reasons.
- write a résumé.

### Project

- An Antidiscrimination Campaign



### Reading An Informative Text

- Look at pages 38 to 43 of your *Reader*. Write the page numbers where you can find the information.
  - Use of gender-specific job titles in advertising.  
\_\_\_\_\_
  - What the objective of the recruitment process is.  
\_\_\_\_\_
  - Ways to help previously excluded groups. \_\_\_\_\_
  - Different types of discrimination covered by legislation. \_\_\_\_\_
  - What employers can ask at interviews. \_\_\_\_\_

#### Reading Tips

##### Skimming and Scanning

- Skim the text quickly to find main ideas and get an overall impression of its content.
- Scan the text quickly for specific information. Find details relevant to a specific question, and ignore unrelated information.

- Scan the leaflet again, and mark the statements *T* (true) or *F* (false).
  - Equality legislation is designed to protect people at all stages of the employment process. \_\_\_\_
  - Stereotypical ideas about women's and men's roles do not affect the recruitment process. \_\_\_\_
  - Overseas qualifications are not acceptable when applying for work in the UK. \_\_\_\_
  - It is sometimes acceptable for employers to look for men, women, or particular age groups. \_\_\_\_
  - Personal questions during interviews can be considered discriminatory. \_\_\_\_
  - Positive discrimination means selecting somebody for work on a purely job-related basis. \_\_\_\_

### Vocabulary Suffixes

- Look at pages 38 and 39 of your *Reader*. Rewrite the words to form adjectives.
  - race \_\_\_\_\_
  - compare \_\_\_\_\_
  - law \_\_\_\_\_
  - object \_\_\_\_\_
- In pairs, change the words in the box into adjectives. Classify them in lists, using the suffixes *-al*, *-ive*, *-ful*, and *-able*.

attract avoid beauty care count drink  
effect nation option peace profession  
object stress break digit impress



- Complete the sentences with appropriate adjectives from activity 2.
  - Be \_\_\_\_\_! The sea is dangerous. (care)
  - The twenty-first century is sometimes known as the \_\_\_\_\_ age. (digit)
  - Discrimination will continue if we don't have \_\_\_\_\_ laws to stop it. (nation)
  - The water from the faucet over there is clean and \_\_\_\_\_. (drink)
  - The course is \_\_\_\_\_. You don't have to take it. (option)
  - The protest was calm and \_\_\_\_\_. (peace)

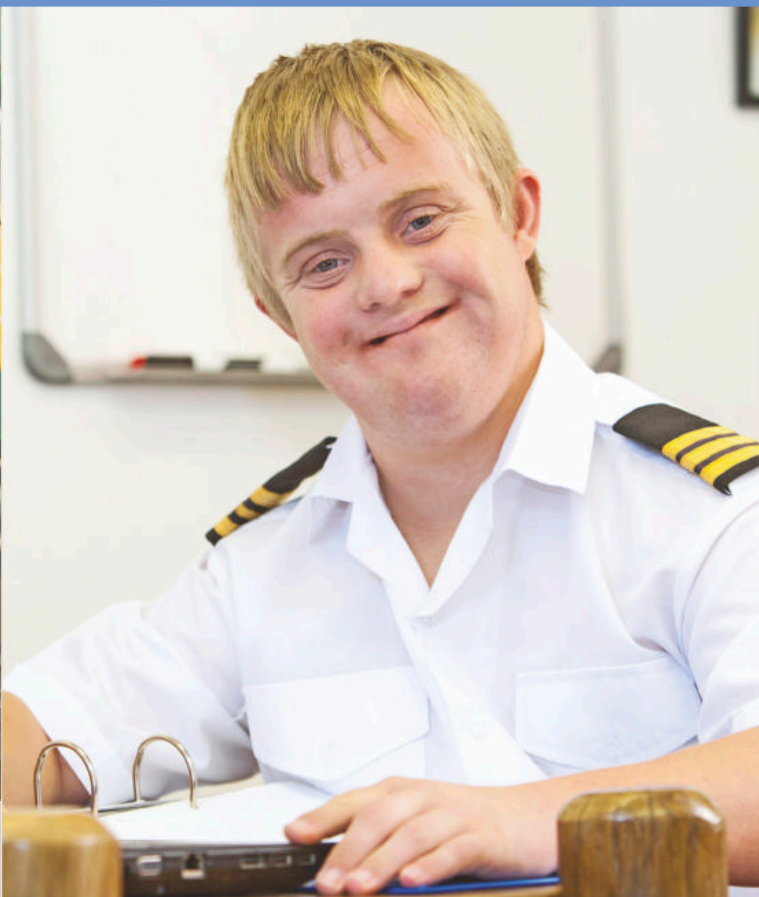
### Speaking Pairwork

- In pairs, use the information in the *Reader* to decide how the law might assist the people in each of the cases.

I am qualified for a management position, but the ad asks for a single woman, and I am married.

I have hearing problems, and I have special requirements during an interview.

I was advised not to apply for an office job because I am too young.



**✚ Language Focus** Modal Verbs: Obligation, Prohibition, Possibility, and Permission (See page 110.)

**1** Read the sentences, and match the sentence halves to complete the rules.

You might encounter sex discrimination.

All applicants must be judged equally.

This means that an employer cannot try to change the balance of the workforce.

Employers are allowed by law to take positive action.

- a. We use *must* and *have to*...
- b. We use *may*, *might*, and *could*...
- c. We use *must not* and *cannot*...
- d. We use *can*, *may*, and *be allowed to*...  
 \_\_\_\_ to give permission.  
 \_\_\_\_ to express prohibition.  
 \_\_\_\_ to express an obligation.  
 \_\_\_\_ to talk about possibilities.

**2** Find more examples of modal verbs from activity 1 on pages 38 to 43 of your *Reader*.

**3** In pairs, read the negative sentences and discuss the difference in meaning.

Job advertisements must not discriminate in any way.

Applicants do not have to state requirements that are not directly related to the job.

- 4** Underline the correct options to complete the sentences.
- a. If we cannot decide, candidates *might* / *cannot* / *must not* be given a second interview.
  - b. All applicants *can* / *might* / *must* be able to speak English to get the job.
  - c. Employees *might* / *could* / *are allowed to* have one hour for lunch and no longer.
  - d. Job interview questions *must not* / *do not have to* / *might not* discriminate against candidates.
  - e. In this company, you *might not* / *aren't allowed to* / *could not* wear earrings at work.
  - f. All visitors *must* / *can* / *might* report to reception.

**5** Complete the second sentences so that they have a similar meaning to the first. Use two to five words and the words in parentheses.

- a. It is possible that the company will give the job to you. (might) They \_\_\_\_\_ the job.
- b. It is prohibited for companies to include age limits in their ads. (must) Companies \_\_\_\_\_ age limits in their ads.
- c. It is essential that we receive all applications for the job before Friday, June 10. (have) We \_\_\_\_\_ all job applications before Friday, June 10.
- d. Employees can wear casual clothes to work on Fridays. (allowed) Employees \_\_\_\_\_ casual clothes to work on Fridays.
- e. It is obligatory that you fill out the form in black ink. (must) You \_\_\_\_\_ the form in black ink.

**6** Rewrite the sentences so that they have similar meanings. Use modal verbs.

- a. It's OK for you to take the weekend off.  
\_\_\_\_\_
- b. It is possible that you are right.  
\_\_\_\_\_
- c. It is obligatory to turn your cellphone off.  
\_\_\_\_\_
- d. No smoking in the restaurant.  
\_\_\_\_\_

**7** In pairs, discuss the questions.

- a. What rules are there at your school or workplace?
- b. Do you think rules are important? Why or why not?

## ✚ Listening A Telephone Conversation

1 Look at the advertisement and answer the questions.

a. Who can apply for this job?

\_\_\_\_\_

b. What skills do they need?

\_\_\_\_\_



The Evening Post

**Recent Graduates Wanted**

Zenith Promotions has opened five new offices within the last year. We require people in all areas of sales, marketing, customer services, and campaign coordination.

We offer full product training and the opportunity to attend conferences both in the US and overseas. All applicants must have good communication skills and be willing to progress through the company.

Must be looking for full-time work. \$600 weekly.

Call Helena Bonn at (310) 542-3121 for more details.

2 Listen <sup>16</sup> to the conversation and answer the questions.

a. What type of work is the applicant interested in?

\_\_\_\_\_

b. What makes him suitable for this work?

\_\_\_\_\_

c. What should he do next?

\_\_\_\_\_

3 Listen again and write notes in the chart.

Experience required	
Specific skills needed	
Specific qualifications	
Reference	

4 In pairs, discuss whether you think the advertisement and interview are discriminatory or not. Give reasons.

## ✚ Pronunciation Sentence Intonation

1 Listen <sup>17</sup> and mark if the intonation goes up (↑) or down (↓) at the end of the questions.

a. How can I help? \_\_\_\_

b. May I speak to Ms. Bonn, please? \_\_\_\_

c. Which area are you interested in? \_\_\_\_

d. What specific skills do I need? \_\_\_\_

e. Do I need any specific qualifications? \_\_\_\_

f. Could you give me an address to send my résumé to, please? \_\_\_\_

2 In pairs, discuss the questions.

a. Which questions ask for information?

b. Which are closed (*yes/no*) questions?

c. What is the difference in the intonation between both question types?

d. What happens when *please* is placed at the end of a *yes/no* question?

e. Which word becomes stressed?

3 In pairs, make a list of questions you might be asked in an interview. Practice asking and answering the questions. Focus on intonation.



## ✚ English in Use Giving Advice

(See page 111.)

### 1 Match the different uses of *should* and their functions.

You should be very hardworking and willing to learn fast. \_\_\_\_

You should send your résumé, and then we will contact you. \_\_\_\_

You should really think about your long-term plans. \_\_\_\_

- a. mild obligation or suggestion
- b. advice
- c. an expectation or requirement

### 2 Answer the questions.

a. What is the form of the verb that follows *should*?

\_\_\_\_\_

b. What is the negative form of *should*?

\_\_\_\_\_

### 3 Match the statements to the responses.

- a. I am looking for a new employee.
- b. I am tired.
- c. I feel discriminated against at work.
- d. My boss is happy with my work.
- e. I really don't like my job.
- f. We don't have enough people to finish the project on time.

You should go home early and get some rest.

Your company should hire more staff!

You should look for another one.

You should choose a candidate with good qualifications.

Your company should have better regulations against that type of thing!

You should get a raise, then!

### 4 In pairs, read the sentences and discuss the differences in meaning.

- a. You must work long hours.
- b. You don't have to work long hours.
- c. You should work long hours.

### 5 Underline the correct options to complete the sentences.

- a. You don't have to / shouldn't believe everything you read in the newspaper.
- b. You look exhausted. You should / must go to bed.
- c. Do you think I must / should apply for the job?
- d. You don't have to / shouldn't take the job. It's your choice.
- e. You shouldn't / don't have to discriminate in the workplace.
- f. Jane should / has to travel a long way to get to work each day.

### 6 Read the situations and write an appropriate response for each one.

http://www.jobblog.com

## Job Blog

I've seen an ad in a newspaper for a really interesting job. It's a part-time job in the evenings. I'm still at school, and my parents think I should study more, but I really want to earn some money so I can have a bit of independence.  
Posted by Amelia, 16  
42 comments

I recently started a new job as a sales rep. The money is OK, but I have to work really long hours. In the evenings, I am too tired to do anything. All I do is watch a bit of TV and go to bed. I never have time to go out with my friends anymore.  
Posted by Fred, 17  
12 comments

## ✚ Speaking Group Discussion

- In groups, look at the different jobs in the box and answer the questions.

server sales assistant baby-sitter  
bagger fast food attendant camp guide

- a. What qualifications, skills, and experience are required for each job?
- b. What advice would you give a friend who is going for an interview for one of the jobs?

## ✚ Writing A Résumé

- 1 In pairs, look at the résumé and discuss the questions.
  - a. What is the purpose of a résumé?
  - b. What type of information should you put in one?
- 2 Label the parts of the résumé with the words in the box.

Skills and Personal Qualities  
Achievements Interests  
Education Experience Reference

- 3 In pairs, answer the questions.
  - a. Has Kerry had experience working full-time? Why is it necessary to put work experience in the résumé?
  - b. What adjectives does Kerry use to describe her character?
  - c. Is the résumé long or short? Why do you think it is this way?
  - d. Why hasn't Kerry included a photo in her résumé?
  - e. For what jobs do you think a photo might be necessary?
- 4 In pairs, look at the ad, and discuss if Kerry should apply for the job. Give reasons for your answers.

### Job Opportunities

**GIOVANNI'S** is looking for servers to work in the evenings and on Saturdays. The candidates must be motivated, smart, and hardworking. We offer full training and the opportunity to commence a rewarding career at a high-quality restaurant. High school students are encouraged to apply. Please call for more details.

Ms. Jenny Gianni: (703) 228-3709



## Résumé

### Kerry Doolan

12 Woodrow Street, Arlington, VA 22201

home: (703) 228-2249

cell: (571) 482-0783

e-mail: kdoolan@mail.com

- 1) \_\_\_\_\_  
Arlington High School, Arlington, Virginia 2009–2013.  
.....
- 2) \_\_\_\_\_
  - National Honor Society: 2011, 2012, 2013
  - Academic Honor Roll: 2009–2013  
.....
- 3) \_\_\_\_\_  
**January 2012 to July 2013**  
Member of school functions catering team: helped prepare and serve food and drink for parents' evenings and governors' meetings.  
  
**July 2012**  
Nice 'n' Tasty Café, High Street, Arlington: two weeks' work experience. Prepared vegetarian food, served customers, and cleaned kitchen and café.  
.....
- 4) \_\_\_\_\_  
Hardworking and reliable. Always on time for school with good attendance record. Cheerful and work well with others. Motivated and enthusiastic. Willing to train and gain further qualifications.  
.....
- 5) \_\_\_\_\_  
Swimming, music, yoga  
.....
- 6) \_\_\_\_\_  
Dr. Sandra Rodriguez, University of San Diego  
srod@sd.net

- 5 Write your own résumé. Follow the model on the page.

#### Writing Tips

##### A Résumé

- Remember to include all the necessary information and use appropriate vocabulary.
- If you don't have any experience, give evidence of your responsibilities at school or at home.
- Make sure your résumé reflects the job you are applying for.





- In pairs, discuss what people can do to find a job. Think about the following:
  - How to get experience
  - How to use your skills and abilities
  - How to follow your interest
- Read the quiz and match the answers to the ideas.
  - Mostly As
  - Mostly Bs
  - Mostly Cs

\_\_\_ You will get your dream job by joining clubs. You are ambitious and you would love to help organize events. Who knows? You might even run the club one day.

\_\_\_ You will get your dream job by blogging. You are Internet-savvy and creative. You are also up-to-date with current events and will raise your profile by giving your point of view online.

\_\_\_ You will get your dream job by volunteering! You are kindhearted and love helping people. By volunteering as much as possible, you will get lots of experience with different organizations.
- Take the quiz. Decide if you agree with the ideas in activity 2.
- Listen (18) to the conversation, and decide how Joe could get his dream job, according to the ideas in activity 2.
- Listen again, and write down three things that Joe is doing that makes Sarah think he should be a computer programmer.
- In pairs, discuss your dream job. Discuss what you like doing, and support your ideas with reasons. Use the underlined words in the *Useful Language* box.

## Useful Language

### Adding Reasons

I'm also helping at a club on the weekends.

I listen to the news every day, too.

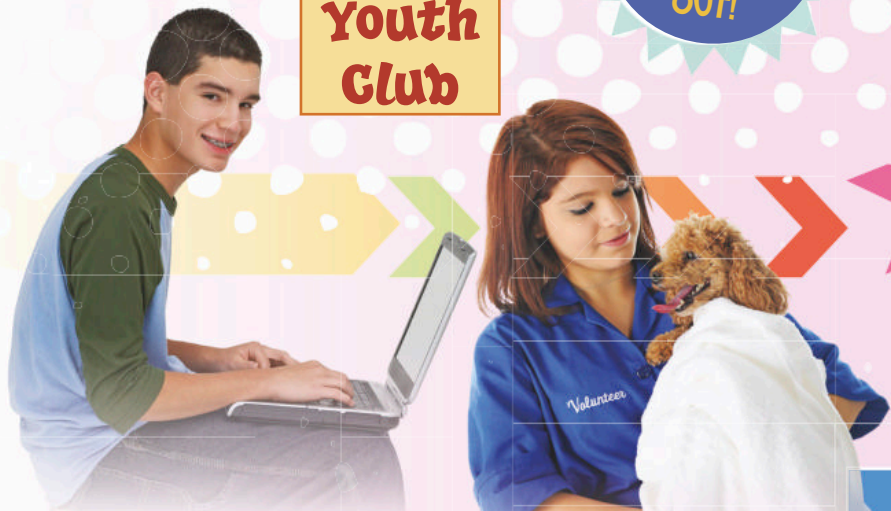
Me too!

I'm learning how to speak French as well.

# How Will You Get Your Dream Job?

TAKE THIS QUICK QUIZ TO FIND OUT!

## Youth Club



- What is your aim in life?
  - To lead.
  - To help others.
  - To be famous.
- Which of these things would you prefer to do next summer?
  - Work and earn money!
  - Volunteer.
  - Spend time on social network sites.
- Which school subject do you like the best?
  - Math.
  - History.
  - Languages.
- Where do you most enjoy spending time?
  - Anywhere —if I am busy!
  - Anywhere —if I'm with friends!
  - Anywhere —if I'm on a computer!
- Who do you admire most?
  - The president.
  - Care workers.
  - The winner of TV's *Star Academy*.
- What would you do on a rainy day?
  - Watch the news.
  - Help out at home.
  - Update my online social profile.

# STEREOTYPES

What are stereotypes? Stereotypes are generalizations that people make about the characteristics of all members of a group. They are often based on how a person looks. It is important to resist stereotyping, as even positive stereotypes can cause many problems...



One common form of stereotyping is racial stereotyping, which often provokes inaccurate ideas about other people. For example, one study revealed that Americans are considered to be friendly and tolerant but also arrogant and domineering. Asians, on the other hand, were expected to be smart and alert but reserved. Clearly, not all Americans are friendly and not all Asians are smart! We should not assume we know what a person is like based on where he or she is from.

Unfortunately, television shows often perpetuate stereotypes. Think of those programs that depict black women as “tough” and “angry.” They may make the audience laugh, but they also create perceptions that can have repercussions for black women in everyday life. Similarly, the media is full of “geek” stereotypes. Shows such as *The Big Bang Theory* often portray geeks as antisocial and immature. However, did you know that research suggests that these shows can keep people from studying science in college?

Another problem is gender stereotyping, particularly for young people at the beginning of their career. We should remember that children develop ideas about the roles of men and women even before they start school. Consequently, when young people make career decisions, they may have preconceived and stereotypical ideas based on their gender.

Why do you think it is usually females who train to be hairdressers, while mechanics' classes are full of males? Is it really so surprising when employers rarely offer work experience to people who don't “fit” their own preconceived ideas?

Think about it. Parents, teachers, employers, and the mass media all reinforce stereotypes. It is up to us as individuals to challenge these social norms. One of many intercultural communication skills is to be critical of information sources. Always look for the stereotype an advertisement, movie, magazine, textbook, teacher, or television show is reinforcing. It will make you see the world in a different way!



▲ Many TV shows perpetuate stereotypes

- 1 In pairs, discuss the stereotypes the images represent.
- 2 Read the article and answer the questions.
  - a. What national and racial stereotypes are discussed?  
\_\_\_\_\_
  - b. What might the geek stereotype stop people doing?  
\_\_\_\_\_
  - c. When do people start to form stereotypical ideas?  
\_\_\_\_\_
  - d. Who or what influences our stereotypical ideas?  
\_\_\_\_\_
- 3 In groups, choose a popular advertisement or TV show, and analyze the stereotypes it depicts.
  - What stereotypes can you find?
  - Is the stereotyping image positive or negative?
  - How are the stereotypes used to market the product or make the show or movie more popular?
  - Where can you see these stereotypes in society?
- 4 Present your ideas to the class.



# Project

## An Antidiscrimination Campaign

### Step 1: Brainstorm

- In groups, brainstorm areas of discrimination in everyday life (race, sex, disability, age, etc.).
- Find real-life examples of how people have been discriminated against in your country (unfair dismissal, not accepted for a position, not given a promotion, etc.).

### Step 2: Research and Take Notes

- In groups, decide what topics to include in your campaign.
- Work individually on the different topics, and research examples of discrimination, current legislation, how and why legislation should be changed, actions you can take, advice, etc.

### Step 3: Write Your Campaign

- Write a short article about your topic.
- In groups, check each other's work, and make comments.
- As a group, put all your work together to produce a poster and a leaflet for your campaign.

### Step 4: Present Your Campaign

- Present your campaign to the rest of the class. Answer any questions.
- As a class, come to a consensus about which campaign is the most effective.



- Create your own online campaign booklet to promote your cause.



# Review

- 1 Complete the text with the correct form of the words in parentheses.

## Discrimination at Work: Notes for employers



Employers should be 1) \_\_\_\_\_ (care) that they make decisions about suitable job candidates based on their ability. 2) \_\_\_\_\_ (race), age, gender, and disability discrimination are all against the law. Candidates from other countries with 3) \_\_\_\_\_ (compare) qualifications to those in the US should be equally considered. Employers must ask 4) \_\_\_\_\_ (object) questions at the interview, and then make a 5) \_\_\_\_\_ (profession) decision about who is the most 6) \_\_\_\_\_ (effect) candidate. It is sometimes 7) \_\_\_\_\_ (law) to take factors such as age and disability into consideration, but only if they affect a person's ability to do a job. Generally, all forms of discrimination are unnecessary and 8) \_\_\_\_\_ (avoid).



- 2 Underline the **incorrect** words in each situation.
- Why don't you call about this job? It *might / must not / must* be a good opportunity.
  - Interviewers *cannot / must not / may not* show discriminatory attitudes towards interviewees.
  - You *can / might / could* go in now. The director is ready to see you.
  - Applicants *must / may / are allowed to* speak English and Spanish.
  - Your résumé *should / can / could* be clear and concise.
  - You *can / might / must* send me a copy of your résumé, as soon as possible.

- 3 Complete the sentences with the words in the box.

must not   don't have to  
should   must   can   might

- You \_\_\_\_\_ go to the interview if you don't want to.
- If you want, you \_\_\_\_\_ eat your lunch in the staff cafeteria.
- I think you \_\_\_\_\_ apply for that job. You have a good chance.
- You really \_\_\_\_\_ apply for that job. You need the money!
- Why don't you apply for that job? You never know. You \_\_\_\_\_ get it!
- Employers \_\_\_\_\_ discriminate under any circumstances.

- 4 Rewrite the sentences using appropriate modal verbs.

- a. He is unable to make it to the interview.

\_\_\_\_\_

- b. There is a possibility she is the right person.

\_\_\_\_\_

- c. You are obliged to work on Saturdays.

\_\_\_\_\_

- d. It is recommended that you make eye contact.

\_\_\_\_\_

- e. It is not possible to hire you right now.

\_\_\_\_\_

