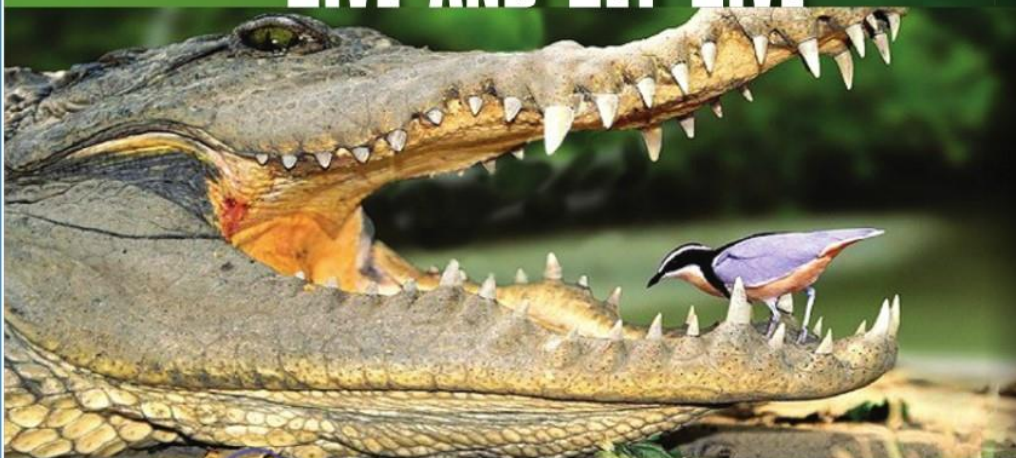


LIVE AND LET LIVE

APPROACHING
THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

Discuss the following questions.



- What three questions would you like to ask God?
- What blessings do you pray for presently?
- Can you mention something that your spirituality motivated you to do?
- In what ways have you changed for the better because of your spirituality?
- What are three steps you need to take to become the person you were meant to be?
- Do you think the people in the world are becoming more spiritual or more materialistic?

B ENHANCING YOUR VOCABULARY

1 Match the words/expressions on the left with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

1. surmount	a. a condition in which you refuse to admit or believe that sth bad exists or has happened
2. setback	b. a particular quality, esp. of a person; characteristic
3. denial	c. succeed in dealing with (esp. a difficulty); overcome
4. deal	d. a new illness that happens during the course of another illness making treatment difficult
5. determine	e. your general attitude to life and the world
6. traumatic	f. a problem that delays or prevents successful progress or makes things worse than they were
7. complication	g. an agreement or arrangement, esp. in business or politics, that helps both sides involved
8. outlook	h. think that sb or sth has a particular quality, value, or standard
9. trait	i. very shocking and upsetting, probably causing long-term psychological damage
10. rate	j. find out the facts about sth

2 Fill in the blanks with the correct form of the words/phrases from the list above 1-10.

- Arrogance is one of his unattractive personality _____ that made his popularity decline.
- Throughout his life, he has always tried to have a fairly positive _____ on life.
- The teenager's mother is still in _____ and refuses to admit that he will die soon.
- His son's death in that terrible accident was the most _____ event in Stan's life.
- It seems unbelievable that he has managed to _____ immense physical disabilities since his birth.
- The basketball team's hopes of playing in Europe suffered a(n) _____ last night.
- The principal aim of the inquiry was to _____ what had caused the accident.
- Twelve of the captives were released after a(n) _____ between the army and the guerrillas.
- To everyone's surprise, the show was _____ a great success both by critics and audiences.
- The doctors were sure they could cure the patient, but when _____ set in, all their hopes were dashed.

1.2 LISTENING FOR IT



A INTRODUCING THE TOPIC

You are going to hear a college lecture about optimism and pessimism.

B LISTENING TASK 1

Listen to the lecture, and answer the following questions.

- | | |
|---|--|
| 1 | What is optimism? How can you tell that someone is an optimist? |
| 2 | What is pessimism? How can you tell that someone is a pessimist? |

C LISTENING TASK 2

Listen to the lecture again, and write *T* for true or *F* for false for each statement. Then compare your answers with a partner. Correct the false statements.

- Genetics may determine if a person is an optimist or a pessimist.
- Optimists recover more quickly from surgery and have more complications.
- Pessimists tend to look after their health well because they're afraid to get sick all the time.

- Optimists generally overcome obstacles more easily.
- In fact, optimists are not realistic enough to see how bad things really are.
- One of the common ways for researchers to decide whether you are an optimist or a pessimist is by placing you in stressful situations and examining your feelings.
- Everyone's tendency to be an optimist or a pessimist reveals itself in early childhood.
- If you are a pessimist by nature, you can change.

1.3 FOLLOW-UP

A PAIR WORK

Complete the following sentences with phrases with the word *future* from the box below.

- a. have a promising future
- b. there's no future in it
- c. the future looks bright
- d. face an uncertain future
- e. hopes for the future
- f. shape the future
- g. predict the future
- h. in the foreseeable future



- I don't think I'm going to look for a new job _____. I'll just keep working here.
- For graduates who can speak English and Japanese, _____. There are some excellent job opportunities available.
- If we all work together, we can _____. We can build a better world with a cleaner environment and a sustainable economy.
- My friend Tanya says that she can _____ by reading the tea leaves. She told me I'm going to receive a lot of money soon!
- My cousin decided to give up his dream of becoming a professional clown because he thinks _____.
- In an increasingly global workplace, bilingual people _____.
- I have great _____. I believe we'll develop the technology to solve our biggest environmental problems.
- Many children in developing countries _____. Without an adequate education, it will be very difficult for them to find work.

B GROUP WORK

Read the following statements. Do you agree or disagree? Check (✓) the appropriate box. Then mark each statement with an *O* or *P* in the space provided depending on whether you think they are optimistic or pessimistic.

LOOKING TO THE FUTURE

What do you think the future holds?	Agree	Disagree
a. Fewer people will be employed "for life" by a single company. One's career path will be more fluid, with a person changing jobs frequently.		
b. Globalization will undermine traditional life, and there will be fewer jobs and more competition.		
c. Traditional ways and new ways of doing business will coexist harmoniously.		
d. Online learning and virtual study groups will replace the traditional brick-and-mortar school.		
e. More people worldwide will be learning Spanish and Chinese so that they can be competitive in the workplace.		
f. Rather than being dependent on the teacher for all the answers, students will be encouraged to facilitate class discussions and to learn from their peers.		
g. The primary breadwinner and key decision-maker in many families will be a woman.		
h. More families will be multicultural as the Internet and global travel make it possible for people to meet and marry someone from another country.		
i. As the birth rate in many places plummets and there is less family support, elderly people will form communities to care for each other.		
j. Breakthroughs in research will lead to cures for cancer, Alzheimer's, and other deadly diseases. Thus, more people will be living to be 100 or older.		
k. Parents will use genetic profiling to select the gender and physical characteristics of their child.		
l. A new type of infectious disease that is resistant to antibiotics will emerge. It will trigger a worldwide epidemic before it can be stopped.		

2 APPROACHING THE READING TOPIC

2.1 WARMING UP

1 Read the following text about Islam, and discuss these questions.

- How do the Five Pillars of Islam remind Muslims of God's wishes?
- What do you think each of the beliefs about God (in the last sentence) means?

Being a Muslim, a follower of Islam, is about surrendering to the will of God; following what God wants people to do and be. The way the world works means this is not always easy. There are many distractions, many wrong paths, so much going on. As in all religions, believers in Islam must make choices. They try to follow the path God has set out for them.

Muslims believe that humans have always been guided by God from the beginning of creation. They believe that God selected special people as prophets to teach his message. So throughout human history, Islam teaches, prophets have been telling the people of the world about God, for example Noah, Abraham, Moses, and Jesus. All of them have taught the same message of surrendering to God's will, which is what Islam means. Some 1,400 years ago, the Prophet Muhammad was

sent by God, Muslims believe, to renew this old message.

There are two main sects of Muslims: Shia Muslims and Sunni Muslims. Shia and Sunni Muslims share key beliefs about God and the Five Pillars: The Oneness of God, The Justice



of God, The Prophethood, The Leadership of Mankind, and The Resurrection. Muslims believe that God is nothing like anything we know or understand. God doesn't have a body, or anything that can be seen or measured. God is

not male or female (though God is called He in Islam). God was not born and will not die. God is outside time and space. God is simply beyond anything that humans can understand. Muslims believe that God is: the creator of the universe, the only god, eternal, all-powerful, all-knowing, all-seeing, all-hearing, and all-willing.

2 Find words or phrases in the text above matching the definitions given below. Then write them in the spaces provided.

- (v) give up or give in to sb's power, as a sign of defeat
- (n) an important idea, principle, or belief
- (n) sth that gets your attention and prevents you from concentrating on sth else
- (n) what sb wants to happen
- (adj) lasting forever; without beginning or end
- (n) a small group of people with their own particular set of beliefs and practices, usually within or separated from a larger esp. religious group

Maintaining Their Identity

A Rebea Murtaza is a 17-year-old high school student who wears a teenager's uniform of blouse, jeans, and Birkenstock sandals but with a difference. A devout Muslim, Ms. Murtaza never goes out in public without her *hijab*, a scarf that covers her head and shoulders.

B Last year, the Grade-12 student decided she wanted to observe *hijab*, the canon law of Islam that dictates that once a woman reaches puberty, every part of her body except her face, hands, and feet must be covered. Emotionally, Ms. Murtaza was prepared to cloak her body and lower her gaze when in the company of men. Still, the reaction from her peers in Grade 11 shocked her. "I was in the hallway and people would say, 'She's a weirdo,'" said Ms. Murtaza, a student at Earl Haig Secondary School in the Metro Toronto municipality of North York. "It hurt. I don't like being thought of as a freak or different or weird."

C Ms. Murtaza is among a small but growing number of young Muslim women in Toronto's Islamic community of 105,000 who have found the call of Islam and the commitment to wear *hijab* irresistible. According to Statistics Canada census information, in 1991 there were about

253,000 Muslims in Canada, with the majority (145,000) settled in Ontario. With more and more Muslim immigrants choosing Ontario as their new home (statistics show that last year 2,500 immigrants came from Somalia, 2,500 from Iran, 2,600 from Pakistan, and 2,000 from Iraq), young Muslims who grew up in Canada feel emboldened by the growing number of their co-religionists and are increasingly comfortable expressing their emerging identity.

D "Wearing *hijab* is my way of saying I'm Muslim and Canadian," said Ms. Murtaza, who, with three classmates who are also new *hijabis*, persuaded school officials to designate a classroom where they could pray during school hours. "Being Canadian means making your own choices and choosing your own lifestyle. It's not about doing what your parents or peers want, but doing what you feel is right," she said. She explained that modesty is prescribed in two verses in the Koran. One says, "Say to the believing men that they should lower their gaze and guard their modesty: that will make for greater purity for them." In a later verse, the same instructions are directed toward Muslim women: "O, Prophet! Tell thy wives and daughters and the believing women that they should cast their outer garments over their persons when out of doors." Over the centuries, the concept of *hijab*—meaning literally "curtain," requiring both men and women to be modest and chaste—has evolved into the long flowing robes and headdresses worn by many Muslims today.

E Yasmin Zine, 31, a master's student at the Ontario Institute for Studies in Education in Toronto, whose research thesis explores how immigrant women negotiate and reconstruct their identity when they land in a new culture, says she is increasingly encountering *hijabis* who are young and university educated and who have chosen

to cover up after studying Islam extensively. "By rejecting Western norms and conventions that have dominated their lives, Muslim women are able to create a new identity for themselves," said Mrs. Zine. "They are fighting a culture that is not consistent with Islamic ideas, and are asking that they be judged by their spiritual, rather than physical, characteristics." Mrs. Zine said they are saying, "We realize there is a dominant culture in Canada, but we don't have to be part of it." At the same time, they have to contend with hostile stares and cruel comments from people who consider their dress an oddity.

F Sajidah Kutty's life was a roller coaster ride from the day she started wearing *hijab* in Grade 6. When she came to school wrapped in a scarf and baggy, shapeless clothing, her friends, seeing her in the hallway, ignored her and walked by without a word. "I lost a lot of friends because of it," she said. "I came to expect more looks, more name-calling. Mostly *Paki*." Ms. Kutty, 22, now a mass communications and creative writing student at York University in Toronto, feels that today's *hijabis* definitely have it easier because there are more of them. "There's such an increase in it now," she said, gesturing toward the five women seated at a table with her in the basement of the Islamic Foundation in Scarborough. They are among the burgeoning number of young *hijabis* who choose to attend Friday-night study sessions at the mosque instead of partying with their peers.

G Ms. Kutty attributes the increased interest in Islam and subsequent observance of *hijab* to the war in the Persian Gulf. She said young secular Muslims were shaken into self-examination by the backlash against Muslim fundamentalists. In looking at the source of discrimination, "We discovered our own faith. We discovered we were different, but it made us stronger. So we banded together." In doing so, these young

Muslims have begun to analyze the Koran and to attend religious discussions. One discovery was that many of their parents' habits, which they thought were prompted by religious observance, are actually cultural in origin.

H For instance, an Islamic marriage is made through a contract that is confirmed when the bride receives a marriage portion, called *mahr*, from the groom. *Mahr* is for the bride's exclusive use in case her husband dies, or if they are divorced or there is an emergency. In India and Pakistan, the bride receives *mahr*, but she is also expected to provide her *jahez*—which consists of the bride's clothing, jewelry, and other possessions, as well as gifts for the groom and his family. The tradition of the *jahez* is not Islamic, but is rooted in India, and more specifically Hindu culture. New *hijabis* reject the *jahez* because they feel it places a burden on the bride to shower the groom with expensive gifts.

I Hina Khan, 20, a member of the Scarborough mosque's youth group, said that ultimately, she rejects Pakistani culture. "I have to follow the Islamic culture." "First-generation teenage Muslims and other members of the younger generation are more confident expressing their individuality than their immigrant parents were," said Maqbool Aziz, a professor of English at McMaster University in Hamilton. Ms. Khan said some of the fiercest reactions to *hijab* came from her parents—in particular her mother, who does not cover up. Her mother fears her daughter's beliefs will reduce her chances of a successful arranged marriage because her values will be interpreted as militant by prospective Pakistani suitors. Ms. Khan rejects the concept of a traditional arranged marriage, and firmly believes God will find her a husband. "If Allah has somebody for me, then I will get married." "Otherwise," she said, "it is not something I worry about."

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. Rebea Murtaza is a Canadian teenager who has a peculiar style of clothing.
 - b. What makes Rebea Murtaza distinct from other teenagers is her observance of *hijab*.
- Paragraph B
 - a. Ms. Murtaza chose to wear *hijab* when she was in Grade 11, which was followed by her schoolmates' enmity.
 - b. Though Ms. Murtaza knew that wearing *hijab* was considered to be eccentric, she observed it of her own volition.
- Paragraph C
 - a. The increasing number of Muslim women in Canada has enabled them to pluck up the courage to express their religious identity more freely.
 - b. Ms. Murtaza's commitment to wear *hijab* has been concurrent with a sudden growth in the number of Muslim women in Toronto.
- Paragraph D
 - a. Wearing *hijab*, Ms. Murtaza believes, is in compliance with the idea of modesty that is prescribed by the Koran to both men and women.
 - b. Ms. Murtaza is firmly of the opinion that the efforts to pursue chastity and purity both as a Muslim and a Canadian will all be to no avail.
- Paragraph E
 - a. As a Canadian, Ms. Murtaza feels the necessity to be part of the dominant culture in Canada, but this can never come together with being a Muslim.
 - b. It is very important, as Ms. Murtaza points out, that Muslim women maintain their own identity and be judged by their spiritual characteristics.
- Paragraph F
 - a. The rise in the number of *hijabis* has encouraged Ms. Kutty to choose to attend Friday-night study sessions held at the mosque.
 - b. Like other *hijabis*, Ms. Kutty has had to put up with insulting looks and comments, but she has not in the least been scared off.
- Paragraph G
 - a. Ms. Kutty believes that the religious discrimination against Canadian *hijabis* was intensified during the war in the Persian Gulf.
 - b. Ms. Kutty ascribes the increased observance of *hijab* to the war in the Persian Gulf, which made young secular Muslims rethink their beliefs.

- Paragraph H
 - a. Many of the traditions commonly practiced by Muslim parents, such as providing a Muslim bride with *jahez*, are basically cultural rather than religious and not followed by new *hijabis*.
 - b. New *hijabis* reject the concept of *jahez*, although they know it has a religious origin and is emphatically prescribed by Islamic laws.
- Paragraph I
 - a. Likewise, Ms. Khan rejects the idea of a traditional arranged marriage and sees no contrast between *hijab* and her chances of having a successful marriage.
 - b. Ms. Khan clearly typifies the younger members of immigrant Muslim families who have decided to cover up just as a way to express their disapproval of arranged marriages.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. What is the overall topic of the passage?
 - a. Muslim teenagers have to respect their parents' habits.
 - b. Religion can provide one with the power to express their individuality.
 - c. Religious laws and cultural traditions should not be mistaken for each other.
 - d. The *hijabis* in Canada follow a different religious path from that of other Muslims.
2. Where does the biggest number of Muslim immigrants in Ontario come from?
 - a. Iraq.
 - b. Iran.
 - c. Pakistan.
 - d. Somalia.
3. What Islamic concept has evolved over the centuries according to the text?
 - a. The observance of *hijab*.
 - b. The traditional arranged marriage.
 - c. The groom's duty to pay a marriage portion.
 - d. The bride's obligation to shower the groom with gifts.

4. What does Yasmin Zine's research attempt to investigate?
 - a. Immigrant women's reconstruction of their identity in a new culture.
 - b. The principal reasons for Canadian *hijabis*' decision to cover up.
 - c. The criteria used to judge women's dignity in different societies.
 - d. The roots of religious and cultural discrimination in western cultures.
5. Which one of the following is true according to the passage?
 - a. The Islamic community of *hijabis* in Canada consists of 105,000 people.
 - b. The tradition of *jahez* is basically rooted in Hindu culture.
 - c. The majority of Pakistani students in Canada are generally addressed as *Paki*.
 - d. All immigrant Muslim parents in Canada have enthusiastically embraced their coverings.

C REACTING TO THE READING

- 1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

1. burgeoning	a. using extreme and sometimes violent methods to achieve political or social change; ready to fight or use force
2. devout	b. an official counting of a country's total population, with other important information about the people; head count
3. militant	c. cover sth with sth else; hide or keep secret (ideas, facts, intentions, etc.)
4. canon	d. a piece or article of clothing
5. census	e. have to deal with problems or difficulties, esp. in order to achieve sth
6. designate	f. expected or intended; likely to be or become
7. garment	g. (of people) seriously concerned with religion; pious
8. contend with	h. growing and developing quickly
9. cloak	i. formally choose or name sb or sth for a particular job or purpose
10. prospective	j. a generally accepted rule or standard of behavior or thought

- 2 Find matching pairs of sentences. Then write the appropriate letter in the space provided.

UNI-, MONO-: "one," "single," "alone"

1. On the matter of raising the annual dues, one member of the committee dissented.
2. Most of the construction of the new hospital is good, but some of it is poor.
3. Donna's straight-A average is remarkable, but two others in the graduating class have the same average.
4. It was difficult to tell whether a particular peasant working in the fields was a man or a woman.
5. These manufacturers can charge as much as they like for their products.
6. In 1905, Albert Einstein published his first treatise on the theory of relativity.
7. The same menu was followed each day, so the customers lost their interest in the meals.
8. The last scene was really boring since one actor did all the talking.
9. The government is planning to facilitate transportation in several major cities of the country.
10. Don't judge the matter only by my opponent's statement, but wait till you have heard the other side.

- a. They enjoy a **monopoly**.
- b. They were wearing **unisex** clothes.
- c. It was a scholarly **monograph**.
- d. It has not been of **uniform** quality.
- e. It was a long **monolog**.
- f. They were not **unanimous**.
- g. They became **monotonous**.
- h. It is just a **unilateral** assertion.
- i. They'll build **monorails**.
- j. It is not **unique**.

3

APPROACHING THE SPEAKING TOPIC


3.1 DEVELOPING THE TOPIC

Put the following words into the correct column. Then mark each person or place / (for Islam) or C (for Christianity) according to the religion(s) they belong to.

priest bishop the Pope
mosque church nun
monk chapel minister
pastor shrine cathedral
muezzin vicar convent
mufti pulpit minaret
imam monastery

People	Religion	Places	Religion

3.2 MINI-LISTENING

 Listen to a lecture about the Blue Mosque, and write the answers to the questions in the chart.

- Who was the Blue Mosque built by?
- When was the Blue Mosque built, and how old is it?
- What was the purpose of building this mosque?
- How many minarets does the Blue Mosque have?
- How tall is the main dome of the mosque?
- What are the fountains in the courtyard used for?
- What are the inside walls covered with?
- What isn't permitted inside the mosque?



3.3 FOLLOW-UP

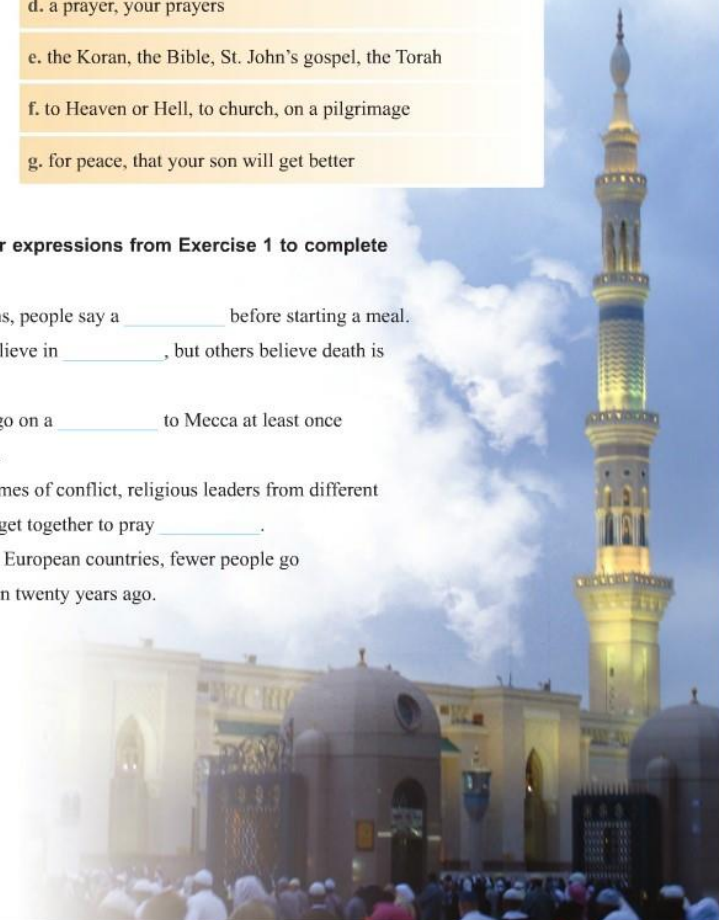
A PAIR WORK

- 1 Match each verb with the correct endings. Then write the appropriate letter in the space provided.

_____ 1. worship	a. a sin, an immoral act
_____ 2. believe in	b. God, Heaven and Hell, the devil, evil spirits, life after death
_____ 3. pray	c. God, an idol, a superior being
_____ 4. go	d. a prayer, your prayers
_____ 5. commit	e. the Koran, the Bible, St. John's gospel, the Torah
_____ 6. read	f. to Heaven or Hell, to church, on a pilgrimage
_____ 7. say	g. for peace, that your son will get better

- 2 Now use words or expressions from Exercise 1 to complete these sentences.

- In some religions, people say a _____ before starting a meal.
- Some people believe in _____, but others believe death is the end.
- Muslims try to go on a _____ to Mecca at least once during their life.
- Nowadays, in times of conflict, religious leaders from different traditions often get together to pray _____.
- In most western European countries, fewer people go _____ than twenty years ago.



A GROUP WORK

Look at the following statements. Do you agree or disagree? Check (✓) the appropriate box. Then share your answers with the class, and discuss your reasons.



	Agree	Disagree
a. Most people today don't have a coherent system of beliefs.		
b. There is no contrast between believing in science and in religion at the same time.		
c. There are all kinds of strange phenomena in the universe which science can't explain.		
d. There must be life on other planets.		
e. We all need some kind of faith to help us get through.		
f. Religion gives a special meaning to people's lives.		
g. Religious beliefs give people a more positive outlook on their lives.		
h. Believing in an afterlife can help people not to feel alone in the world.		
i. Religious involvement is the most important source of satisfaction for all people.		
j. There is a close link between altruistic behavior and faith.		

4 APPROACHING THE WRITING TOPIC

ESSAY WRITING (PART ONE)

An essay consists of three different components: an **introductory paragraph**, a number of **body paragraphs**, and a **concluding paragraph**. In this unit, you will learn how to write the introductory paragraph, and in the next unit, you will practice how to devise body paragraphs and the concluding paragraph.



THE INTRODUCTORY PARAGRAPH

The first paragraph in an essay is called the introductory paragraph. Without an introductory paragraph, your essay seems too abrupt to the reader. An introductory paragraph starts by introducing the general idea of the topic and then narrows to the specific idea of the *thesis statement*.

The *thesis statement* carries the main idea of the essay. As the topic sentence is the main idea of a paragraph, the thesis statement is the main idea of the essay. In fact, a thesis statement summarizes what the entire essay is about. It contains the topic and the controlling idea for the whole essay. The topic is the theme or subject matter of the essay. The controlling idea defines the purpose of the essay and sets its direction.

Here is an example of an introductory paragraph:

We all dream about our wedding celebration, but when it happens, we do not know what to expect. I met my husband on a student trip to Honduras, and after four years of letter writing and visits, we finally announced our engagement and planned for the event. My wedding day was the most thrilling day of my life.

In the previous introductory paragraph, there is a thesis statement containing a topic and a controlling idea:

Thesis statement:	My wedding was the most thrilling day of my life.
Topic:	my wedding
Controlling idea:	being the most thrilling day of my life

Activity

Find the thesis statements in the following introductory paragraphs, and then analyze each thesis statement into its topic and controlling idea.

Paragraph 1

It was a sunny day in the summer of 1998 when my family moved out of the city to the suburbs. I did not like leaving because I would lose my friends and the places where I had had so much fun. It was very sad for me to see my friends standing in front of the old house as we said our last goodbyes. Little did I know that this move would turn out to be one of the best moments of my life.



Thesis statement: _____
Topic: _____
Controlling idea: _____

Paragraph 2

The Romans kept geese on their Capitol Hill to cackle alarm in the event of attack by night. Modern Americans, despite their technology, have hardly improved on that old system of protection. According to the latest Safety Council report, almost any door with a standard lock can be opened easily with a common plastic credit card.



Thesis statement: _____
Topic: _____
Controlling idea: _____

Paragraph 3

A two-hundred-pound teenager quit school because no desk would hold him. A three-hundred-pound chef who could no longer stand on his feet was fired. A three-hundred-fifty-pound truck driver broke furniture in his friends' houses. All these people are now living healthier, happier, and thinner lives, thanks to the remarkable intestinal bypass surgery first developed in 1967.



Thesis statement: _____
Topic: _____
Controlling idea: _____

CIRCLE OF FRIENDS



1

APPROACHING
THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

Discuss the following statements with another student.



- Your best friends are always the ones you make at school. Later on, you can never get as close to other people.
- As you grow older, your friends have a different importance to you.
- Friendship is never as strong as love.
- Friendships can only survive over the years if both friends are prepared to change.
- Men have stronger friendships with other men than women do with other women.
- It is better to have one best friend than many friends who are not very close to you.

B ENHANCING YOUR VOCABULARY

1 Match the words/expressions on the left with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

1. intimidated	a. build up; quickly increase over a period of time
2. prickly	b. existing as sth real or solid, rather than as an idea or sth imagined in the mind
3. ethic	c. be a product or result of; have as its origin
4. accrue	d. support strongly; be in favor of
5. concrete	e. difficult to deal with; causing a lot of disagreements and difficulties
6. be into	f. a loud sound or series of sounds
7. be all for	g. ask sb to prove a statement they have made; express anger about; object to
8. peal	h. a system of moral principles or rules of behavior
9. spring from	i. be keen on; be interested in
10. call sb on sth	j. feeling frightened and not confident in a particular situation


Click to F

2 Fill in the blanks with the correct form of the words/phrases from the list above 1-10.

- The old _____ of hard work has given way to a new one of instant gratification.
- The stand-up comedian cracked jokes and made the audience burst into _____ of laughter.
- Do you have any _____ evidence to support these allegations?
- We try to make sure children don't feel _____ on their first day at school.
- Nuclear defense policy is bound to be one of the _____ issues at the party conference.
- His fear of dogs _____ from an unpleasant experience as a child.
- The committee members are _____ for saving money wherever they can.
- She asked her friends not to hesitate to _____ her on things that annoyed them.
- He's given up photography, and now he's _____ computers.
- It's impossible to deny the advantages that have _____ to society from the freedom of the press.

1.2 LISTENING FOR IT

A INTRODUCING THE TOPIC

 In this section you will hear an interview with Catherine about Catherine's friendships—how they have started, how she maintains them, and why they are important to her.

B LISTENING TASK 1

Listen to Part One of the interview. Write *T* for true or *F* for false for each statement. Then compare your answers with a partner. Correct the false statements.

- ___ 1. Catherine is a teacher.
- ___ 2. Catherine met the interviewer because they both had cats.
- ___ 3. Catherine has a relaxed attitude about her job.
- ___ 4. Catherine met her friend Odette in graduate school.
- ___ 5. At first, Catherine didn't want to be Odette's friend because Odette wasn't "cool."

C LISTENING TASK 2

Read the following incomplete summary of Part Two of the interview. Then listen to Part Two of the interview, and complete the summary.

For Catherine, it's very important to ¹_____ her friends. With some of her friends—for example, Odette—she stays in touch by ²_____. They talk ³_____. Catherine also loves to ⁴_____, and she never ⁵_____. As a result, she has a large collection of ⁶_____. With some of her friends, Catherine stays in touch by ⁷_____.

According to Catherine, one of the most important things that friends can do for each other is ⁸_____. She believes that fighting is a way to show ⁹_____. Other important things that friends give one another are comfort, ¹⁰_____, ¹¹_____, and jokes. Finally, Catherine says that ¹²_____ are "the family ¹³_____."

1.3 FOLLOW-UP

A PAIR WORK

- 1 Take the personality quiz to discover what type of person you are. Write *Y* for Yes, *N* for No, and *S* for Sometimes.



What type of person are you?	
1. Are you usually smiling and happy?	
2. Do you enjoy the company of other people?	
3. Do you find it difficult to meet new people?	
4. Do you have definite plans for your future career?	
5. Does your mood change often and suddenly for no reason?	
6. Do you notice other people's feelings?	
7. Do you think the future will be good?	
8. Can your friends depend on you?	
9. Is your room often a mess?	
10. Do you get annoyed if you have to wait for anyone or anything?	
11. Do you put off until tomorrow what you could do today?	
12. Do you work hard?	
13. Do you keep your feelings and ideas to yourself?	
14. Do you often give presents?	
15. Do you talk a lot?	
16. Are you usually calm and not worried by things?	

- 2 Now work with a partner. Ask your partner to take the quiz about you. Compare your ideas and your partner's ideas about you. Are they the same or different?

B GROUP WORK

1 Work in small groups. Match these adjectives with the questions in the quiz in the previous exercise. Write the appropriate number in the space provided.

- | | |
|-------------------|--------------------|
| ___ a. reliable | ___ i. lazy |
| ___ b. optimistic | ___ j. generous |
| ___ c. sociable | ___ k. moody |
| ___ d. talkative | ___ l. hardworking |
| ___ e. reserved | ___ m. easygoing |
| ___ f. shy | ___ n. messy |
| ___ g. impatient | ___ o. cheerful |
| ___ h. ambitious | ___ p. sensitive |

2 Which of the adjectives above are positive qualities and which are negative? Which could be both?

Positive	Negative	Both

3 Can you think of the opposite for each of the adjectives in Exercise 1?

- | | |
|----------|----------|
| a. _____ | i. _____ |
| b. _____ | j. _____ |
| c. _____ | k. _____ |
| d. _____ | l. _____ |
| e. _____ | m. _____ |
| f. _____ | n. _____ |
| g. _____ | o. _____ |
| h. _____ | p. _____ |

2 APPROACHING THE READING TOPIC

2.1 WARMING UP

1 Discuss these questions with another student.

- How do you feel when you meet people for the first time?
- What are the things that you want to know about people when you first meet them?
- Are there topics that you could not talk comfortably about with people you have just met?

2 Decide which of the following topics would be good to talk about when you first meet a person (check Yes), and which would not (check No). When you finish, decide which topic would be the best choice, and which the worst. Give reasons.

	Yes	No
1. Some neutral topics, like the weather or the traffic	<input type="checkbox"/>	<input type="checkbox"/>
2. Some controversial topics, like politics or religion	<input type="checkbox"/>	<input type="checkbox"/>
3. A personal problem that you have	<input type="checkbox"/>	<input type="checkbox"/>
4. A personal problem that the other person has	<input type="checkbox"/>	<input type="checkbox"/>
5. Something the other person is wearing or carrying	<input type="checkbox"/>	<input type="checkbox"/>
6. Something that you are wearing or carrying	<input type="checkbox"/>	<input type="checkbox"/>

THE INVISIBLE Thread



A It lifts hearts and lengthens lives. It has been hailed as the ultimate good by philosophers and promoted by major religions. The wondrous good in question is friendship. Aristotle's highest goal for men and the third plank of the French Revolution—liberty, equality, fraternity—friendship is as old as humanity and as important as love or justice. But while bookstore shelves groan with self-help books on finding the perfect partner and philosophical texts on the nature of freedom, friendship barely gets a mention among academics or policy-makers.

B Friendship is the invisible thread running through society, yet its significance in our lives is, if anything, increasing. While the claim that “friends are the new family” is an overstatement, it is certainly the case that friendships figure prominently in both the lives people actually lead and the ones to which they aspire. Some television series portray a world in which close friendships define the contours of the participants’ lives: parents and children are allowed, at least, at best, walk-on parts.

C One of the reasons why thinkers struggle to recognize this trend may be one of definition. After all, I am a friend to someone I have known and loved for twenty-five

years, but I am also a “Friend of The Earth.” Friendship is a slippery category. This, however, is where philosophers are supposed to help. Aristotle divided friendships into three types: friendships for usefulness, friendships for pleasure, and friendships of virtue.

D The first kind of friend is the one who will get you a job or membership of an exclusive club; the second makes you laugh. But in both cases the point of the friendship is that they provide something of separate value to you. True friendship, the third kind, is valued for itself. There are few numerical limits on the first two kinds—I can have a vast business network and hundreds of agreeable acquaintances—but true friendship is, by definition, a limited field: if someone has many friends, they have none.

E Virtuous friendship is long-term and committed and brings great psychological benefits, and there is plentiful research evidence showing that having at least one close friend is associated with a range of health benefits, from recovery times from cardiac illness to reduced incidence of mental health problems.

F However, friendship is not always an

unalloyed good. Its benefits are unevenly spread and its impact on traditional liberal values, such as equality, diversity, and mobility, is mixed. The first problem is that men are worse at friendship than women. It is now widely acknowledged that women do more of the “social” work than men and have better-developed friendship skills, which leaves men at a disadvantage.

G Secondly, friendship has political downsides for governments committed to social inclusion: it is, by definition, exclusive. People from a particular social class or educational background are highly likely to form friendships, or romantic relationships, with people from the same background. Given that friends help each other, the danger is that the friendships of the affluent and successful hoard social advantage to the detriment of social mobility.

H Friendship is seen—with some justification—as a private matter, but the strong links between friendship and other social goods—including better health, more effective careers, and higher life satisfaction—should be enough to merit greater attention from decision-makers. So what are the political implications of these observations? Perhaps the best politicians can aim for is not to make things worse for

friendship. But political institutions can improve or worsen the conditions in which friendships are formed.

I First of all, the issue of time needs to be considered. Friendship requires time to flourish: Aristotle reckoned one and a half bushels of salt needed to be consumed together before a friendship became solid. At the present time, many people regard non-working hours as family time, but little allowance is made for the time needed to build friendships. Ironically, for politicians to discourage people from working long hours could be counter-productive, since a third of us make most of our friends through work. What the decision-makers could do, however, is discourage the drive for commercial gain that squeezes conviviality out of the workplace.

J There is also a case for encouraging spaces in which people from different backgrounds meet and interact in order to increase the chances of cross-class friendships. Given the increase in geographical inequality, with rich people increasingly living in neighborhoods of rich people, only hospital wards and places of religious worship are sites of genuine social mixing.

K Friendship is a virtue with some of the appearances of a social vice. It can promote or demote social mobility; underpin tolerance or bolster discrimination; erode or sustain hierarchies. Society could be composed of strong friendships between people of identical social backgrounds who treat everyone else with contempt, intolerance, or fear. The true test of the friendliness of a community is not simply the way its citizens treat their friends, but whether they behave generously toward the broader social world. We need not only the care of friends, but the kindness of strangers.

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. Friendship is of great importance to human societies, but true friends can rarely be found in academic and political circles.
 - b. Although friendship has long existed in the history of mankind, its significance and influence is frequently disregarded.
- Paragraph B
 - a. Friendship has increasingly become more important in people's lives.
 - b. People's need for friends cannot be satisfied unless they have good families.
- Paragraph C
 - a. The difficulty of defining the concept of friendship can be reduced through philosophical interpretation.
 - b. No philosopher has ever been able to give a comprehensive definition for friendship and its functions.
- Paragraph D
 - a. Aristotle made no distinction between a real friend and other kinds of friends.
 - b. It is impossible for anyone to have a large number of genuine friends.
- Paragraph E
 - a. Research has shown that it is much better to have more than one close friend.
 - b. Having a genuine friend improves a person's life in a variety of ways.
- Paragraph F
 - a. Women are more skillful at social interaction; therefore, they usually make more and better friends than men do.
 - b. The effect of gender on people's ability to make friends is one of the factors which can change the impact of friendship.
- Paragraph G
 - a. The similarities between people who are close friends can sometimes be socially detrimental.
 - b. Wealthy people find it more difficult than other people to form close friendships.
- Paragraph H
 - a. The close links between friendship and other social benefits make friendship highly noteworthy for decision-makers.
 - b. Politicians cannot influence people's chances of making friends, or the conditions in which friendships are maintained.

- Paragraph I
 - a. It is essential to have enough time in order for any kind of friendship to flourish.
 - b. Reducing the number of hours people spend at work would help people form friendships.
- Paragraph J
 - a. It is difficult for people who do not live close to each other to be good friends.
 - b. Public places can provide people with the opportunity to develop friendships across various social classes.
- Paragraph K
 - a. True friendliness of a community should not be necessarily limited to its citizens, but it can also include kindness to their enemies.
 - b. Friendship can have both positive and negative influences on our personal and interpersonal lives.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. What is the overall topic of the article?
 - a. Both men and women need to learn how to develop their friendships inside and outside the family environment.
 - b. People need to form friendships with those who belong to the same social background as of their own.
 - c. Cross-class friendships should be encouraged in order to guarantee the economic prosperity of the society.
 - d. Politicians and policy-makers should take the role of friendship in human society into more serious consideration.
2. Which one of the following is a function of friendship in terms of Aristotle's classification of friendships?
 - a. Usefulness.
 - b. Love.
 - c. Justice.
 - d. Security.
3. What does the author mean by saying that friendship is not always an unalloyed good?
 - a. The impact of friendship is not necessarily advantageous to an individual's mental health.
 - b. The effects of friendship can be both beneficial and detrimental to traditional liberal values.
 - c. Men and women do not have equal opportunities in starting and maintaining friendships.
 - d. The conditions in which friendships are formed can be both improved or worsened by political institutions.

4. In what course of study are the contents of this article most likely discussed?
- Anthropology.
 - Ethnology.
 - Psycholinguistics.
 - Philosophy.
5. Which one of the following statements is true according to the text?
- Friendship can seldom exert a pernicious influence on social hierarchies.
 - Time and space are two of the conditions which are required to develop friendships.
 - Schools and shopping centers are the only places at which genuine social mixing occurs.
 - Politicians need to dissuade people from working long hours and persuade them to spend more time building friendships.

C REACTING TO THE READING

- 1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

___ 1. plank	a. make sth stronger or more effective
___ 2. aspire	b. get and keep a large amount of sth because it might be valuable or useful later
___ 3. unalloyed	c. harm caused to sth as a result of sth else
___ 4. detriment	d. an important aspect of sth, on which it is based
___ 5. bolster	e. a system of organizing people according to their status in a society, organization, or other group
___ 6. hierarchy	f. the disadvantage or negative aspect of sth
___ 7. affluent	g. the ability to move easily from a lower social class to a higher one
___ 8. downside	h. complete or perfect
___ 9. hoard	i. rich enough to buy things for pleasure
___ 10. social mobility	j. want to achieve sth or to be successful, esp. in your career

- 2 Find matching pairs of sentences. Then write the appropriate letter in the space provided.

PRO-: "forward," "forth"

- I don't think this term paper will be finished before the weekend.
- Milk is very useful for the growth of bones and muscles.
- No more promises—just sit down and do your homework now.
- Try to imagine what life will be like then.
- The peace talks have been rather disappointing.
- He's becoming one of the most distinguished fashion designers in the world.
- Don't ever throw one bone to two dogs.
- The doctor was very optimistic about the result of the operation.
- I noticed that he took the box with him.
- An anonymous economist is predicting more job opportunities for the upcoming years.

- I think this **prophecy** won't be fulfilled.
- You should **project** your mind into the future.
- I don't see much **prospect** of it.
- He said her **prognosis** for a full recovery was good.
- They show no actual **progress**.
- You shouldn't **procrastinate** it again.
- You will only **provoke** a fight.
- It was **protruding** from his pocket.
- He is coming into **prominence**.
- It **promotes** your health.

3 APPROACHING THE SPEAKING TOPIC

3.1 DEVELOPING THE TOPIC

- 1 Read these statements about friendship. Can you explain what they mean? What other statements can you add to the list?

1. A friend is someone who accepts me as I am.
2. A friend is someone you look up to in some way and yet you can be critical of.
3. A friend is someone who walks in when the rest of the world walks out.
4. In prosperity, our friends know us; in adversity, we know our friends.
5. A friend is someone who knows you and loves you just the same.
6. A friend is someone who cheers you up when you're feeling down.
7. True friends don't drift apart even after many years of separation.
8. Good friends are hard to find, harder to leave, and impossible to forget.
9. _____
10. _____



- 2 Which of the following are most important for you in a partner or friend? Give each of the following ideas a score (1-5): 1 means you think it is not important; 5 is very important.

- | | |
|-----------------------------|---------------------------------|
| ___ money | ___ dress sense |
| ___ sense of humor | ___ intelligence |
| ___ age | ___ cooking ability |
| ___ looks | ___ honesty |
| ___ nationality | ___ religion |
| ___ financial status | ___ family |
| ___ educational level | ___ social class and profession |
| ___ physical fitness | ___ sophistication |
| ___ well-groomed appearance | ___ health |

3.2 MINI-LISTENING



- 1 Listen to a professor talk about the ideas of best-selling author Deborah Tannen. In her opinion, what is the main difference between friendship among men and friendship among women?

For a woman, _____

For a man, _____

- 2 Do you agree with Tannen's ideas?

3.3 FOLLOW-UP

A PAIR WORK

- 1 How similar do people need to be to become good friends? Do you agree with the statements on this list? Add two statements of your own.



Friends...	Agree	Disagree
a. should be close in age.		
b. should have a similar social background.		
c. should have similar ideas about religion.		
d. should come from similar kinds of families.		
e. should have the same educational background.		
f. should have similar values.		
g. should enjoy doing the same kinds of things.		
h. should have similar personalities.		
i. _____		
j. _____		

- 2 What are the three most important things for friends to have in common? Discuss them with a partner.

B GROUP WORK

Read what these people say about meeting new friends, and discuss the questions below.

"You can meet more people and make more friends on the Internet because it puts you in touch with the whole world."



Michael

"I hang out mostly with people from work. When you're with people all day, you really get to know what they're like and how easy they are to get along with."



Ashley

"I've made some really good friends at the gym I go to. People there are very friendly. Talking to them as you work out is a good way to get to know them."



Roberto

- Do you think these are good ways to meet potential friends? Why (not)?
- What are some other good ways to make friends?
- How and where did you meet your friends?
- What advice would you give someone who wanted to make more friends?
- What do you see as your responsibilities and obligations to your friends?
- What, in your opinion, are the limits of friendship? Are there certain things you would not do, even if asked by a close friend?
- How do you feel about friendships where there's a large age difference?

4 APPROACHING THE WRITING TOPIC

ESSAY WRITING (PART TWO)

As it was mentioned previously, an essay consists of an introductory paragraph, a number of body paragraphs, and a concluding paragraph. The introductory paragraph of the essay was introduced in the previous unit, and now our focus will be on the body paragraphs and concluding paragraph of the essay.

1 BODY PARAGRAPHS

The body paragraphs of an essay contain the supporting details of the essay. There are three points to be considered here. Firstly, the topic sentence must clearly state the content of each paragraph. It must support and expand on an aspect of the topic and controlling idea of the thesis statement. Secondly, each body paragraph must develop a topic sentence, and clearly expand that topic in detail. Thirdly, there may be a concluding sentence which can either bring the idea of the paragraph to a close or suggest the content of the next paragraph.

Click or Drag to Zoom

Here is an example of a body paragraph:

An important component of a computer is the monitor. This looks very much like a TV, but of course it doesn't have any channel buttons. Monitors come in basically two kinds: black and white, and color. The monitor has a screen just like a TV, and on this screen you can observe what you are telling the computer to do, such as move words around, draw figures and charts, or play video games. Although the monitor isn't necessary to make the computer work, it sure helps you see what you are doing. The monitor is, for me, an essential component of the computer.

Topic sentence: An important component of a computer is the monitor.

Support sentences: This looks are doing.

Concluding sentence: The monitor is, for me, an essential component of the computer.

2 THE CONCLUDING PARAGRAPH

The concluding paragraph of the essay reminds the readers of the main point of the essay, and it gives them a sense of finality. The concluding paragraph may contain the reworded thesis statement, or it may have the summary of the main points of the essay.

Here is an example of a concluding paragraph containing the reworded thesis statement:

Little children are funny creatures to watch, aren't they? But as we laugh, we have to admire, too because the humorous mistakes are but temporary side trips that children take on the amazingly complicated journey to maturity a long way from the beginning, where they lay in wonder, silently watching the strangely-figured spacecraft passing, back and forth, before their infant eyes.

The reworded thesis statement: Little children are funny creatures to watch, aren't they?
And here is an example of a concluding paragraph containing the summary of the main points:

All in all, New Orleans should definitely be counted as one of the great cities in the United States. Its people are a diverse mixture of many ethnic groups; the Vieux Carré has many interesting sights; and Mardi Gras and the Spring Fiesta, while very different, offer unique celebrations. For all these reasons, New Orleans is a city that highlights the southern part of the United States.

The summary of the main points: Its people offer unique celebrations.

Activity

- 1 In the following body paragraph, find the topic sentence, the support sentences, and the concluding sentence (if any).

It is vitally important for a good photograph to have a main center of interest. This main center of interest can be large or small in the frame, but as long as it contrasts with its surroundings, it will demand attention. All other elements in the photograph are secondary when compared to this main center of interest.

Topic sentence: _____

Support sentences: _____

Concluding sentence: _____

- 2 In the following concluding paragraph, find the reworded thesis statement or the summary of the main points.

Academic writing requires critical thinking skills, an understanding of the topic, high level vocabulary, and correct grammar. Having these skills is empowering since it has made me a better and more communicative student. I have come a long way since I started college, and I am now proud of the writing that I produce.

Reworded thesis statement: _____

Summary of the main points: _____

- 3 Outline the following essay by finding its introductory paragraph, body paragraphs, and concluding paragraph. In the introductory paragraph, find the thesis statement, and in each body paragraph, find the topic sentence, support sentences, and the concluding paragraph (if any). Finally, in the concluding paragraph find the reworded thesis statement or the summary of the main points of the essay.

The road to success in college is full of obstacles that might interfere with students' reaching their goals. Despite these obstacles, students can achieve their dream of earning their degree. They need support from family and friends, strong motivation, and the ability to focus.

First, college students need the support of their families to succeed. If they are lucky, they have families that protect and nurture them. Their family members act as helping hands, friends whom they can depend on emotionally. Students need this support system to help them realize their own capacity even when they doubt themselves. For example, because the workload is too great or the exams are too hard, students may get discouraged. Families can encourage them to persevere. In addition, tuition and books are very expensive; consequently, some students are forced to work. If they receive financial assistance from their families, they can dedicate all their time to their studies.



Students need to keep up the motivation they need to study. Students have many obligations to fulfill, such as completing homework assignments and research projects, studying for exams, and writing term papers. Many students work after school and arrive home late at night. Only dedicated and responsible students will push themselves to finish their work before going to bed. When the options are to go to a party with friends or stay home and work, only determined students will choose to study.

Students also need to focus on realistic academic goals. Many students are not aware of the importance of selecting the right college and major. In fact, a wrong decision may result in a waste of time and money. For example, students may have very high expectations and select a major that presents demands they cannot meet. In some cases, they find themselves on a career path they do not even enjoy. As a result, they may have to change their major or drop out of college when they realize that they cannot keep up their grades. The more focused they are on what they want, the better their chances will be to achieve goals.

If students are enthusiastic about what they are studying, realistic about their academic goals, and receive support from their families, their college journey will be easier. They need to transform themselves into eagles. An eagle knows how to focus on what it wants and capture it even when the distance is great.

UNIT 3

LIFE IS A JOURNEY



1

APPROACHING THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

Work with a partner. Look at the pictures. Try to answer the questions below. Then compare your answers as a class.

- What are some benefits which technology can offer people who have physical or mental problems?
- What are some technological devices that can help people treat medical problems or deal with physical disabilities?
- Do you feel embarrassed about wearing eyeglasses, hearing aids, or dentures?



- Can the disabled easily come to terms with prosthetic limbs?
- What do you know about the following eye-related problems? Can you name any other eye diseases?
 - myopia (nearsightedness)
 - hyperopia (farsightedness)
 - stigmatism

B ENHANCING YOUR VOCABULARY

- 1 Match the words/expressions on the left with the definitions on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

Click or Drag to Zoom

1. sermon	a. not good or right; not following accepted moral principles; unethical; amoral
2. evolve	b. existing or happening now
3. trivia	c. a priest in the Church of England who is in charge of a church and the religious needs of people in a particular area
4. precious	d. (of water, glass, etc.) cause (light) to change direction when passing through at an angle
5. refract	e. unimportant or useless matters, details, or information
6. immoral	f. a precious stone, esp. when cut into a regular shape; jewel
7. transparent	g. gradually develop particular physical features by a long continuous process
8. contemporary	h. of great value, esp. because very expensive or much loved; rare and worth a lot of money
9. vicar	i. allowing light to pass through so that objects behind can be clearly seen
10. gem	j. a speech made by a priest or religious leader, esp. as part of a religious ceremony

- 2 Fill in the blanks with the correct form of the words/phrases from the list above 1-10.

- The special gift was a bracelet of solid gold, studded with _____.
- As we age, the lenses of the eyes thicken, and thus _____ light differently.
- Reverend Timms preached a powerful _____ on the importance of brotherly love.

4. They have always maintained that birth control and abortion are _____.
5. Grow the bulbs in a(n) _____ plastic box, so the children can see the roots growing.
6. We were married by the _____ of our local parish twenty years ago.
7. Although it was written hundreds of years ago, it still has a(n) _____ feel to it.
8. The crown was set with _____ jewels—diamonds, rubies, and emeralds.
9. We used to spend the whole evenings discussing domestic _____.
10. Over the past few years, the company has _____ into a major chemical manufacturer.

1.2 LISTENING FOR IT

A INTRODUCING THE TOPIC

 You are going to listen to a lecture at a public library about the history of eyeglasses.

B LISTENING TASK 1

Read the question below. Listen to the lecture, and then check (✓) all the correct answers.

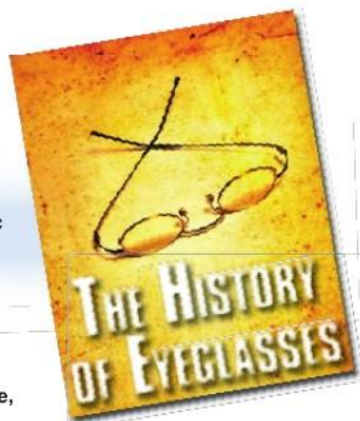
Which of these people and places are mentioned in the history of eyeglasses?

- ☐ a. Ancient Rome
- ☐ b. Medieval France
- ☐ c. Venice
- ☐ d. China
- ☐ e. The Red Cross

C LISTENING TASK 2

Listen to the lecture again, and write *T* for true or *F* for false for each statement. Then compare your answers with a partner. Correct the false statements.

- ☐ 1. You would see an ophthalmologist if you had a problem with your eyes.
- ☐ 2. Ancient Romans wore eyeglasses.
- ☐ 3. Beryl is a gem that can act like a simple lens.



- ☐ 4. "Refract" has the same meaning as "reflect."
- ☐ 5. A convex lens is shaped like the inside of a bowl.
- ☐ 6. Modern glasses are usually made from glass.
- ☐ 7. Venice was a center for glass making.
- ☐ 8. Reverend Cross disliked glasses because they change the way you see the world.
- ☐ 9. Bifocal lenses change color in direct sunlight.
- ☐ 10. Bifocals give clear vision across a wide area of the lens.

1.3 FOLLOW-UP

Click or Drag to Zoom

A PAIR WORK

1 Choose which word, *life* or *death*, completes the idioms below.

- a. sick to _____
- b. frightened the _____ out of me
- c. a new lease of _____
- d. for the _____ of me
- e. a fate worse than _____
- f. not on your _____
- g. dicing with _____
- h. bored to _____
- i. like _____ warmed over
- j. to save his _____

2 Now use the expressions in the following sentences.

1. All Mark talked about the whole evening was football! I was _____.
2. Please be quiet. I'm _____ of your constant complaining.
3. Taking up golf since I retired has given me _____.
4. I hope I don't have to sit next to Nigel at the wedding. That would be _____. He's a real wet blanket.
5. You should get the brakes fixed on your car. You're _____ every time you go out on the road.
6. I remember his face, but _____ I can't remember his name.
7. Are you sick? You look _____.
8. Hello? Who's there? Is someone there? Oh, it's you, Joe. You _____. I thought you were a burglar.
9. My husband? Cook? You must be joking. He can't cook _____.
10. A: So you're going to bring Kev, are you?
B: _____!

B GROUP WORK

- 1 Study the phrases below, and match them with their meanings. Then write the appropriate letter in the space provided.

1. lose your life	a. a complete change in your life
2. risk your life	b. put yourself in great danger
3. save your life	c. How are you? (<i>informal</i>)
4. a matter of life and death	d. die
5. your social life	e. Don't waste your time worrying! (<i>informal</i>)
6. a new life	f. keep you from dying
7. Life's too short!	g. an extremely serious situation
8. How's life?	h. your friendly relationships

- 2 Complete the following sentences with one of the phrases from Exercise 1, making all the necessary changes.

- Hi, Russ. _____? I haven't seen you in ages!
- Sachi is moving to Los Angeles because she wants to forget all her problems and start _____.
- Knowing how to swim is important because it can _____ in an emergency.
- Firefighters _____ every day when they run into burning buildings to rescue people.
- For children in poor countries, access to clean water is _____. Many of them die every year from diseases carried by water.
- You should stop thinking about your old pen pal all the time. _____!
- Over 200 people _____ in the hurricane last month, and thousands more were injured.
- I was very lonely when I first moved to this city, but then I started meeting people, and _____ improved.

2 APPROACHING THE READING TOPIC

2.1 WARMING UP

- 1 Discuss the following questions.

- Would you like to live forever?
- Would you live your life differently if you knew that you were going to die soon?
- Have you ever had a close brush with death or other spiritual experience that changed your life?

- 2 Now, read Helen Keller's biography, and then explain why she is remembered as a distinguished person in the history of mankind.

Helen Adams Keller has proved to be one of the greatest role models of not just disabled people, but also people striving toward a goal. Helen Keller (1880-1968) was born in Tuscumbia, Alabama, U.S.A. When she grew to be 19 months old, her body was taken from sight and hearing because of an illness. To this day, the nature of her ailment remains a mystery. The doctors of the time called it "brain fever," whilst modern-day doctors think it may have been scarlet fever or meningitis.

Through this rough time in her life, she still had hope thanks to the great teacher, Anne Sullivan. Through Anne Sullivan's dedication to help someone in need, Helen Keller learned how to read and speak, just by the mere form of touch. Later on in life, she began schooling and graduated from university at the phenomenal age of 24, becoming the first deaf blind person to earn a Bachelor of Arts degree. Due to her outstanding energy, enthusiasm, and will, she became an inspiration and strength, which furthered the cause of the worlds deaf and blind. The development of the essay, "Three Days to See," helps reveal the true feelings of the extraordinary Helen Keller and also exposes an important message to the



audience. In this essay, she has specially laid out a plan of what she would observe if she only had three days to see.

What follows is a poem written by her about herself:

They took away what should have been my eyes
(But I remembered Milton's Paradise).
They took away what should have been my ears,
(Beethoven came and wiped away my tears).
They took away what should have been my tongue,
(But I had talked with God when I was young).
He would not let them take away my soul—
Possessing that, I still possess the whole.

Helen Keller



THREE DAYS TO SEE

A I have often thought it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his early adult life. Darkness would make him more appreciative of sight; silence would teach him the joys of sound.

B Now and then I have tested my seeing friends to discover what they see. Recently I asked a friend, who had just returned from a long walk in the woods, what she had observed. "Nothing in particular," she replied. How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I who cannot see find hundreds of things to interest me through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's

sleep. Occasionally, if I am very fortunate, I place my hand gently on a small tree and feel the happy quiver of a bird in full song.

C At times my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. And I have imagined what I should most like to see if I were given the use of my eyes, say, for just three days. I should divide the period into three parts. On the first day, I should want to see the people whose kindness and companionship have made my life worth living. I do not know what it is to see into the heart of a friend through that "window of the soul," the eye. I can only "see" through my fingertips the outline of a face. I can detect laughter, sorrow, and many other obvious emotions. I know my friends from the feel of their faces. How much easier, how much more satisfying

it is for you who can see to grasp quickly the essential qualities of another person by watching the subtleties of expression, the quiver of a muscle, the flutter of a hand. But does it ever occur to you to use your sight to see into the inner nature of a friend? Do not most of you seeing people grasp casually the outward features of a face and let it go at that? For instance, can you describe accurately the faces of five good friends? As an experiment, I have questioned husbands about the color of their wives' eyes, and often they express embarrassed confusion and admit that they do not know. Oh, the things that I should see if I had the power of sight for just three days!

D The first day would be a busy one. I should call to me all my dear friends and look long into their faces, imprinting upon my mind the outward evidences of the beauty that is within them. I should let my eyes rest, too, on the face of a baby, so that I could catch a vision of the eager, innocent beauty which precedes the individual's consciousness of the conflicts which life develops. I should like to see the books which have revealed to me the deepest channels of human life. And I should like to look into the loyal, trusting eyes of my dogs, the little Scottie and the stalwart Great Dane. In the afternoon, I should take a long walk in the woods and intoxicate my eyes on the beauties of the world of Nature. And I should pray for the glory of a colorful sunset. That night, I think, I should not be able to sleep.

E The next day, I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the

sleeping earth. This day I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, and so I should go to the museums. There my eyes would see the condensed history of the earth animals and the races of men pictured in their native environment; gigantic carcasses of dinosaurs and mastodons which roamed the earth before man appeared, with his tiny stature and powerful brain, to conquer the animal kingdom.

F My next stop would be the Museum of Art. I know well through my hands the sculptured gods and goddesses of the ancient Nile land. I have felt copies of Parthenon friezes, and I have sensed the rhythmic beauty of charging Athenian warriors. The gnarled, bearded features of Homer are dear to me, for he, too, knew blindness. So on this, my second day, I should try to probe into the soul of man through his art. The things I knew through touch I should now see. More splendid still, the whole magnificent world of painting would be opened to me. I should be able to get only a superficial impression. Artists tell me that for a deep and true appreciation of art one must educate the eye. One must learn through experience to weigh the merits of line, of composition, of form, and color. If I had eyes, how happily would I embark on so fascinating a study!

G The evening of my second day, I should spend at a theater or at the movies. How I should like to see the fascinating figure of Hamlet, or the gusty Falstaff amid colorful Elizabethan trappings! I cannot enjoy the beauty of rhythmic movement except in a sphere restricted to the touch of my hands. I can vision only dimly the grace of a Pavlova, although I know something of

the delight of rhythm, for often I can sense the beat of music as it vibrates through the door. I can well imagine that cadenced motion must be one of the most pleasing sights in the world. I have been able to gather something of this by tracing with my fingers the lines in sculptured marble; if this static grace can be so lovely, how much more acute must be the thrill of seeing grace in motion.

H The following morning, I should again greet the dawn, anxious to discover new delights, new revelations of beauty. Today, this third day, I shall spend in the workaday world, amid the haunts of men going about the business of life. The city becomes my destination. First, I stand at a busy corner, merely looking at people trying by sight of them to understand something of their daily lives. I see smiles, and I am happy. I see serious determination, and I am proud. I see suffering, and I am compassionate. I stroll down Fifth Avenue. I throw my eyes out of focus so that I see no particular object but only a seething kaleidoscope of color. I am certain that the colors of women's dresses moving in a throng must be a gorgeous spectacle of which I should never tire. But perhaps if I had sight, I should be like most other women—too interested in styles to give much attention to the splendor of color in the mass. From Fifth Avenue I make a tour of the city—to the slums, to factories, to parks where children play. I take a stay-at-home trip abroad by visiting the foreign quarters. Always my eyes are open wide to all the sights of both happiness and misery so that I may probe deep and add to my understanding of how people work and live.

I My third day of sight is drawing to an end.

Perhaps there are many serious pursuits to which I should devote the few remaining hours, but I am afraid that on the evening of that last day I should again run away to the theater, to a hilariously funny play, so that I might appreciate the overtones of comedy in the human spirit. At midnight permanent night would close in on me again. Naturally in those three short days I should not have seen all I wanted to see. Only when darkness had again descended upon me should I realize how much I had left unseen.

J Perhaps this short outline does not agree with the program you might set for yourself if you knew that you were about to be stricken blind. I am, however, sure that if you faced that fate, you would use your eyes as never before. Everything you saw would become dear to you. Your eyes would touch and embrace every object that came within your range of vision. Then, at last, you would really see, and a new world of beauty would open itself before you.

K I who am blind can give one hint to those who see: Use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object as if tomorrow your tactile sense would fail. Smell the perfume of flowers; taste with relish each morsel, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all the facets of pleasure and beauty which the world reveals to you through the several means of contact which Nature provides. But of all the senses, I am sure that sight must be the most delightful.

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. Humans take their life for granted because they tend to forget they are mortal beings; especially when they are in perfect health, death is all but unimaginable.
 - b. Being deprived of your ability to see or hear can serve as a good reminder to help you acknowledge the manifold gifts you are blessed with.
- Paragraph B
 - a. Due to her physical disabilities, the writer cannot grasp the beauties of life as fully as other people.
 - b. The writer blames some sighted people for not paying as careful attention as they should to their surroundings.
- Paragraph C
 - a. The author believes the depth of perception that is obtained through touch is incomparable with that gained through sight.
 - b. The author longs to have the power of sight for just three days to try out the pleasure of capturing the subtleties of the world.
- Paragraph D
 - a. On the first day, she would like to see her loved ones to imprint their pictures in her mind and also see God's grace, which is represented in the natural world.
 - b. She would like to spend the first day letting her eyes rest long on the places that have become so dear to her so that she could take the memory of them into the night that looms before her.
- Paragraph E
 - a. The second day, she is going to satisfy her curiosity by searching for the reason why for some people God's beauty of the natural world is such speechless magnificence.
 - b. The second day, she would like to probe into the history of the earth animals and the races of men by visiting the museums where they are portrayed in their native environment.
- Paragraph F
 - a. She is also highly interested in getting a grip on how the world of art is apprehended by other blind people.
 - b. She would also like to see the great creations of arts in order to further explore the soul of mankind through the beauty and meaning held within them.
- Paragraph G
 - a. On the evening of the second day, she would want to see different forms of entertainment to enjoy their artistic grace in motion.
 - b. She would like to spend the rest of the second day on comparing the static and dynamic beauty of artistic performances.

- Paragraph H
 - a. The third day, she would like to see the places people live and work to observe the main driving force in the world of business and industry, i.e. the economy.
 - b. She thinks the third day would be a good opportunity for her to see the hustle and bustle of the downtown area as well as the everyday life of people in foreign countries.
- Paragraph I
 - a. She would like to bring the last day to an end by seeing a funny play to enjoy the veins of humor in the human spirit.
 - b. She would want to finish her three-day chance to see by watching a comedy to relieve her pain of going blind again.
- Paragraph J
 - a. On the whole, she points out the fact that it is a pity blind people could never learn to add joy to their lives by really seeing what passes unnoticed before them.
 - b. In general, if she had three days to see, she would try to take advantage of what we—as the people who think there is nothing else out there in the world rather than what we have already seen—don't appreciate.
- Paragraph K
 - a. Finally, the writer comes to the conclusion that it would be an excellent rule to live each day as if we should lose our senses tomorrow since this attitude would emphasize sharply the spiritual values of life.
 - b. In the end, the writer maintains that those who have never suffered any impairment of sight or hearing could seldom make the fullest use of these blessed faculties.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. Which of the following would be a “blessing” if they struck us for a few days?
 - a. Blindness and deafness as well as darkness and silence.
 - b. Either blindness and deafness or darkness and silence.
 - c. Blindness and deafness, which will result in darkness and silence.
 - d. Blindness and deafness at one time; darkness and silence at some other time.
2. Which people should the writer want to see on the first day of regaining her sight?
 - a. Those who have supported and motivated her through the years of hardship.
 - b. Men and women who are busy doing business transactions in their workplace.
 - c. Her beloved teachers who have always kept her company and taught her patiently.
 - d. Artists and all those who have contributed to the world of art in one way or another.

3. What does the author try to get at by asking you to describe the faces of five good friends?
 - a. Children lose their innocence as they grow older.
 - b. Seeing people are not observant enough and just see everything casually.
 - c. Blind people can only manage to make a surface-level impression of everything.
 - d. The niceties of a person's facial expressions are not a true revelation of their inner nature.
4. What is meant by “the pageant of man's progress” in paragraph E?
 - a. The splendor of man's modern life depicted in paintings.
 - b. The beauty of man's soul represented in his art.
 - c. The great competition between people in the presentation of their art.
 - d. The evolution and changes in the life of man and earth from the past to the present.
5. Which one of the following arts is NOT mentioned by the author?
 - a. Drama.
 - b. Sculpture.
 - c. Ballet.
 - d. Calligraphy.

C REACTING TO THE READING

- 1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

1. relish	a. a small piece of food
2. seething	b. a quality or feature that is noticeable but not obvious
3. morsel	c. a strong feeling of wanting sb or sth
4. frieze	d. great pleasure and satisfaction
5. haunt	e. things such as money, influence, possessions, etc. that are related to a particular type of person, job, or way of life
6. intoxicate	f. the sound of some music
7. longing	g. a line of decoration around the walls of a room or building
8. overtone	h. bring out strong feelings of wild excitement in; excite
9. strains	i. moving around quickly
10. trappings	j. a place that sb visits often because they enjoy going there

- 2 Find matching pairs of sentences. Then write the appropriate letter in the space provided.

SYN-, SYM-: "with," "together"

1. Everybody admired the outstanding beauty of the building.
2. The flag of the occupying army was hated by the people.
3. You couldn't tell if she was sick until a few days after she was infected.
4. He doesn't actually care much—he thinks she's brought her troubles on herself.
5. There's no doubt that Shakespeare's works are really impressive.
6. He describes his latest album as a blend of African and Latin music.
7. Algae and fungi can live together in a way that benefits them both.
8. We should adjust our watches if we want to be there at the same time.
9. This disorder is associated with frequent coughing and headaches.
10. The two mechanisms have to work harmoniously in order for the machine to operate properly.

- a. They must be in **sync** with each other.
- b. He doesn't have much **sympathy** for her.
- c. They have a **symbiotic** relationship.
- d. It had perfect **symmetry**.
- e. It's a **synthesis** of both styles.
- f. It was regarded as the **symbol** of oppression.
- g. His name is **synonymous** with wit.
- h. Its **symptoms** appeared very slowly.
- i. They should be **synchronized**.
- j. It's a very strange **syndrome**.

3 APPROACHING THE SPEAKING TOPIC

3.1 DEVELOPING THE TOPIC

Work in small groups. Look at the pictures below, and discuss the questions that follow.



- How and what are the people communicating in each picture?
- Is it difficult to speak without using hand or head movements?
- How do a speaker's gestures help people understand him or her?
- In what situations are you more likely to use more gestures than usual?
- Make a list of other ways that people communicate without using words.

3.2 MINI-LISTENING



You are going to listen to a radio report about using sign language with babies. As you listen, write the answers to the questions in the chart. Then compare your answers with a partner.

- 1 What is the main reason that parents are learning to use sign language?
- 2 Where is the interview taking place?
- 3 In the sign language classes, who do the teachers teach signs to?
- 4 What are most of the signs taken from?
- 5 How old are the babies in the sign language class?
- 6 Why do parents like to use sign language?
- 7 What have researchers noticed about deaf children?
- 8 How may sign language help children?

3.3 FOLLOW-UP

A PAIR WORK

Match the following idioms with the emotions they typically express. Write the appropriate letter in the space provided.

1. raise one's eyebrows	a. distaste or disgust
2. shrug one's shoulders	b. nervousness or anxiety
3. wrinkle (up) one's nose	c. surprise or disapproval
4. lick one's lips	d. annoyance
5. stamp one's foot	e. being relaxed
6. drum one's fingers	f. impatience
7. bite one's nails	g. doubt or indifference
8. clap one's hands	h. eager anticipation for something enjoyable
9. nod one's head	i. approval of something
10. cross one's legs	j. agreement

B GROUP WORK

Discuss how true the statements below are in your country. Correct any sentences which are not true.

	True	False
a. You should look at people's eyes frequently when they talk to you. If you don't, you seem uncomfortable or unfriendly.		
b. You should stand about three meters away from someone. If you are close friends, you can stand closer.		
c. You shouldn't touch someone for more than a few seconds if you don't know them very well. They will feel uncomfortable.		
d. You should be careful about the gestures that you make to foreigners. An innocent gesture in one country may be offensive in another.		
e. It is important to wear the right kind of clothes.		
f. You should always arrive on time, especially for business appointments.		
g. Silence during a conversation is OK—it's thinking time.		
h. If someone talks for too long, it shows a lack of respect.		
i. It is important to show interest when someone is speaking.		
j. It is OK to interrupt someone who is speaking.		



APPROACHING THE WRITING TOPIC

PERSONAL LETTERS

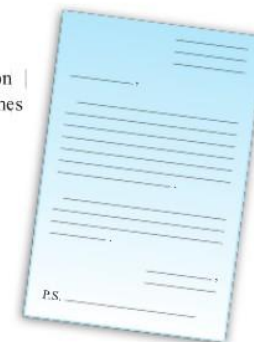
Personal letters are generally used for communication between two close friends, family members, etc. They are written to make the relationship between two people stronger and also to transfer information from one person to another. Personal letters, also known as *friendly letters*, normally have five parts:

- Heading:** This includes the writer's address, line by line, with the last line being the date. The heading is indented to the middle of the page.
- Salutation or greeting:** The greeting always ends with a comma. The greeting may be formal, beginning with the word "Dear" and using the person's relationship and/or given name, or it may be informal if appropriate.
A) Formal: Dear Uncle Jim,
B) Informal: Hi Joe,
- Body:** This includes the message you want to write. Normally in a personal letter, the beginning of every paragraph is indented. It is also recommended to skip a space between paragraphs.
- Complimentary close:** This short expression is always a few words on a single line which ends with a comma. It should be indented to the same column as the heading.
- Signature line:** Type or print your name. The handwritten signature goes above this line and below the complimentary close. The signature line and the handwritten signature are indented to the same column as the complimentary close.

Postscript: If your letter contains a postscript, begin it with **P.S.** Skip a line after the signature line to begin the postscript.

FORMAT FOR A PERSONAL LETTER

The opposite picture shows what a one-page personal letter should look like. The horizontal lines represent lines of type.



Here is a sample of a personal letter:

Hotel Atlas
493 Piccadilly Sq.
London, SW5
July 30, 2007

Dear Mary,

I arrived in London last night, and your sister Jane met me at the airport. I'm glad she was there because I don't think I could ever have found my hotel alone.

Although I haven't seen much yet, I think I'm going to enjoy myself here. Last night, Jane and I went for a "short" walk. I had never imagined London to be so big. We walked over two hours, and I had to take a train to get back to the hotel!

I'll write again in a few days' time, and I'm sure I'll have a lot to tell you then.

Sincerely yours,
Susan

Topic: Susan is writing to Mary about her trip to London.

Activity

- 1 Read the following personal letters, and identify the topic of each one.

3 Redford Place
Lima, Kentucky
March 25, 2007

Letter 1

Dear Mrs. Sanders,

Jane Eichelberg has just told me about our cat's adventures among your day lilies. I don't know how to tell you how sorry I am, for the lilies were so lovely and I know how proud of them you were.

Nibbles is usually such a good cat that I can't imagine what got into her yesterday. Perhaps it's the first sign of spring. At any rate, we've taken measures to keep her where she can't possibly run off again.

Unfortunately, there is no making amends for the flowers you worked on so carefully. If there is anything that can be repaired, I'd like to have our gardener see what he can do. He comes on Thursdays, so if you'll let me know what time is convenient, I will arrange to have him see you.

In the meantime, please accept a few of my begonias as a compensation. They are potted and just ready for transplanting. Richard, who is bringing them over, will be happy to plant them wherever you wish.

Sincerely yours,
Linda Smith

Topic: _____

Letter 2

137 East Main St.
Stanford University
Stanford, CA
April 16, 2007

Dear Dad,

Driving to school this morning after studying late last night for my examination, I was careless.

I failed to come to a complete stop at the stop sign on Main Street and Grand Avenue. A policeman told me to pull over to the curb, and I did. He talked to me for quite a while, explaining how dangerous it is to ignore stop signs, and he gave me a traffic ticket for my oversight. He was very kind, but he spoke firmly about responsible driving. I am usually very careful, Dad, but I guess I was thinking about my schoolwork instead of giving my driving my undivided attention. I have really learned a lesson from this experience. It certainly won't happen again.

I will need \$20 to pay the fine, Dad. If you will send me a check, I will do some work at home during vacation in order to repay you. It was a lesson well worth \$20 for me to learn, and I'm thankful that it wasn't more serious.

Your son,
Bob

Topic: _____

- 2 Choose one of the following topics, and write a personal letter of about 100 words.

1. Your trip to a special place
2. A party you recently attended

PROGRESS CHECK 1

A All of these verbs collocate with the words that follow, but one in each group has a different meaning from the others. Which is the odd one out in each case?

- | | | | |
|---|---------------|---|---------------|
| 1. release
vent
control
express | your anger | 3. lose
keep
control | your temper |
| 2. bottle up
repress
suppress
show | your feelings | 4. stir
rouse
inflamm
confront | your emotions |

B Complete the sentences with a verb-noun collocation from Exercise A. More than one verb may be possible.

- He had had a bad day at work and _____ on his family.
- Unfortunately, I couldn't _____, and I slapped him hard across the face.
- Counselors encourage victims of crime to _____.
- He was behaving so stupidly that I found it hard to _____.
- Some people are in the habit of _____ through violence.
- She was unable to _____ and made a scene in the middle of the party.
- It's a shame that she _____ at the drop of a hat.

C Supply appropriate prepositions for the following.

- She is wrapped _____ a scarf and baggy, shapeless clothing.
- It's worn _____ many Muslims today.
- They want to create a new identity _____ themselves.
- I get so much pleasure _____ mere touch.
- They arise _____ the dawn.
- She couldn't imagine the thrill _____ seeing grace in motion.
- I throw my eyes _____ focus.
- It leaves them _____ a disadvantage.
- They discourage the drive _____ commercial gain.
- Little allowance is made _____ the time needed.

D Fill in the blanks with the correct form of the given words.

- contempt**
 - He was openly _____ of anyone who had not gone to college.
 - They had shown a _____ for the values she thought important.
 - Shame on you! That was a _____ trick to play on a friend!
- diverse**
 - The culture has been _____ with the arrival of immigrants.
 - There is a need for greater _____ and choice in education.
 - The program deals with subjects as _____ as pop music and ancient Greek drama.
- convention**
 - Alternative medicine can sometimes provide a cure where _____ medicine cannot.
 - People still wore their hair short and dressed _____.
 - _____ dictates that it is the man who asks the woman to marry him and not the reverse.
- splendid**
 - He has written a _____ readable and robust autobiography.
 - The palace has now been restored to its original _____.
 - The coronation of a new king or queen is a _____ affair, with much elaborate and brilliant ceremony.
- restrict**
 - Many members thought the rules were too _____.
 - The law imposed new financial _____ on private companies.
 - In future, we will _____ class sizes to 20 students.

6. possession

- He was also charged with illegal _____ of firearms.
- The gallery _____ a number of the artist's early works.
- He's a bit _____ about his clothes—I wouldn't dare to ask to borrow them.

7. justify

- Honestly, I can see no _____ for any further tax increases.
- The university can be _____ proud of its record.
- Under the circumstances, the principal was fully _____ in expelling that student.

E One of the dependent prepositions in each of the following sentences is wrong. Find and correct it.

- It's difficult to *concentrate on* driving when the street is so *crowded by* pedestrians.
- My teacher is *critical of* me all the time and doesn't seem to be *aware to* how hard I'm working.
- How can we *discourage* young people *from* taking risks and help them be more *responsible of* their own well-being?
- He's so *hooked with* his computer that it has become a *substitute for* real friends.
- I *long for* a long, relaxing vacation in a country *famous of* its sun and its beaches.
- Is there any *chance with* changing this shirt? I'm not very *keen on* the color.
- Frankly, he has made a very poor *impression on* me, and I simply don't *approve with* his selfish behavior.

F Two of the adjectives in each sentence below collocate with the noun. Which adjective does not?

- His love for her was *hopeless / unrequired / unrequited*. Sadly, she didn't like him at all.
- There was *blind / considerable / mounting* excitement as the big day approached.
- My sister felt nothing but *gut / pure / intense* hatred toward her friend after finding out she'd deceived her.
- The explorers kept searching even though there was only a *faint / slight / dull* hope of finding the treasure.
- The last book I read was a novel which made a *deep / long / lasting* impression on me.
- The detective acted on *slight / gut / pure* instinct and eventually caught the suspect.
- Many young boys have a *great / big / considerable* passion for football.

G Read the pairs of sentences below, and put a check (✓) if they mean the same thing and a cross (×) if they are different. Underline any phrases which make the meanings different.

- ☐ 1. a) The research project was wound down in 2003.
 b) The research project was completed in 2003.
- ☐ 2. a) The cost of fuel is rapidly diminishing.
 b) There has been a rapid escalation in the cost of fuel.
- ☐ 3. a) The book does not discuss the role of environmental factors.
 b) The book does not discuss the part played by environmental factors.
- ☐ 4. a) The shopkeepers' income from the souvenir trade is dwindling.
 b) The shopkeepers' income from the souvenir trade is shrinking.
- ☐ 5. a) A low intensity exercise program would probably be best for you.
 b) You should probably follow a program of vigorous exercise.
- ☐ 6. a) Researchers have not made much progress in finding a cure for the common cold.
 b) Researchers have made little headway in finding a cure for the common cold.
- ☐ 7. a) The rise in tourist revenue is partly accounted for by the improved tourist facilities in the area.
 b) The improved tourist facilities in the area partly explain the rise in tourist revenue.

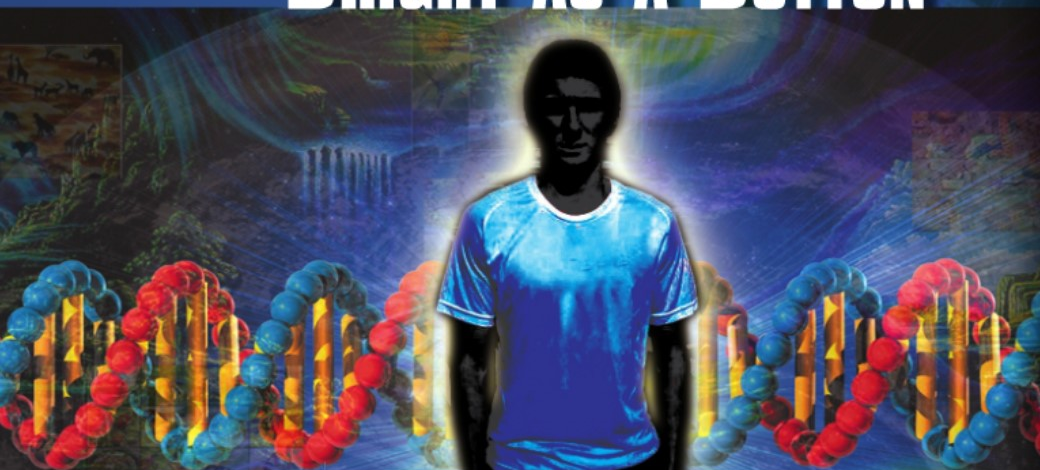
H Underline the prefix or suffix in each word. Match the words with the six headings below (as in the examples), and check whether you know their meanings.

disrespect	homeless	chemist	hyperactive
minibus	triangle	musician	microchip
underpaid	dioxide	superpower	overeat
counter-attack	contradict	monolog	incomplete

number	against	negative	greater than or too much	small in size or too little	person
<u>bilateral</u>	<u>counterclockwise</u>	<u>unable</u>	<u>outperform</u>	<u>substandard</u>	<u>trainee</u>

Click to

BRIGHT AS A BUTTON



1

APPROACHING
THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

LET'S HAVE FUN IN ENGLISH

1. What odd number becomes even when beheaded? ○○○○○○○○○○
2. What is the difference between an elephant and a flea? ○○○○○○
3. What kind of umbrella do most people carry on a rainy day? ○○○○
4. What is it that everyone overlooks? ○○○○○○○○○○○○○○○○
5. What is full of holes and yet holds water? ○○○○○○○○○○○○○○
6. What is broken when you name it? ○○○○○○○○○○○○○○○○
7. What time is it when the clock strikes thirteen? ○○○○○○○○○○
8. What does everyone have that they can always count on? ○○○○○○
9. What is the difference between a hill and a pill? ○○○○○○○○○○
10. What is it that you must keep after giving it to someone else? ○○○○

B ENHANCING YOUR VOCABULARY

- 1 Match the words/expressions on the left with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

_____ 1. debate	a. an institution for the care of the children whose parents have died or are unable to care for them
_____ 2. affection	b. be as good as what was expected or promised
_____ 3. orphanage	c. the way that sb's life develops
_____ 4. appalling	d. a description of an event or situation from the position of a particular person or group of people
_____ 5. neglect	e. discuss a subject formally when you are trying to make a decision or find a solution
_____ 6. live up to	f. fail to give sb or sth attention, love, or support
_____ 7. bossy	g. a feeling of liking or love and caring about sb or sth; fondness
_____ 8. abuse	h. too fond of giving orders; domineering or dictatorial
_____ 9. path	i. very unpleasant and shocking
_____ 10. version	j. treat sb in a cruel or violent way; maltreat

- 2 Fill in the blanks with the correct form of the words/phrases from the list above 1-10.

1. The living conditions in the refugee camps were absolutely _____.
2. After graduating from college, our lives subsequently followed separate _____.
3. Meanwhile, philosophers _____ whether it's right to clone an individual.
4. The breathtakingly beautiful scenery certainly _____ expectations.
5. \$2 million was donated to the _____ by an anonymous benefactor.
6. She gave the journalists her _____ of what had happened that day.
7. The television profile showed her as determined, _____, and possibly arrogant.
8. They received some reports indicating that those nursing home patients were _____.
9. The teacher was held in deep _____ by all his students and colleagues.
10. The parents were denied the custody of the child because they had _____ their parenthood responsibilities.

1.2 LISTENING FOR IT

A INTRODUCING THE TOPIC

 You are going to listen to a class debate about personality development.

B LISTENING TASK 1

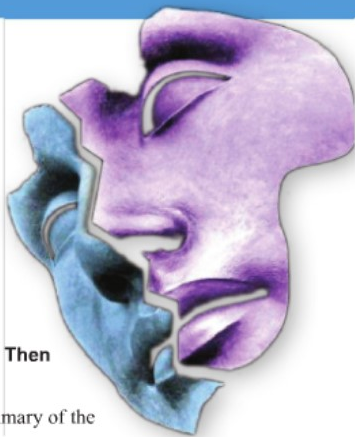
Read questions 1 and 2. Listen to the debate. Then choose the correct answer for each question.

- Which of the following statements is the best summary of the “nature” side of the debate?
 - Our personality is influenced by both genes and environment.
 - Our personality is defined and limited by our DNA.
 - Our personality changes and develops over our lifetime.
- Which of the following statements is the best summary of the “nurture” side of the debate?
 - Genes have absolutely no influence over our personality.
 - It is impossible to predict how an individual’s personality will develop.
 - Experiences and environment help the personality develop over time.

C LISTENING TASK 2

Listen to the debate again, and choose the correct answer for each question. Then compare your answers with a partner.

- Why does the student who argues in favor of “nature” use the example of the star basketball player?
 - To show that genes control ability in sports.
 - To explain the meaning of DNA.
 - To show that genes limit the individual’s potential.
- What happened to the Romanian orphans after they were adopted?
 - They recovered physically and emotionally.
 - They recovered physically but not emotionally.
 - They did not recover at all from their experience.
- Why does the student who argues in favor of “nurture” use the example of the Romanian orphans?
 - To show how bad experiences can have long-term effects on personality.
 - To show that there is no gene for love and affection.
 - To criticize the conditions in Romanian orphanages.



- What is the student’s reason for using music as an example?
 - To prove that there is a music gene.
 - To say that good musicians don’t need to practice.
 - To show that some people don’t reach their genetic potential.
- What example does the student on the nature side of the debate give to show how genes can influence the environment?
 - When a parent gets angry with a child, it is because they have a bad parenting gene.
 - When a child has a naughty gene, parents respond to their bad behavior.
 - When a parent is strict with their child, they change the child’s personality.
- When a child is hungry, what do developmental psychologists recommend that parents do?
 - They should feed the child quickly in order to develop a feeling of trust.
 - They should wait to give food in order to teach the child patience.
 - They should not give the child food except at mealtimes.
- When a child has the “crime gene” and is abused, they are likely to commit crimes as an adult. What does this prove for a geneticist?
 - That the crime gene always produces criminals.
 - That early experiences have no effect on personality.
 - That genetics are more important than early experiences.
- What does the nurture theory of development suggest?
 - That our personality is fixed in the early years of life.
 - That our personality develops in stages during our lives.
 - That childhood is not important in the development of personality.
- What does the professor conclude about nature and nurture?
 - That nature is more important than nurture.
 - That nurture is more important than nature.
 - That both nature and nurture are important.

1.3 FOLLOW-UP

A PAIR WORK

1 What is your place in the family? Check (✓) the sentences that apply to you. Then talk about the advantages and disadvantages of each situation.

- ☐ Our family always discusses problems frankly when they come up.
- ☐ My parents were very lenient when I was a child.
- ☐ Both my parents have always worked.
- ☐ I don’t live with my parents.
- ☐ I got along with my brothers and sisters when we were young.
- ☐ I never share personal secrets with my brothers and sisters.
- ☐ I always talk to my parents before making major decisions.
- ☐ I don’t plan to follow in my parents’ footsteps.

2 What rules do you have in your family? Discuss these topics, and add others. Are there any rules your families share? Make a list.

- doing household chores
- coming home late
- preparing meals
- watching TV
- talking on the phone
- using the bath or shower
- settling disputes
- using the family car
- _____
- _____

B GROUP WORK

Look at the following statements about children and parents. Do you agree or disagree? Check (✓) the appropriate box. Then share your answers with the class, and discuss your reasons.

	Agree	Disagree
a. Only children show higher achievement than children from large families.		
b. The size of a family has nothing to do with the development of the children in it.		
c. Talented children should be allowed to have a normal childhood.		
d. Children who have excelled often end up as unhappy adults.		
e. It is unhealthy for children to be competitive at an early age.		
f. If someone has a special talent, it is their duty to share it with others.		
g. There is always a pushy parent behind every successful child.		
h. Parents shouldn't say "no" to their children without explaining why.		
i. If parents threaten their children, they must carry out the threat.		
j. Instead of using discipline, parents should encourage self-discipline.		
k. Children don't usually challenge authority.		
l. Children like to feel that they are in charge.		
m. It is important that parents be leaders, not friends.		
n. Parents shouldn't ask their children to make decisions because this will lead to confusion and insecurity.		
o. Parents should pay less attention to their children when their behavior is bad and more when it is good.		



APPROACHING THE READING TOPIC

2.1 WARMING UP

1 Discuss the following questions with a partner.

- What makes someone good at a particular activity, such as running, learning foreign languages, or singing? Consider the roles of nature (what's been passed on to them in their genes), and nurture (their upbringing).
- Can you identify some of the skills you have?
- Could you describe how you developed one of your skills?
- Can you assess the value of having that skill?
- Could you comment on the idea that children shouldn't waste time trying to develop a skill if they lack natural ability?



2 How do we learn each of these qualities? Talk with a partner and check (✓) your answers. Then think of three other things we learn from our parents, from school, and by ourselves.

	From our parents	From school	By ourselves
artistic apprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gregariousness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
audacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
thoughtfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
courtesy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
generosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
originality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
self-reliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faithfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Riddle of Intelligence



A How a child prodigy comes by his preternatural ability is not something that has made much sense to scientists. Only recently has science begun to probe the cultural and biological roots of wunderkinder. New research is showing what scientists have long suspected: that the brains of very smart children appear to function in startlingly different ways from those of average kids. But the question on every parent's mind remains: Are prodigies born, or can prodigies be made? Is giftedness an accident of genetics, or can it be forged through environment—by parents, schools, and mentors?

B This much is clear: ethnicity and geography are irrelevant. Prodigies can materialize anywhere, and Asia produces more than its share of the superprecocious. In the past, poverty, lack of education, and absence of opportunities meant their abilities may have gone undiscovered or undeveloped. But bigger incomes and the rise of an ambitious middle class have produced

a boom in accomplished youngsters. A 1997 survey of 32 outstanding physics and chemistry students that was conducted by the National Taiwan Normal University found more than three-quarters of them were the eldest child in small, dual-income households—families with relatively high socio-economic status.

C Strictly speaking, however, most of the smart kids in any given home or classroom are not prodigies, no matter how diligent or talented they may be. The standard definition of a prodigy is a child who by age 10 displays a mastery of a field usually undertaken only by adults. "I always say to parents, 'If you have to ask whether your child is a prodigy, then your child isn't one,'" says Ellen Winner, a psychologist in Boston and author of *Gifted Children*:

Myths and Realities. Prodigies are, by this definition, exotic creatures whose standout accomplishments are obvious.

D Abigail Sin who, at the age of 10, is Singapore's most celebrated young pianist, started reading at the age of 2, and for the past three years has been ranked among the top 1% in the city-state in an international math competition sponsored by Australia's University of New South Wales. She's smart, but it was only through her music that she qualified as a bona fide prodigy. The youngest Singaporean ever to obtain the coveted Associated Board of the Royal Schools of Music diploma in piano performance, Sin demonstrates one of the hallmark qualities of the breed: a single-minded drive to excel. Winner calls it a "rage to learn," which in Sin's case was manifest in her almost unstoppable urge to master the keyboard since she took her first lesson at the age of 5. "A lot of kids don't like to sit at the piano for hours," says her tutor Benjamin Loh. "Abigail is different," practicing 25 hours on average a week. "She loves to play, and she learns extraordinarily fast." Her intensity is all the more obvious when she is compared with her twin brother, Josiah, who, like his sister, is good with numbers but doesn't share Abigail's passion for music. "She always practices the same stuff over and over again," he complains.

E Where does the drive come from? Researchers are just beginning to understand that there are differences in the functioning of the brain's neural circuitry that appear to differentiate prodigies from their ordinary peers. Neuroscientists have

learned more about human gray matter in the past 10 years than in all of previous medical history combined, partly due to the advent of sophisticated technology such as a functional magnetic resonance imaging (fMRI) scanner, which measures blood flow to different segments of the brain, revealing which parts "light up" during various mental activities. The only fMRI scanner in the Southern Hemisphere can be found in Melbourne, where American psychologist Michael O'Boyle has been scanning the brains of young people gifted in mathematics.

F He's making some startling discoveries. O'Boyle found that, compared with average kids, children with an aptitude for numbers show six to seven times more metabolic activity in the right side of their brains, an area known to mediate pattern recognition and spatial awareness—key abilities for math and music. Scans also showed heightened activity in the frontal lobes, believed to play a crucial "executive" role in coordinating thought and improving concentration. This region of the brain is virtually inactive in average children when doing the same tasks. Viewed with fMRI, "It's like the difference between a stoplight and a Christmas tree," says O'Boyle, the director of the University of Melbourne's Morgan Center, which researches the development of children who have high intellectual potential. "Not only do math-gifted kids have higher right-side processing power, but this power is also fine-tuned by frontal areas that enhance concentration. These kids are really locked on."

G O’Boyle believes prodigies can also switch very efficiently between the brain’s left and right hemispheres, utilizing other mental resources and perhaps even shutting down areas that produce random distractions. In short, while their brains aren’t physically different from ordinary children’s, prodigies seem to be able to focus better—to muster the mental resources necessary to solve problems and learn. “For the longest time, these kids’ brains were considered the same as everyone else’s; they just did twice as much, twice as fast,” says O’Boyle. “It turns out those quantitative explanations don’t fit. They’re doing something qualitatively different.” But are prodigies born different, gifted by genetic accident to be mentally more efficient? Or is the management of mental resources something that can be developed? Scientists aren’t sure. Studies have shown that raw intelligence, as measured through IQ tests, is highly (though not completely) inheritable. But the connection between high intelligence and prodigious behavior is far from absolute.

H With only sketchy evidence to rely on, researchers and other experts continue to debate the age-old “nature vs. nurture” question. “There is no inborn talent for music ability,” Shinichi Suzuki, creator of the Suzuki Method of training young musicians, once declared. Even those who believe certain talents are innate agree that a child’s upbringing has a big impact on whether a gift is developed or squashed. “Prodigies are half born, half made, and mostly discovered at an early age,”

says Wu Wu-tien, dean of the College of Education at the National Taiwan Normal University. The role adopted by parents is vital. According to psychologist Winner’s research, the parents of gifted kids provide stimulating environments: their homes are often full of books; they read to their children at an early age; they take them on trips to museums and concerts. They do not talk down to their children, and they allow them a high degree of independence. And if their child shows talent, they will pull out all the stops to make sure it is encouraged.

I Prodigies should not put away childish things simply because they perform as adults, say experts. “Children still need time to be children,” says McCann of Flinders University. Violinist Yeou-Cheng Ma—the lesser-known older sister of cellist Yo-Yo—once poignantly remarked on her eight-hour-a-day practice sessions, “I traded my childhood for my good left hand.” Even the devoted Singaporean pianist Sin sometimes wants a break from her beloved instrument. “Most of the time I enjoy practicing,” she says, “but sometimes I only want to play with Jacky.” Jacky is her 18-month-old Yorkshire terrier.

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. Infant prodigies are deemed to arise from a combination of a superior genetic origin and a richer environment.
 - b. Parents’ minds have always been entangled with the question as to whether it is nature or nurture which can account for genius.
- Paragraph B
 - a. The socio-economic status of families has no role in helping prodigies achieve their full potential.
 - b. The emergence of prodigies is not limited to a particular ethnic background or geographical area.
- Paragraph C
 - a. A child’s diligence or talent in doing things should not mistakenly be equated with genius.
 - b. Identifying true genius can only be done through running complicated psychological tests.
- Paragraph D
 - a. What qualifies Abigail Sin as a prodigy is her genuine zeal for learning music at an early age.
 - b. Abigail Sin is known as a prodigy since she is highly talented in both mathematics and music.
- Paragraph E
 - a. Neuroscientists have recently found out there are no distinctive differences between the brains of geniuses and ordinary people.
 - b. The development of new medical technology has helped reveal that functional differences of the brain’s neural network can apparently account for extraordinary talent.
- Paragraph F
 - a. According to O’Boyle, in children who are gifted in math and music, the right hemisphere and the frontal lobes can act simultaneously.
 - b. O’Boyle believes that frontal lobes can partially block the processing power of the right hemisphere in average kids.

- Paragraph G
 - a. Prodigies' brains are both physically and functionally at an advantage in comparison to ordinary children's.
 - b. O'Boyle contends that prodigies have the ability to establish efficient interaction between their brain hemispheres, shunning any distractions.
- Paragraph H
 - a. The influences of genetic and environmental factors are not mutually exclusive.
 - b. Since genes and environment are independent, their effects can usually be distinguished.
- Paragraph I
 - a. Being an infant prodigy should not deprive a child of the carefree joys of childhood.
 - b. Children should not waste time trying to develop a skill if they lack the natural ability.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. What is the overall topic of the passage?
 - a. The identification of genes responsible for geniuses' great cognitive ability.
 - b. The debate over the issue of nature versus nurture in making geniuses.
 - c. The reasons for the widespread occurrence of genius in Asian countries.
 - d. The role of social and environmental factors in creating geniuses.
2. What is the standard definition of a prodigy according to the passage?
 - a. A person who has tenacious perseverance in doing something at a young age.
 - b. A child who shows a tendency for a single-minded pursuit of success.
 - c. An adult who has a one-track mind, especially in artistic fields.
 - d. A child who shows an adult-like mastery of a field by the end of his or her pre-teens.
3. What is the right hemisphere of the brain responsible for?
 - a. Coordinating thought and improving concentration.
 - b. Augmenting the neural circuitry of the brain.
 - c. Mediating pattern recognition and spatial awareness.
 - d. Learning language and communicative abilities.
4. Which one of the following is NOT a characteristic of stimulating parents?
 - a. They provide lots of resources for their kids.
 - b. They do not patronize their children.
 - c. They pave the way for their children so that their talents will out.
 - d. They often brush off their children's questions.

5. Which sentence is true according to the passage?
 - a. Stimulating parents spend enough quality time with their kids.
 - b. Prodigies are mostly discovered at later ages.
 - c. Raw intelligence is totally an inheritable trait.
 - d. In twins, both siblings are equally talented in similar fields.

C REACTING TO THE READING

- 1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

_____ 1. mentor	a. giving you feelings of sadness; producing a sharp feeling of pity
_____ 2. ethnicity	b. very great or impressive; wonderfully large, powerful, etc.
_____ 3. bona fide	c. the fact of belonging to a particular race
_____ 4. advent	d. not thorough or complete; lacking details
_____ 5. muster	e. obvious and easy to notice or understand
_____ 6. sketchy	f. an experienced person who helps sb who has less experience, esp. in their job
_____ 7. poignant	g. (of people and their behavior) hardworking; showing steady, careful effort
_____ 8. prodigious	h. the arrival or coming of (an important event, period, invention, etc.)
_____ 9. manifest	i. genuine, real, or legal; not false
_____ 10. diligent	j. try to produce as much of a feeling such as enthusiasm or determination as you can; gather; collect

- 2 Find matching pairs of sentences. Then write the appropriate letter in the space provided.

INTER-: "between," "among"
INTRA-: "within"

1. The book intends to illustrate how law and accountancy can influence each other.
2. We'll have a meeting, but the members of other departments have not been invited.
3. The police sent a man to talk with the gunman in the bank.
4. He was never considered good enough for interscholastic competition.
5. It takes quite a while for a book to appear in the bookstores after an author completes it.
6. Unfortunately, the two cities are not connected by a bus line.
7. At first, he didn't let the visitor get in his apartment.
8. Outside organizations have nothing to do with that financial crisis.
9. It is a long novel with a very complicated plot.
10. The patient couldn't eat anything through his mouth after the operation.

- a. They negotiated with him through an **intermediary**.
- b. He was given nourishment by **intravenous** feeding.
- c. He **interposed** himself between him and the door.
- d. It is an **intraorganizational** problem.
- e. There's often a long **interval** between them.
- f. He did well in **intramural** sports, though.
- g. It deals with the **interface** between them.
- h. It will be an **intradepartmental** gathering.
- i. There are a lot of **interwoven** stories in it.
- j. The **intracity** bus offers no transportation beyond the city limits.

3 APPROACHING THE SPEAKING TOPIC

3.1 DEVELOPING THE TOPIC

What are the most important principles that you follow in your life? Many exceptional people were driven by one or two guiding principles that shaped the way they lived. Look at these quotations from famous people. Can you restate these principles in your own words?

"Constant effort and frequent mistakes are the stepping stones to genius."

Elbert Hubbard

"Question everything."

Albert Einstein

"The secret of success is making your vocation your vacation."

Mark Twain

"We are always the same age inside."

Gertrude Stein

"If you can dream it, you can do it."

Walt Disney

"There are only two things to aim at in life: first, to get what you want; and after that, to enjoy it. Only the wisest of mankind achieve the second."

Logan Pearsall Smith

3.2 MINI-LISTENING



Listen to a talk about Steve Jobs, the founder of Apple Computer, and take notes. What are three things he believed in?

1. _____
2. _____
3. _____



3.3 FOLLOW-UP

A PAIR WORK

- 1 Read about the people below, and discuss the questions with a partner. Have you heard of any of these people?



Harriet Tubman

(c. 1820-1913) American abolitionist. Born a slave, she became one of the most successful leaders of the Underground Railroad, an organization created to help slaves escape to the North. She personally led more than 700 slaves to freedom. Although she is not a well-known individual outside of the U.S., she is widely respected in American history.



Stephen Hawking

(1942-) British theoretical physicist. He has written about the Big Bang theory of the origin of the universe and theorized about black holes. His best-selling book, *A Brief History of Time*, is a popular account of modern cosmology. Since his early twenties, he has suffered from a disabling disease, which has not prevented him from continuing his groundbreaking research.



Pelé (Edson Arantes do Nascimento)

(1940-) Brazilian soccer player. Pelé is one of the best-known players in the history of soccer. He won his first World Cup with Brazil when he was 17 years old. He made soccer a better-known sport throughout the world. Pelé changed the game forever, and he is considered a pioneer of modern soccer.

- What sort of impact have these people had on other people? On history?
- Who do you think are three of the most important international figures of the last thirty years? What did they achieve?

B GROUP WORK

Who are three people from your country who have made a significant impact? Make brief notes about them, and make a brief class presentation about one of them.

	Name	Field	Key information about his or her life	Major achievements and impact
1.				
2.				
3.				



APPROACHING THE WRITING TOPIC

BUSINESS LETTERS

Business letters are generally written between two people who have official relationship with each other. These kinds of correspondence must be effective in order to make the business between the two people more successful. There are a number of conventions that should be used in a business letter. Furthermore, you should try to write as simply as possible, and not to make the letter longer than necessary. Business letters, normally have six parts.

1. Addresses:

- A) The writer's address (the return address):** Write the return address on the top right-hand corner of the letter.
- B) The recipient's address (the inside address):** Write the inside address on the left, starting below the return address.

2. Date: Write the date on the line below the return address.

3. Salutation or greeting:

- A) Dear Sir or Madam:**
Use this form if you do not know the name of the person you are writing to.
- B) Dear Mr. Jenkins:**
If you know the name, use the title (Mr., Mrs., Miss, Ms., or Dr.)
In a business letter, you can use a colon (:) after salutation.

4. Body: This includes the message you want to write. Divide the body of the business letter into paragraphs based on the number of items you intend to deal with. Normally in a business letter, the beginning of each paragraph is indented. It is also recommended to skip a space between the paragraphs.

5. Complimentary close: Use "Yours faithfully," "Yours sincerely," or "Yours ever," etc. to end your letter.

6. Signature: Sign your name, then print it underneath the signature.

CONTENT OF A BUSINESS LETTER

The first paragraph of a business letter should be short and state the purpose of the letter such as an inquiry, complaint, request, etc. The next paragraph or paragraphs in the middle of the letter should contain relevant information indicating the purpose of the writing of the letter. Most letters are not very long, so keep the information to the essentials and organize it in a clear and logical manner, and state what action you require the recipient to take.

Here is a sample of a business letter:

65 Market St.
Val Haven, CT 9535
June 30, 2007

Customer Service
Cool Sports, LLC
8423 Green Terrace Rd.
Asterville, WA 65435

Dear Sir or Madam:

I have recently ordered a new pair of soccer cleats (item #6542951) from your website on June 21. I received the order on June 26. Unfortunately, when I opened it, I saw that the cleats were used. The cleats had dirt all over them and there was a small tear in front of the part where the left toe would go. My order number is AF26168156.

To resolve the problem, I would like you to credit my account for the amount charged for my cleats. I have already gone out and bought a new pair of cleats at my local sporting goods store, so sending another would result in having two pairs of the same cleats.

Thank you for taking the time to read this letter. I have been a satisfied customer of your company for many years, and this is the first time I have encountered a problem. If you need to contact me, you can reach me at 555-6420.

Yours sincerely,
Signature
Ken Thomas

Topic: Mr. Thomas is writing a letter of complaint to a company.

Activity

- 1 Read the following business letters, and identify the topic of each one.

Letter 1

981 Washington St.
Houston, TX 87631
September 15, 2007

Dixie Transportation Company
426 Lincoln St.
Houston, TX 87632

Gentlemen:

I know that your company, like every business that deals with the public, tries to maintain a standard of courtesy and service among its employees. Therefore, I am writing to bring to your attention an incident that occurred last week on the Patterson bus leaving Dixie Terminal at 7:10 P.M.

The bus was apparently behind schedule, and the driver failed to stop at Bridge Plaza, although two passengers wanted to get off there. One of the passengers, a middle-aged lady, protested that she would not be able to walk back from the next stop, a quarter of a mile away, because of a leg injury. The driver thereupon stopped the bus suddenly, causing the lady and several other passengers to lose their balance and fall. He then opened the door and insisted that the lady leave the bus.

I am writing this letter not only on my behalf, but at the suggestion of several other passengers, including Mr. Norman Person, of 241 River Road, Capeville, and Mr. Joseph Johnson, of 156 Cornelius Drive, Greenlawn.

I am sure that you will take steps to see that such an incident is not repeated.

Very truly yours,
Signature
D.M. Stephens, M.D.

Topic: _____

Letter 2

Elmhurst Elementary School
783 North Babcock Drive
Elmhurst, Utah
July 30, 2007

ABC Publishing Company
393 Sansome St.
San Francisco, CA 94108

Gentlemen:

Gentlemen:
A recent notice in Educational News indicated that your firm has established an education department.

If your firm plans to publish elementary school books dealing with social science, I would be interested in having my name placed on your mailing list for catalogs and other notices.

Sincerely yours,
Signature
John T. Edwards

Topic: _____

- 2** Choose one of the following topics, and write a business letter of about 100 words.

1. Complaining about an item you just bought
2. Reserving a room in a hotel

A CLEAN BILL OF HEALTH



1

APPROACHING THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

- 1 Answer the questions to this quiz to test your knowledge on which foods are important for a balanced diet. Then compare your answers with a partner, and calculate your score using the key on the following page.

What do you really know about food?

- Fresh fruit and vegetables are better than frozen fruit and vegetables.
a. True. b. False.
- Two-percent (=semi-skimmed) milk contains less calcium than whole (=full-cream) milk.
a. True. b. False.
- Foods containing sugar are essential for energy.
a. True. b. False.

- How many portions of fruit and vegetables should we try to eat each day?
a. Five portions of fruit plus five portions of vegetables.
b. Five portions of fruit and vegetables excluding potatoes.
c. Five portions of either, including potatoes.
- Which of the following foods are good sources of calcium?
a. Yogurt. b. Beef. c. Fruit juice.
d. Cheese. e. Pasta. f. Sardines.
- If trying to lose weight, which of the following foods should be most strictly limited?
a. Bread. b. Cookies. c. Bananas.
d. Pastry. e. Chips. f. Potatoes.

Scoring

- Six out of six?**
Well done! You have an excellent knowledge of nutrition. Thought about taking up dietetics as a career?
- Three to five out of six?**
Your knowledge is quite good, but there's room for improvement.
- Less than three?**
Oh, dear! You need to see a dietician!

1. **False.** Frozen fruit and vegetables can be just as nutritious as fresh.
2. **False.** The calcium in milk is contained in the non-fat part of the milk, and so removing fat from milk does not reduce the calcium content.
3. **False.** The starchy foods that we eat, such as bread, rice, pasta, and potatoes provide us with an excellent source of energy, as well as many nutrients, so there is no need for us to take extra sugar in the diet.
4. (b) Potatoes are a vegetable, but nutritionally they are more like starchy foods such as rice and bread, and so they do not count toward the recommended five portions of fruit and vegetables a day.
5. (a, d, f)
6. (b, d, e) Some cookies are high in fat and sugar, and pastry and chips are also high in fat. Too much sugar and fat can contribute to weight gain, and these may need to be reduced when trying to lose weight.

Key to the Food Quiz

2 Now discuss the following questions, and share your opinions with the class.

- What role does nutrition play in your culture? Do you think people in your country eat better or worse nowadays than they did in the past?
- Why do you think different people like different foods?
- Do you like the same foods now that you liked as a child? If not, how has your taste changed?
- Do you think our taste in food is something we inherit from our families, something that is part of our culture, or both? Explain.
- What are some foods that people typically crave in your culture?
- Do you think food research is helpful? If so, in what ways is it helpful?



B ENHANCING YOUR VOCABULARY

- 1 Match the words/expressions on the left with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.


1. nutrient	a. the quality of being poisonous; the extent to which sth is poisonous
2. crave	b. strong or great, esp. in quality or feeling; extreme
3. block out	c. before sth else happens or is done
4. beforehand	d. a substance in food that plants, animals, and people need to live and grow
5. flavor	e. a substance in some foods that cleans the body and protects it from cancer
6. citric acid	f. stop yourself from thinking about or remembering sth
7. concentrated	g. want sth very much and in a way that is very hard to control
8. toxicity	h. the particular taste that a food or drink has
9. antioxidant	i. a weak acid found in many kinds of fruit, esp. citrus fruits such as oranges and lemons
10. intense	j. made stronger by the removal of liquid or the addition of more of a substance

- 2 Fill in the blanks with the correct form of the words/phrases from the list above 1-10.

- There was _____ competition between the rival companies to get the contract.
- He is trying to _____ memories of that terrible accident.
- Lewis still _____ for the recognition he feels he lacks in America.
- Fortunately, this metal has a relatively low _____ to humans.
- This kind of cheese is firm in texture and has a strong _____.
- The police need to be briefed _____ on how to deal with this sort of situation.
- The fumes that escaped were a(n) _____ form of sulphuric acid.
- The plant absorbs the necessary _____ from the soil.
- This chocolate is very useful because it has a lot of _____.
- So, as the final step, put the juice of two or three limes in, or some _____.

1.2 LISTENING FOR IT

A INTRODUCING THE TOPIC

 You are going to listen to a lecture about the science of taste and why we like what we like.

B LISTENING TASK 1

Listen to the lecture about food tastes. Check (✓) which one of the following topics are discussed in the lecture.

- _____ a. babies and taste
- _____ b. food cravings
- _____ c. nutrition in different countries
- _____ d. food preferences in different countries
- _____ e. why some people don't eat breakfast
- _____ f. why some people like bitter-tasting food



C LISTENING TASK 2

Listen to the lecture again. Choose the correct answer to complete each statement. Then compare your answers with a partner.



- According to the "wisdom of the body" theory, we want certain food because
 - we need the nutrients.
 - we like the taste.
 - we need the nutrients, and we like the taste.
- The "wisdom of the body" theory doesn't fully explain our eating habits because
 - different people like different foods.
 - people have different ideas about nutrition.
 - we often eat food low in nutrition and don't like food high in nutrition.
- Babies prefer sweet drinks
 - about three days after they are born.
 - on the day they are born.
 - on their first birthday.

4. Babies don't mind the pain of an injection as much if
 - a. they have something to eat before the shot.
 - b. they have some sugar before the shot.
 - c. they have some sugar after the shot.
5. According to a recent study, children aged five to nine years old
 - a. like the flavor of citric acid.
 - b. can't taste citric acid.
 - c. dislike the flavor of citric acid.
6. Who doesn't usually like bitter flavors?
 - a. Children.
 - b. Pregnant women.
 - c. Children and pregnant women.
7. A study showed that if a woman drank carrot juice when she was pregnant, her baby
 - a. wouldn't like carrot-flavored cereal.
 - b. would like carrot-flavored cereal more than other babies.
 - c. would like carrot-flavored cereal as much as other babies.
8. A study on cravings found that
 - a. women everywhere crave chocolate.
 - b. men and women in Egypt crave chocolate.
 - c. there are cultural differences in who craves chocolate.

1.3 FOLLOW-UP

A PAIR WORK

Complete the idioms/proverbs in *italics* with one of the words below.

1. I didn't want to get up. It was a cold morning, and I was *as warm as* _____ under the blankets.
2. You can either spend the money on a holiday or buy a new CD-player, but you *can't have your* _____ and eat it.
3. Richard's got a *memory like a* _____. If you tell him something, it goes in one ear and out the other.
4. Everyone except James panicked when they saw the flames. He was *as cool as a* _____.
5. You can't possibly buy the same present for all your friends; *one man's* _____ *is another man's poison*.
6. I really like Janet. She's uncomplicated and honest. What you see is what you get. She's always helping people. She's *the* _____ *of the earth*.
7. This is the new Nintendo football game. We've only got two left in the shop. They've been *selling like hot* _____.

cake
cucumber
salt
sieve
toast
cakes
meat

B GROUP WORK

1 Which words in the box collocate with the words and phrases below?

diet	fruit	meal	salad	food	meat	weight
------	-------	------	-------	------	------	--------

1. lose / put on a bit of / gain _____
2. a balanced / a healthy / a special / a poor _____
3. health / organic / fast / fresh / junk / convenience _____
4. a light / a heavy / a big / a lovely / our main _____
5. ripe / tropical / rotten / canned _____
6. white / red / dark / lean / fatty / raw _____
7. a potato / a green / a side / a fruit / a pasta _____

2 Put the words in the box into four groups of four.

cinnamon	shallot	cumin	date	nectarine
dill	basil	fig	radish	turnip
paprika	parsnip	pomegranate	turnip	
sage	thyme	turmeric		



Fruits	Herbs	Spices	Vegetables



APPROACHING THE READING TOPIC

2.1 WARMING UP

1 Discuss the following questions with another student. Then share your answers with the class.

- What is the difference between conventional and alternative medicine?
- How important is alternative medicine in today's society?
- If you have an illness, which of the following people would you consult? Why (not)?
 - a. a family member
 - b. a doctor
 - c. a chemist
 - d. an expert on alternative therapies (e.g. an acupuncturist, an iridologist, or a chiropractor)

• Which qualities in a medical doctor or other health care providers are most important to you? Rank the following qualities in order of importance, starting with 1 as the most important.

- ___ honesty
- ___ intelligence
- ___ compassion
- ___ training or schooling
- ___ years of experience
- ___ knowledge of scientific research
- ___ knowledge of a variety of medicine and treatments
- ___ observance of medical ethics as prescribed by the Hippocratic oath
- ___ other: _____



2 Look at the statements below. Put C next to those which you think are conventional medicine and A next to those which you think are alternative therapies. Then compare your answers with your partner.

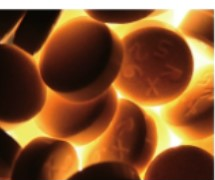
- ___ having an injection
- ___ having a head massage
- ___ having an operation in a hospital
- ___ taking an aspirin for a headache
- ___ smelling oils
- ___ taking an herbal drink



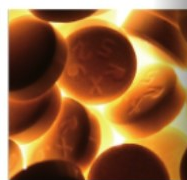
3 What do you think are the three most important considerations when choosing a medical treatment? Use the list below, or come up with your own ideas.

- ___ It is scientifically proven to work.
- ___ It has few known side effects.
- ___ It is affordable.
- ___ It has helped people you know.
- ___ You understand how it works.
- ___ Your doctor recommends it.
- ___ It is the most common treatment for your condition.
- ___ It has made you feel better before.
- ___ It is natural (i.e. doesn't involve using chemical drugs).
- ___ Other: _____





The Power of NOTHING



- A** Want medicine? No problem. Here's the recipe. Be warm, sympathetic, reassuring, and enthusiastic. Your treatment should involve physical contact, and each session with your patients should last at least half an hour. Encourage your patients to take an active part in their treatment and understand how their disorders relate to the rest of their lives. Tell them that their own bodies possess the true power to heal. Make them pay you out of their own pockets. Describe your treatment in familiar words, but embroidered with a hint of mysticism: energy fields, energy flows, energy blocks, meridians, forces, auras, rhythms, and the like. Refer to the knowledge of an earlier age: wisdom carelessly swept aside by the rise of blind, mechanistic science.
- B** Oh, come off it, you're saying. Something invented off the top of your head couldn't possibly work, could it? Well yes, it could—and often well enough to earn you a living. A good living if you are sufficiently convincing, or, better still, really believe in your therapy. Many illnesses get better on their own, so if you are lucky and administer your treatment at just the right time, you'll get the credit. But that's only part of it. Some of the improvement really would be down to you. Your healing power would be the outcome of a paradoxical force that conventional medicine recognizes but remains oddly ambivalent about: the placebo effect.
- C** Placebos are treatments that have no direct effect on the body, yet still work because the patient has faith in their power to heal. Most often the term refers to a dummy pill, but it applies just as much to any device or procedure, from a sticking plaster to a crystal to an operation. The existence of the placebo effect implies that even quackery may confer real benefits, which is why any mention of placebo is a touchy subject for many practitioners of complementary and alternative medicine, who are likely to regard it as tantamount to a charge of charlatanism. In fact, the placebo effect is a powerful part of all medical care, orthodox or otherwise, though its role is often neglected and misunderstood.
- D** At one level, it should come as no surprise that our state of mind can influence our physiology: anger opens the superficial blood vessels of the face; sadness pumps the tear glands. But exactly how placebos work their medical magic is still largely unknown. Most of the scant research done so far has focused on the control of pain because it's one of the commonest complaints and lends itself to experimental study. Here, attention has turned to the endorphins, morphine-like neurochemicals known to help control pain.
- E** That case has been strengthened by the recent work of Fabrizio Benedetti of the University of Turin, who showed that the placebo effect can be abolished by a drug, naloxone, which blocks the effects

of endorphins. Benedetti induced pain in human volunteers by inflating a blood-pressure cuff on the forearm. He did this several times a day for several days, using morphine each time to control the pain. On the final day, without saying anything, he replaced the morphine with a saline solution. This still relieved the subjects' pain: a placebo effect. But when he added naloxone to the saline, the pain relief disappeared. Here was direct proof that placebo analgesia is mediated, at least in part, by these natural opiates. Still, no one knows how belief triggers endorphin release, or why most people can't achieve placebo pain relief simply by willing it.

- F** Though scientists don't know exactly how placebos work, they have accumulated a fair bit of knowledge about how to trigger the effect. A London rheumatologist found, for example, that red dummy capsules made more effective painkillers than blue, green, or yellow ones. Research on American students revealed that blue pills make better sedatives than pink, a color more suitable for stimulants. Even branding can make a difference: if Aspro or Tylenol are what you like to take for a headache, their chemically identical generic equivalents may be less effective.
- G** It matters, too, how the treatment is delivered. "Physicians who adopt a warm, friendly, and reassuring bedside manner," reports Edzard Ernst, professor of Complementary and Alternative Medicine at Exeter University, "are more effective than those whose consultations are formal and do not offer reassurance." Warm, friendly, and reassuring are also alternative medicine's strong suits, of course. Many of the ingredients of that opening recipe—the generous swathes of time, the strong hints of supernormal healing power—are just the kind of thing likely to impress

patients. It's hardly surprising, then, that aromatherapists, acupuncturists, herbalists, etc. seem to be good at mobilizing the placebo effect.

- H** The question is whether alternative medicine could be integrated into conventional medicine, as some would like, without losing much of its power. But for much of alternative medicine—especially techniques in which the placebo effect accounts for most or perhaps all the benefit—integration might well be counterproductive. After all, the value of alternative medicine depends partly on its unorthodoxy. "One intuitively feels that something exotic has a stronger placebo effect than something bog-standard. And some complementary therapists are very exotic," says Ernst.
- I** Integration faces other obstacles, too. Doctors would face serious ethical dilemmas in recommending what they know to be placebo treatments to their patients. And complementary practitioners would likely be disparaged by their conventional counterparts, as they often are today. Integrated medicine "would have about as much validity as a hybrid of astronomy and astrology," wrote anesthetist Neville Goodman in the April newsletter of HealthWatch.
- J** Some would also point out that a professor of surgery with a confident manner, an expensive suit, and an international reputation who sees you privately and guarantees to solve your problem with a costly operation is still unrivaled as a source of placebo power. But most doctors are beaten hands down by countless alternative practitioners who might not know a lymphocyte from a lump of cheese. What they do know is how to make you feel better. And that's a big part of the battle.

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. Achieving a more effective form of alternative medicine depends on the therapist's giving more heartwarming encouragement to the patient.
 - b. In order to become a success in alternative medicine, alternative therapists should give free treatment to the patients.
- Paragraph B
 - a. Creating and practicing a new alternative therapy can be a well-paid job.
 - b. It is dishonest to claim that alternative therapy can help cure patients.
- Paragraph C
 - a. Alternative practitioners always acknowledge the importance of the placebo effect.
 - b. The use of placebos or dummy treatments poses ethical problems in medicine.
- Paragraph D
 - a. We know that emotions sometimes have direct physical effects on the body, but the secret of the efficacy of the placebo effect has remained mysterious.
 - b. The placebo effect can only be explained by understanding the mechanism of pain control which clearly shows a mind-body relationship.
- Paragraph E
 - a. Benedetti found evidence of a link between endorphins and the placebo effect.
 - b. Anyone who understands the placebo effect can use it to stop their own pain.
- Paragraph F
 - a. The biggest-selling pills in Britain and the United States are red and blue because of the magical effect of placebos.
 - b. Despite the fact that the way placebos work is still unknown, scientists know quite a bit about how to stimulate the effect.
- Paragraph G
 - a. Practitioners of conventional medicine cannot bring about the placebo effect in any way no matter how hard they try.
 - b. The practitioner's behavior toward patients affects the treatment; similarly, it is very influential in alternative medicine.
- Paragraph H
 - a. It is not recommended to integrate alternative medicine into conventional.
 - b. It would be very expensive to integrate the two kinds of medicine.

- Paragraph I
 - a. In addition to being counterproductive, integrated medicine causes serious ethical dilemmas among medical practitioners.
 - b. Integrated medicine can be very helpful for medical experts in dealing with complicated medical problems.
- Paragraph J
 - a. The doctor's knowledge of medicine is the only factor which determines the success of the treatment.
 - b. The doctor's ability in reassuring the patient can be considered as a major source of placebo power.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. What is the overall topic of the article?
 - a. The doctor's warm, sympathetic, reassuring, and enthusiastic manner is the key to the success of medical treatment.
 - b. Alternative medicine is based on a combination of conventional medicine and complementary medicine.
 - c. The use of conventional medicine alongside alternative medicine is always counterproductive.
 - d. The brand name and the color of the medicine are of great importance in its pain-relief effect.
2. How does the author define the concept of the placebo effect?
 - a. Placebos are therapies with a direct effect on the body but no effect on the mind.
 - b. Placebos are remedies which have a direct effect both on the mind and on the body.
 - c. Placebos are treatments which have no direct effect on the body.
 - d. Placebos refer to dummy treatments which are exclusively used for mental illnesses.
3. What did Fabrizio Benedetti's recent work illustrate?
 - a. No drug can ever counteract the placebo effect under normal circumstances.
 - b. Endorphins cause a strong placebo effect that cannot be canceled in any way.
 - c. Endorphins and morphine always work counterproductively.
 - d. Placebo analgesia can be interfered with by the body's natural opiates.

4. What does Professor Edzard Ernst think about the effectiveness of the physician's treatment?
 - a. Formal consultation sessions are more effective than informal ones.
 - b. Long consultations can be intimidating and embarrassing for the patient.
 - c. The way consultations are begun and offered should especially be impressive.
 - d. Consultations can be more reassuring without applying the placebo effect.
5. Which one of the following is NOT mentioned as a source of placebo power in the passage?
 - a. The physician's reputation and appearance.
 - b. The alternative practitioner's expertise in the field of medicine.
 - c. The physical contact between the physician and the patient.
 - d. The physician's strong hints of supernormal healing power.

C REACTING TO THE READING

- 1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

1. meridian	a. a drug that makes sb calmer, or makes them sleep
2. aura	b. having the same bad qualities or effects as sth else
3. ambivalent	c. the condition of being unable to feel pain while conscious
4. tantamount	d. of the ordinary type, and not special or interesting in any way
5. scant	e. an imaginary line that connects points of energy in your body, used by doctors who treat people using acupuncture
6. analgesia	f. a quality that seems to surround or come from a person, place, or situation
7. sedative	g. say unpleasant things about sb or sth that show you have no respect for them
8. bog-standard	h. very little or not enough; not more than a small amount or number
9. disparage	i. cause sth, esp. a mental or physical change
10. induce	j. feeling two different things about sth at the same time, for example that you like it and dislike it

- 2 Find matching pairs of sentences. Then write the appropriate letter in the space provided.

COUNTER-, CONTRO-, CONTRA-: "against," "contrary"

1. The movie was finally brought to a tragic end with the man's execution.
2. Before taking any steps, he should carefully study the positive and negative aspects of the matter.
3. Research shows that sending young offenders to prison can do more harm than good.
4. The government is going to take some measures to solve the problem of traffic congestion.
5. The monitor ordered the student to go to the end of the line, but the teacher stopped him.
6. Customs officials examined all the baggage of the suspected smuggler.
7. Steering a yacht is really difficult—you push the tiller the opposite way to the way you want to go.
8. If they are both going to lie, they should at least stick to the same story.
9. By accepting the money, he disrespected the company regulations.
10. There was a serious disagreement over the use of drugs in athletics.

- a. It should be **counteracted**.
- b. They found no **contraband**.
- c. It may be **counterproductive**.
- d. They shouldn't **contradict** each other.
- e. He acted in **contravention** of them.
- f. He **countermanded** the order.
- g. It was a big **controversy**.
- h. It seems to be **counterintuitive**.
- i. He was the leader of the **counterrevolutionary** movement.
- j. He should consider the pros and **cons** of the issue.

3 APPROACHING THE SPEAKING TOPIC

3.1 DEVELOPING THE TOPIC

1 Complete the following headlines, using each word below once.

EXPLORE IMPLANTS	CLONING VACCINATION	REPAIR TRANSPLANT	CURE REGROWS
---------------------	------------------------	----------------------	-----------------

- AT LAST: A COMPLETE _____ FOR CANCER
- MALARIA ERADICATED BY NEW _____ AGAINST DISEASE
- ARTIFICIAL HEART _____ "NOW AS GOOD AS HUMAN HEARTS"
- DOCTORS USE NANOTECHNOLOGY TO _____ INSIDE ORGANS
- AGING FILM STAR "LOOK 20 AGAIN" AFTER FACE _____ FROM MODEL
- STEM CELLS TO _____ DAMAGED BODY PARTS
- IDENTICAL MILLIONS? _____ OF HUMAN "NOW WIDESPREAD"
- MAN WHO LOST UPPER LIMBS _____ NEW ARMS

2 Discuss these questions about the headlines in Exercise 1.

- Which of these breakthroughs is possible now / will be possible soon / may never be possible?
- Which of them, do you think, should happen as soon as possible? Are there any that should never happen?

3 Complete the following sentences with the words in the box below, using suitable collocations with *health*.

farm service	inspector mental	food hazard	insurance warning
-----------------	---------------------	----------------	----------------------

- They had to close the restaurant down because the health _____ said the kitchen was so dirty; it was dangerous!
- A lot of the homeless people you see on the streets have _____ health problems.
- I don't really like health _____ that much. Give me a burger and fries any day!
- My husband bought me four days at a health _____ for my birthday. It was really relaxing. Good, fresh food, lots of exercise, lots of massage, and saunas—lovely.

- The health _____ is still really underfunded. The government should spend more money on it.
- Most people in America take out private health _____ in case they ever have to pay doctor's fees or hospital fees.
- In most countries, cigarette packets carry a health _____.
- In most big cities, increasing levels of pollution are becoming a major health _____.

3.2 MINI-LISTENING

Listen to three different suggestions for each of the problems in the chart. Write down the suggestion you think is best. Then compare in groups.

	Problem	Best suggestion
1	How to overcome shyness	
2	How to stop biting your fingernails	
3	How to get in shape for summer	

3.3 FOLLOW-UP

A PAIR WORK

1 Look at the following photos, and discuss these questions with another student.



- What aspects of fitness and health does each picture relate to?
- What are its benefits or possible drawbacks?
- What are the best ways to get fit and stay healthy?
- Can attempts to improve fitness and health be dangerous?
- What are the biggest dangers to our health these days?

- 2 Match the words in the columns to create a list of cosmetic procedures. What are these procedures? Who do you think would have done them? Include as many different types of people as you can think of.

liposuction	surgery
a hair	injections
botox	whitened
a nose	transplant
your teeth	job

have/get: _____

B GROUP WORK

Look at the following statements. Do you agree or disagree? Check (✓) the appropriate box. Then share your answers with the class, and discuss your reasons.

	Agree	Disagree
a. Health care facilities such as hospitals need to be improved.		
b. Private health care is growing in popularity, but it is important to consider those who are unable to afford it.		
c. The majority of people accept that modern drugs are the most effective way to cure an illness.		
d. People should be offered more choices in the type of medical treatment they receive.		
e. People shouldn't pay for their health care.		
f. It's really terrible that people have to wait so long to get a hospital bed.		
g. It is absolutely necessary that nurses earn a high salary.		
h. Most of the people who become doctors do so because of financial motives.		



LETTERS OF APPLICATION

An application for a job carries the burden of attracting attention, creating interest, and doing a substantial part of the job of making you qualified to your prospective employer. As a result, the main purpose of a letter of application is to get the job that you desire. For this purpose, you should include the highlights of your education and business career. You include your highest degree and important honors and publications you may have. You include your most important jobs, most importantly your most recent one, and emphasize the highest position that you have had. About yourself you can include your age, marital status, and number of children (if applicable). These are the points of interest for your prospective employer. Here is a sample of a letter of application, which is in response to an advertisement:

596 Friedrich St.
 Hanover
 September 14, 2008

The Employment Officer
 Home and Overseas Airways Ltd.
 Sigmund House
 79 Bremen St.
 Hanover

Dear Sir:

I was interested to read in your magazine, "Go by Air" that you require flight attendants.

I am nineteen years old and am at present attending the Modern Language School at 24 Lowen St. where I am studying English and French. I have been there since leaving the State Realschule three years ago.

I wish to apply for a post as flight attendant and am free to attend for an interview on any day except Mondays and Fridays.

The principal of my present school, Mr. T. Jones, and my old headmaster, Herr G. Schultz, have kindly agreed to send information about me if you require it.

Yours faithfully,
 Signature
 Else Klein

Topic: The writer is applying for a post as flight attendant.

Activity

- 1** In the following section, there are two letters of application. Read them carefully, and find the topic of each one.

333 Bridgestone St.
Louisville, KY 43092
August 30, 2008

Mr. F. L. Jones
General Manager
555 Grand Ave.
Louisville, KY 43091

Dear Sir:

Four years as secretary to the sales manager of the Omega Products Company in Louisville have, I believe, given me the experience to qualify for the job you advertised in Tuesday's *Times*.

Since 1980 I have been responsible for all office details in the administration of sales, including writing much of the correspondence. In the course of my work, I have become familiar with the various sales territories and with the problems of handling a group of twenty-seven salesmen on the road.

The year before, I was employed at Omega, I was a typist for B.C. Cortland, an accounting firm. There I became familiar with accounting terms and procedures.

I graduated from Louisville High School in June 1978. I am twenty-four years of age and single.

I am leaving my present position because I feel I can use my capabilities more fully in a position with wider scope. My present employer knows of my ambition and is helping me find a new place.

May I see you at your office to tell you more about myself and show you just how well I can do the work you require?

Very truly yours,
Signature
Jane Powers

Topic: _____

99 Marvin Rd.
London, England
January 20, 2007

Human Resources Manager
ABC Company
1215 Oak St.
London, England

Dear Sir:

I am writing to apply for the position of manufacturing engineer that was advertised in today's newspaper. As you will note from my enclosed resume, I have experience with a wide range of programming languages through academic projects and part-time employment.

I have demonstrated excellent skills in addition to strong writing and analytical skills. I believe my education skills and experiences fit your requirements, and I am confident my skills would be an asset to your company.

I am available to meet you at a time that's convenient to you. Please contact me to set up a time. I am looking forward to hearing from you soon.

Sincerely yours,
Susan Dickenson

Enc.

Topic: _____

- 2** Write a letter of application in response to an advertisement, and apply for the job you wish to take.

YOUR HOME IS WHERE YOUR HEART IS



1

APPROACHING THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

1 How would you describe the ideal family? Think about the following aspects of a family:

- family size
- sibling relationships
- parent/child relationships
- roles and responsibilities of family members
- time spent together
- role of grandparents and other extended family members
- household income level
- physical location (house/apartment, city/small town/country)
- shared or separate bedrooms



2 Look at these adjectives. Which do you think are positive (+)? Which are negative (-) or neutral (N)? Can you think of an opposite for each word? Compare your answers with a partner.

exuberant	generous	mischievous	sensible
opinionated	naive	authoritarian	inquisitive
frank	innocent	responsible	supportive
peevish	prudent	finicky	rebellious

3 Which words in Exercise 2 describe parents? Which describe children? Are there any adjectives that can fit under both categories? Can you think of two more words to add to each list?

Parents	Children

B ENHANCING YOUR VOCABULARY

1 Match the words/expressions on the left with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

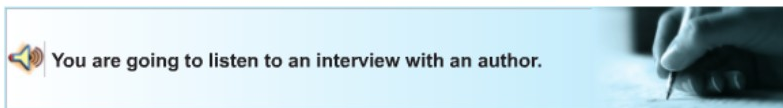
1. in-store	a. travel around a place for a special purpose, e.g. to perform or advertise sth
2. apply	b. the practice of keeping yourself or the things around you clean
3. corporation	c. the regular way in which sth happens, develops, or is done
4. overseas	d. include or deal with a particular subject or group of things
5. take over	e. very pleasant, attractive, or enjoyable
6. delightful	f. gain control over and responsibility for sth
7. tour	g. a big company, or a group of companies acting together as a single organization
8. cleanliness	h. make use of sth or use it for a practical purpose
9. cover	i. to or in a foreign country that is across the sea
10. pattern	j. happening, operating, or in use, within a large department store

2 Fill in the blanks with the correct form of the words/phrases from the list 1-10 on the previous page.

- Who do you think will _____ now that the supervisor has been dismissed?
- The meeting was attended by the chief financial officers of several major _____.
- He can't stand the sight of his wife anymore because she's so obsessive about _____.
- Apparel retailers in the U.S. buy roughly half their merchandise _____ each year.
- The band is currently _____ the country to promote their new album.
- _____ of employment in urban areas are quite different from those in the countryside.
- She wants a job in which she can _____ her knowledge of foreign languages.
- Are there any areas you feel are not _____ adequately in the accompanying leaflet?
- I think most employees will find the idea of a ban on smoking quite _____.
- The _____ detective could catch the shoplifter red-handed with the help of the closed-circuit television.

1.2 LISTENING FOR IT

A INTRODUCING THE TOPIC



You are going to listen to an interview with an author.

B LISTENING TASK 1

Read questions 1 and 2. Listen to the interview, and choose the correct answer to complete each statement.

- Rachel Asher believes that
 - her experiences raising a child overseas can help other parents in the same situation.
 - the experiences of other parents have helped her successfully raise her children overseas.
 - the experiences of foreign parents she met overseas have helped her be a better mother.
- Asher's main point is that children may have difficulty
 - adjusting to cultural differences.
 - remembering to take their shoes off.
 - playing with other children.

C LISTENING TASK 2

Listen to the interview again, and choose the correct answer to each question. Then compare your answers with a partner.

- Where did Rachel Asher work?
 - She worked for a Japanese company.
 - She worked overseas.
 - She worked at an international school with children.
- Which one of the following is true about the author and her husband?
 - They lived in Tokyo.
 - They are Japanese.
 - They had trouble learning Japanese customs.
- What did the author tell her daughter to do in Japan?
 - To remove her shoes when entering a home.
 - To play nicely with other children.
 - Not to sleep on the floor.
- Why did the author take her daughter to a Japanese home?
 - To have lunch.
 - To learn about Japanese culture.
 - To play with a classmate.
- Which culture teaches that the floor is dirty?
 - Japanese.
 - American.
 - Both a and b.
- How did the author's daughter feel about removing her shoes before entering a Japanese home?
 - Confused.
 - Happy.
 - Angry.
- Why did the author's daughter think that Makiko's family was dirty?
 - Because they sleep on the floor.
 - Because they do not wear shoes.
 - Because they do not sweep the floor.
- How did Makiko's grandmother react to Susan?
 - She told her to leave.
 - She listened to her.
 - She explained Japanese culture to her.
- What does the author believe children need in order to deal successfully with cultural differences?
 - They need to learn about cultural differences through trial and error.
 - They need to have a tutor from another culture come speak to them.
 - They need to learn about the thinking that is behind a custom.

1.3 FOLLOW-UP

A PAIR WORK

Decide which word—*house* or *home*—correctly completes the idioms below.

1. Hello, Alex. Come in. Make yourself at *house / home*.
2. I met my friend's parents last night for the first time. We spent the evening talking about our love of horses. We got on like a *house / home* on fire.
3. The number one priority of the new Party Leader must be to put his party's *house / home* in order after all the scandals of last year.
4. It wasn't until I got home and sat down that the news about my job really hit *house / home*. Twenty-five years in the same factory and now it's closing.
5. What are we going to do with all these old files? We've got to keep them for legal reasons. Where are we going to find a *house / home* for them in the office?
6. My roommate never cleans or does the dishes. I think I'm going to have to tell her a few *house / home* truths.
7. I've just got one more exam to pass on my law course, and then I'll be *house / home* and dry. I can't wait!
8. Look, we can't afford to go to an advertising agency. They cost the earth! Can you find someone who can design the adverts *in-house / in-home*?
9. Her performance was superb and really brought the *house / home* down.
10. This might look dangerous, but I can assure you it's as safe as *houses / homes*.

B GROUP WORK

Fill in the following idiomatic expressions in the sentences below.

- | | |
|-----------------------|----------------------|
| a. house and home | e. no one at home |
| b. write home | f. come home |
| c. home from home | g. brought home |
| d. come home to roost | h. the home straight |

1. "You always stay in the same place when you go on holiday, don't you?"
"Yes. The same hotel in Venice every year. It's a real _____ for us."
2. My brother and his family came to stay with us at Christmas. They nearly ate us out of _____. We spent a fortune on food.
3. "Larry likes to talk, doesn't he? It's sometimes difficult to shut him up."
"Yes. He'll sit and talk until the cows _____ if you let him."
4. "Pam can be a bit slow sometimes. I often have to explain things three times."
"I know what you mean. I don't like saying this, but sometimes it seems as if the lights are on but there's _____."
5. "Have you seen Christine's fiancé? What's he like?"
"Well, he's OK, I guess. But nothing to _____ about."
6. "We must've picked enough strawberries by now—surely?"
"Come on. We only need a few more kilos. We're on _____ now."
7. It's only now that the real problems in Los Angeles have started to _____.
8. The television pictures _____ to us the full horror of the attack.





APPROACHING THE READING TOPIC

2.1 WARMING UP

Work in pairs, and discuss the questions in the following Sibling Questionnaire.



Sibling Questionnaire

- How many brothers and sisters do you have?

- Where are you in terms of birth order (the oldest, the middle child, the youngest)?

- As a child, how well did you get along with your siblings?
a. Very well. b. OK. c. Not very well. d. Badly.

- Which sibling did you get along with the best?

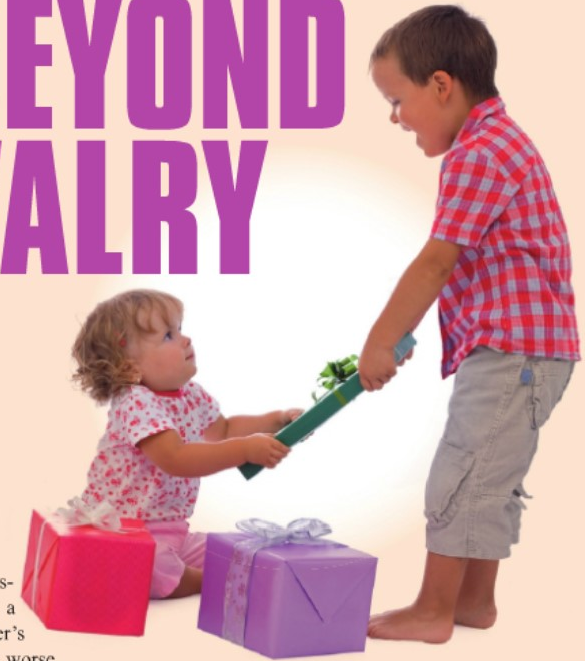
- How do you get along with your siblings today?
a. Very well. b. OK. c. Not very well. d. Badly.

- Of the following pairs of siblings, which pair do you think is usually the closest?
a. A brother and a sister.
b. Two sisters.
c. Two brothers.

- Which person in your family usually takes responsibility for getting family members together?

- What do you think happens to the relationship between siblings as they get older? Why do you think so?

BEYOND RIVALRY



A During childhood, sisters and brothers are a major part of each other's lives, for better or for worse.

As adults they may drift apart as they become involved in their own careers, marriage, and families. But in later life, with retirement, an empty nest, and parents and sometimes spouses gone, brothers and sisters often turn back to each other for a special affinity and link to the past. "In the stressful, fast-paced world we live in, the sibling relationship becomes for many the only intimate connection that seems to last," says psychologist Michael Kahn of the University of Hartford. Friends and neighbors may move away, former co-workers are forgotten, marriages break up, but no matter what, our sisters and brothers remain our sisters and brothers.

B This late-life bond may be especially important to the "Baby Boom" generation now in adulthood, who average about two or three siblings apiece. High divorce rates and the decision by many couples to have only one or no children will force members of this generation to look to their brothers and sisters for support in old age. And, as psychologist Deborah Gold of the Duke Center for the Study of Aging and Human Development points out, "Since people are living longer and are healthier longer, they will be more capable of giving help." Critical events can bring siblings together or deepen an existing rift, according to

a study by psychologists Helgola Ross and Joel Milgram of the University of Cincinnati. Parental sickness or death is a prime example. Ross and Milgram found that siblings immersed in rivalry and conflict were even more torn apart by the death or sickness of a parent. Those siblings who had been close since childhood became closer.

C In a study of older people with sisters and brothers, Gold found about 20 percent said they were either hostile or indifferent toward their siblings. Reasons for the rifts ranged from inheritance disputes to animosity between spouses. But many of those who had poor relationships felt guilt and remorse. A man who hadn't spoken with his sister in 20 years described their estrangement as a "festering sore." Although most people in Ross and Milgram's study admitted to some lingering rivalry, it was rarely strong enough to end the relationship. Only 4 out of the 55 people they interviewed had completely broken with their siblings and only 1 of the 4 felt comfortable with the break, leaving the researchers to ask, "Is it psychologically impossible to disassociate oneself from one's siblings in the way one can forget old friends or even former mates?"

D As brothers and sisters advance into old age, "closeness increases and rivalry diminishes," explains Victor Cicirelli, a psychologist at Purdue University. Most of the elderly people he interviewed said they had supportive and amicable dealings and got along well or very well with their brothers and sisters. Only 4 percent got along poorly. Gold found that as people age, they often become more involved with and interested in their siblings. Fifty-three percent of those she interviewed said that contact with their sisters and brothers

increased in late adulthood. With family and career obligations reduced, many said they had more time for each other. Others said they felt it was "time to heal wounds." A man who had recently reconciled with his brother told Gold, "There's something that lets older people put aside the bad deeds of the past and focus a little on what we need now...especially when it's brothers and sisters."

E Another reason for increased contact was anxiety about a sister's or brother's declining health. Many would call more often to "check in" and see how the other was doing. Men especially reported feeling increased responsibility for a sibling; women were more likely to cite emotional motivations such as feelings of empathy and security.

F Siblings also assume special importance as other sources of contact and support dwindle. "Each of us moves through life with a 'convoy' of people who supply comfort and nurturance," says psychologist Toni C. Antonucci of the University of Michigan. As we age, the size of the convoy gradually declines because of death, sickness, or moving. "Brothers and sisters who may not have been important convoy members earlier in life can become so in old age," Gold says. And they do more than fill in gaps. Many people told Gold that the loneliness they felt could not be satisfied by just anyone. They wanted a specific type of relationship, one that only someone who had shared their past could provide.

G This far-reaching link to the past is a powerful bond between siblings in later life. "There's a review process we all go through in old age to resolve whether we are pleased with our lives," Gold explains. "A sibling can help retrieve a memory and validate our experiences. People have said to me, 'I can remember some with

my spouse or with friends. But the only person who goes all the way back is my sister or brother.'" Cicirelli agrees that reviewing the past together is a rewarding activity. "Siblings have a very important role in maintaining a connection to early life," he says. "Discussing the past evokes the warmth of early family life. It validates and clarifies events of the early years." Furthermore, he has found that encouraging depressed older people to reminisce with a sister or brother can improve their morale.

H Some of the factors that affect how much contact siblings will have, such as how near they live, are obvious. Others are more unexpected—for example, whether there is a sister in the clan. Cicirelli found that elderly people most often feel closest to a sister and are more likely to keep in touch through her. According to Gold, sisters, by tradition, often assume a caretaking and kin-keeping role, especially after the death of their mother. "In many situations you see two brothers who don't talk to each other that much but keep track of each other through their sisters," she says. Researchers have found that the bond between sisters is the strongest, followed by the one between sisters and brothers, and, last, between brothers.

I Sisters and brothers who live near each other will, as a matter of course, see more of each other. But Cicirelli says that proximity is not crucial to a strong relationship later in life. "Because of multiple chronic illnesses, people in their 80s and 90s can't get together that easily. Even so, the sibling seems to evoke positive feelings based on the images or feelings inside." Gold's findings support this assertion. During a two-year period, contact among her respondents decreased slightly, but positive

feelings increased. "Just the idea that the sibling is alive, that 'there is someone I can call,' is comforting."

J Although older people may find solace in the thought that their siblings are there if they need them, rarely do they call each other for help or offer each other instrumental support, such as loaning money, running errands or performing favors. "Even though you find siblings saying that they'd be glad to help each other and saying they would ask for help if necessary, rarely do they ask," Cicirelli points out.

K Gold believes that there are several reasons siblings don't turn to each other more for instrumental help. First, since they are usually about the same age, they may be equally needy or frail. Another reason is that many people consider their siblings safety nets who will save them after everything else has failed. A son or daughter will almost always be turned to first. It's more acceptable in our society to look up or down the family ladder for help than sideways. Finally, siblings may not turn to each other for help because of latent rivalry. They may believe that if they need to call on a brother or sister, they are admitting that the other person is a success and "I am a failure." Almost all of the people in Gold's study said they would rather continue on their own than ask their sister or brother for help. But she found that a crisis beyond control would inspire "a 'rallying' of some or all siblings around the brother or sister in need."

L Despite the quarreling and competition many people associate with the mere mention of their sisters and brothers, most of us, Gold says, will find "unexpected strengths in this relationship in later life."

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. Generally, the rapport between siblings is reinforced or revived in old age.
 - b. Sisters and brothers normally enjoy a consistent relationship throughout their lives.
- Paragraph B
 - a. Many crises in family relationships are connected with a change in the family's circumstances.
 - b. Serious or worrying events in the family may intensify the intimacy or hostility between siblings.
- Paragraph C
 - a. Two studies revealed that only a very small percentage of people had an easy mind about the split between them and their siblings.
 - b. It was found in two different studies that the majority of people felt remorseful shortly after breaking with their sisters and brothers.
- Paragraph D
 - a. In old age, people tend to be more friendly and protective toward their siblings because of having more time to share and to focus on their needs.
 - b. Old age is the time to heal the rift between siblings since they need each other's help more in dealing with family and career obligations.
- Paragraph E
 - a. Fear of loneliness and lack of emotional support in days of ill health makes elderly people maintain their relationships with their siblings.
 - b. Being concerned about a sibling's frail health in old age is one of the reasons which bring sisters and brothers closer to each other.
- Paragraph F
 - a. Sisters and brothers always remain the most important convoy members throughout our life.
 - b. Siblings play a more significant role as we age, and the number of people who provide us with comfort and care diminishes.
- Paragraph G
 - a. Retrieving the memories of very early family life is the advantage of reminiscing with a sister or brother in old age.
 - b. Older people may feel depressed by reviewing the past with those who share a common history with them.

- Paragraph H
 - a. Factors affecting the depth of relationship between siblings range from obvious ones such as proximity to the presence of a sister in the family.
 - b. The bond between brothers can be as strong as the bond between sisters as long as sisters mediate between them in the family.
- Paragraph I
 - a. Feeling that one has a living sister or brother to get in touch with is comforting no matter how close he or she lives.
 - b. Living close to each other is vital to a strong and affectionate relationship between siblings later in life.
- Paragraph J
 - a. Older siblings always turn to each other before asking anyone else for help, although they know their request might be turned down.
 - b. Older siblings in need of support find it comforting to know that their brothers and sisters are there, though they rarely call them for help.
- Paragraph K
 - a. In case of a crisis in the family, all sisters and brothers without exception offer their help to the needy sibling only if he or she has no kids to back him or her up.
 - b. Old people do not turn to their siblings for instrumental help because of their equal weakness, having a tendency to ask their children for help, and hidden rivalry.
- Paragraph L
 - a. Having contact with sisters and brothers in later life can be a source of strength and positive feelings for most people.
 - b. The long-lasting conflict and competition between siblings never allows them to get along well with each other even in old age.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. What is the overall topic of the article?
 - a. Siblings stay far apart in old age mostly because of critical events in the family.
 - b. The age gap between siblings is an insignificant factor in sibling rivalry.
 - c. We all find strength in our relationship with our siblings especially in later life.
 - d. Rivalry is the most important factor in pulling older siblings apart.
2. Which sentence is true according to the passage in regard to the relationship between siblings as they age?
 - a. Closeness increases and rivalry decreases.
 - b. Closeness declines and rivalry heightens.
 - c. Rivalry replaces support.
 - d. Both closeness and rivalry dwindle.

3. What is NOT mentioned as one of the factors that can affect how much contact siblings will have?
 - a. Inheritance disputes.
 - b. Animosity between spouses.
 - c. Career obligations.
 - d. Financial status.
4. Which one of the following is introduced as a reason for siblings' increased contact in late adulthood?
 - a. Regret about the wrong deeds of the past.
 - b. Anxiety about a sister's or brother's fragile health.
 - c. Need for help in resolving marriage problems.
 - d. Concern about an old friend's or neighbor's moving away.
5. Why do most old siblings refuse to ask each other for instrumental help?
 - a. They don't want to force their sisters and brothers to take pity on them.
 - b. They are afraid that they might not be able to return their favor.
 - c. They don't like to be regarded as a failure by their brothers or sisters.
 - d. They would rather not arouse any resentment in the family.

C REACTING TO THE READING

- 1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

_____ 1. affinity	a. become gradually less or smaller over a period of time until almost nothing remains
_____ 2. rift	b. a strong feeling of disliking sb or sth; hostility
_____ 3. amicable	c. how near sth is to another thing, esp. in distance or time; closeness
_____ 4. immerse	d. physically weak and not very healthy
_____ 5. dwindle	e. a disagreement between two people or groups
_____ 6. animosity	f. cause (oneself) to enter deeply into an activity; absorb
_____ 7. reconcile	g. relationship, close similarity, or connection
_____ 8. proximity	h. talk, think, or write about enjoyable experiences in your past
_____ 9. reminisce	i. friendly and without arguments
_____ 10. frail	j. become friendly again after a disagreement

- 2 Find matching pairs of sentences. Then write the appropriate letter in the space provided.

POLY-, MULTI-: "many"

- _____ 1. In these places, you can see mosques and churches and hear many foreign tongues.
- _____ 2. It was his third marriage, although he was not yet divorced from his first two wives!
- _____ 3. Labor disputes involve wages, health benefits, working conditions, and many related matters.
- _____ 4. We deal with a very successful bank that has offices in all the world's leading cities.
- _____ 5. Our tour guide is a woman who can speak English, Spanish, Japanese, and Chinese.
- _____ 6. A mother has to be a nurse, housekeeper, shopper, cook, teacher, etc. all at the same time.
- _____ 7. Degrees in engineering, applied physics, and industrial technology can be earned at this center.
- _____ 8. The film was too bloodthirsty for me. When Morris was rushed to the hospital, he was barely alive.
- _____ 9. Her knowledge is encyclopedic; she knows a lot about many different subjects.
- _____ 10. When John wrote his first composition in his freshman English class, he used many long and difficult words, in an effort to display his vocabulary.

- a. It is a **polytechnic** institute.
- b. They are usually **multifaceted**.
- c. She is a **polymath**.
- d. He had **multiple** stab wounds.
- e. He used many **polysyllabic** words.
- f. They are **multicultural** cities.
- g. She is a **polyglot**.
- h. It is a **multinational** organization.
- i. He was in fact a **polygamist**.
- j. She plays a **multilateral** role.



APPROACHING THE SPEAKING TOPIC

3.1 DEVELOPING THE TOPIC

Complete the following sentences with *make* or *let*. Then decide if they are False (F) or True (T) about you.

1. When I was younger, my dad always used to _____ me wash the car every weekend!
2. My parents never used to _____ me stay over at my friends' houses.
3. My parents used to _____ me pick up my little sister from school every day.
4. My parents used to _____ me help with the washing-up after dinner every day.
5. Once I reached eighteen, my parents used to _____ me spend the weekend with my friends.
6. My parents always used to _____ me eat my greens.
7. Once I turned eighteen, my parents used to _____ me drive my dad's car to school if I wanted to.
8. My parents used to _____ me and my friends go off camping for the weekend on our own.
9. My parents used to _____ me keep my bedroom neat and tidy.
10. My parents used to _____ me stay up as late as I wanted.

3.2 MINI-LISTENING



- 1 Listen to Paul and Andrea talking about their families. What are two things that are different about their families? Complete the chart.

	Paul	Andrea
1		
2		

- 2 Is your family similar to Paul's or Andrea's? If so, how? If not, how is it different?

3.3 FOLLOW-UP

A PAIR WORK

Look at these words with a partner. Make sure you understand their meaning. Which children do you think they describe? Write the words in the chart below under the appropriate heading.

agreeable	conscientious	fun-loving	responsible
risk-taking	creative	outgoing	self-disciplined
amusing	dependable	peace-loving	resourceful
diplomatic	bossy	tactful	comfortable around adults

Oldest children	Middle children	Youngest children	Only children

B GROUP WORK

- 1 Read these statements about childcare. Do you agree or disagree? Check (✓) the appropriate box.

	Agree	Disagree
a. Give your children self-confidence. Be on their side.		
b. Help your children whenever they need help.		
c. Be consistent in your behavior toward your children.		
d. Let your children enjoy as much freedom as they wish.		
e. Never make an exception for yourself about anything.		
f. Encourage your children to experiment—how else will they learn?		
g. Allow your children to develop their own personality.		
h. Don't hesitate to punish your children if they disobey you.		
i. Encourage your child to fight to defend their rights.		
j. Remember that children learn from their parents, so you ought to set a good example.		

- 2 Now discuss the following questions.

- Do you think this kind of advice is useful or harmful for parents? Why (not)?
- Can you think of two more rules of childcare?
- Do you think children are more badly behaved today than in previous generations? Give examples.

4 APPROACHING THE WRITING TOPIC

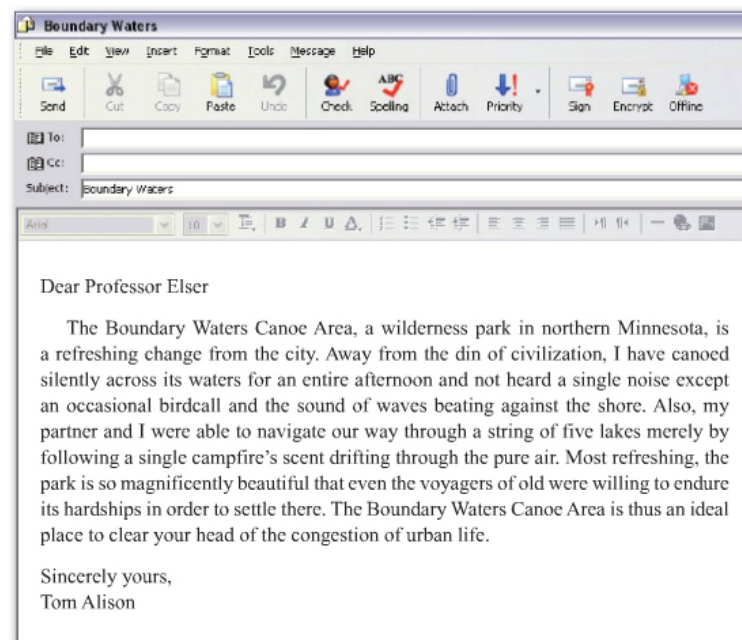
WRITING AN E-MAIL

The informal notes you exchange with your friends do not have to meet any particular standards, but if you want to be taken seriously by professionals, you should know formal e-mail rules. In this unit, you will receive ten tips to help you write effective professional e-mails:

1. **Write a meaningful subject line:** Recipients scan the subject line in order to decide whether to open, forward, file, or delete a message. Remember that your message is not the only one in your recipient's mailbox. Hence, you are advised to use a subject such as, "Important! Read Immediately," "Meeting," "My Appreciation," etc. to inform your recipient about the subject of your e-mail.
2. **Keep the message focused and readable:** If your e-mail contains multiple messages, number your points to ensure they are all read. In this way, you let your recipient delete, respond, file, or forward each item individually. Moreover, in order to keep your message readable, use stone lard capitalization and spelling, skip a line between two paragraphs, and do not type in all capital letters.
3. **Avoid attachments:** Instead of sending a whole word process or file, just copy and paste the relevant text into the e-mail. In this way, you save your time, save your space, and also keep away from possible viruses.
4. **Identify yourself clearly:** In a formal contact, you need to include your name, occupation, and any other important identification in the first few sentences. The recipient becomes aware of your identification at the beginning of the e-mail and will respond to it efficiently.
5. **Be kind and avoid being aggressive:** If you find yourself writing in anger, take a break. Avoid writing abusive words, and try to take some time to cool off before you hit "send." If you want to complain about someone, do it in person, or by telephone, so there won't be a permanent record.
6. **Proofread:** If you are sending a message that will be read by someone higher than you, or if you are about to mass-mail dozens or thousands of people, take an extra minute or two to proofread your e-mail, and remove any mistakes from it.
7. **Don't assume privacy:** E-mail is not secure. Just as random passers-by could reach your mailbox and intercept the envelopes that you send and receive, a curious hacker, or a malicious criminal can easily intercept your e-mail. As a result, do not send your secret information through e-mails.

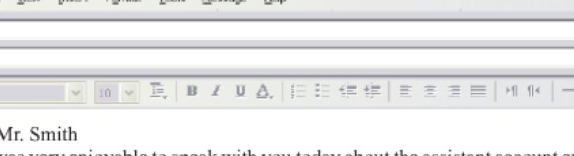
8. **Distinguish between formal and informal situations:** When you are writing to a friend or a close colleague, it is right to use abbreviations, and non-standard punctuation and spelling, but do not use informal language when your reader expects a more formal approach. Always know the situation and write appropriately.
9. **Respond promptly:** If you want to appear professional and courteous, make yourself available to your online correspondents. In this way, your correspondent won't be waiting for your reply for a long time.
10. **Show respect and restraint:** If you want to forward a personal message, it is good to ask the sender before forwarding it. In this way, you show respect and restraint toward other people's e-mails.

Here is a sample of e-mail from a student to his professor:



Topic: How the student enjoyed his stay in the Boundary Waters, Canoe Area

1 Read the following e-mails, and find their topics.



The screenshot shows a Microsoft Word window with the title bar 'Document1.doc'. The menu bar includes File, Edit, View, Insert, Format, Tools, Message, and Help. The 'To:' field is empty, and the 'Subject:' field contains the text 'Dear Mr. Smith'. The ribbon shows the 'Format' tab with various text formatting options. The main body of the document contains the following text:

Dear Mr. Smith

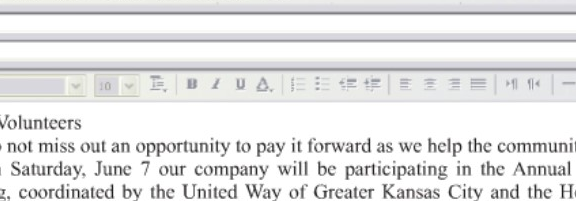
It was very enjoyable to speak with you today about the assistant account executive position at the Smith Agency. The job seems to be an excellent match for my skills and interests. The creative approach to account management that you described confirmed my desire to work with you.

In addition to my enthusiasm, I will bring to the position strong writing skills, assertiveness, and the ability to encourage others to work cooperatively with the department.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you regarding this position.

Sincerely yours,
Alice Robinson

Topic: _____



File Edit View Insert Format Tools Message Help

To: _____

Subject: _____

April 10

Dear Volunteers

Do not miss out an opportunity to pay it forward as we help the community.

On Saturday, June 7 our company will be participating in the Annual Day of Caring, coordinated by the United Way of Greater Kansas City and the Heartland combined Federal Campaign.

Last year our volunteer team was matched with Apex Company and we helped them with their projects. It was a great experience and you don't want to miss out on this year's project.

"I had such a good time last year. It was nice to be able to help the community and I also had a chance to see how my donations were being used," says Tom Jackson, a 5 year veteran of the Day of Caring.

To find out more about the Day of Caring and to join our team, please contact Bill Davidson at (555) 846/07.

Sincerely yours,
Bill Davidson

Topic: _____

2 Choose one of the following topics, and write an effective e-mail.

1. An e-mail to a friend about your recent trip
2. An e-mail to a customer about advertising a product

PROGRESS CHECK 2

- A** Complete the following sentences using the adjectives from the box below. There are two extra items.

bulletproof	recession-proof
idiot-proof	earthquake proof
childproof	fireproof
forgery-proof	waterproof
shatterproof	shockproof
ovenproof	soundproof

- To protect youngsters, most medicines are now sold in _____ containers.
- Transfer the mixture to a(n) _____ dish, and bake at 180°C for 45 minutes.
- By law, all new buildings in the city must now be designed to be _____.
- My watch is _____, so it should be OK even if you drop it on the floor.
- The cop would have been killed if he hadn't been wearing a(n) _____ vest.
- We have converted the garage into a(n) _____ recording studio.
- Even economics based on high-tech industries may not be _____ forever.
- No system can be entirely _____, but this one was certainly very easy to use.
- Since the robbery, the bank has been fitted with new _____ glass screens.
- These shoes are _____, so your feet shouldn't get wet if it rains.



- B** Complete these sentences with an adverb from one column and an adjective from the other.

strictly
unbelievably
deeply
perfectly
fabulously
wholly
ludicrously

lucky
out-of-date
wealthy
shocked
forbidden
obvious
convinced

- "Can I smoke here?"
"No. Put it out. It's _____."
- "Why are you marrying him? He's so ugly."
"True. But have you seen his yacht? He's _____."
- "It's terrible news about the neighbors, isn't it? We're very upset."
"So are we. We're _____."
- "Have you heard? Jane's won \$10,000 on the lottery."
"Yes, I know. She's _____."
- "I think Pete's idea is great. We should go ahead at once."
"Well, I'm not _____. I'd like to hear it again."
- "I've been trying to sell my old record player, but no one wants to buy it."
"I'm not surprised. It's _____."
- "I don't understand why she hasn't come to the party."
"Well, it's _____. She thinks she's too good for us."

- C** Supply appropriate prepositions for the following.

- Sisters, _____ tradition, often assume a caretaking role.
- The link to the past is a powerful bond _____ siblings.
- Only 4 _____ the 55 people interviewed had completely broken with their siblings.
- It was something invented _____ the top of his head.
- Many illnesses get better _____ their own.
- The professor guaranteed to solve the problem _____ a costly operation.
- I traded my childhood _____ my good left hand.
- It was _____ her music that she qualified as a bona fide prodigy.
- Josiah is good _____ numbers.
- A child's upbringing has a big impact _____ whether a gift is developed or squashed.

D Fill in the blanks with the correct form of the given words.

1. paradox

- The _____ is that fishermen would catch more fish if they fished less.
- The problem of loneliness is, _____, most acute in big cities.
- Some sedatives produce the _____ effect of making the person more anxious.

2. rival

- No computer can _____ a human brain in complexity.
- It's a team _____ in stature, expertise, and credibility.
- The police believed the fight was due to a dispute between _____ teenage gangs.

3. sedative

- The patient is _____ with intravenous use of sleep-inducing drugs.
- Proponents of the government are calling for a more _____ pace of economic reform.
- His mother was under _____ after the boy's body was brought back from the war front.

4. reminisce

- The way he laughed was strongly _____ of his father.
- A group of former students were _____ about their college days.
- Her music is full of _____ of African rhythms.

5. obligation

- It is _____ for companies to provide details of their industrial processes.
- The severe circumstances had _____ him to sell his family business.
- Parents are under a legal _____ to educate their children.

6. poignant

- Naomi's mothering experiences are _____ described in her fiction.
- The roadside crosses are a _____ reminder of the fatal accidents.
- The fact that he had been talking to the victims only minutes before their deaths gave the tragedy greater _____.

7. diligent

- Meyers is a _____ and prolific worker.
- The police are pursuing their inquiries with great _____.
- In a last-ditch attempt to reach an agreement, the two sides are now working _____ to resolve their differences.

E One of the words in each group below is in the wrong place. Find it, and put it in the right group.

1. Flying	a) soar	b) glide	c) accelerate
2. Driving	a) stroll	b) steer	c) brake
3. Sailing	a) hover	b) float	c) navigate
4. Running	a) sail	b) dash	c) race
5. Jumping	a) leap	b) vault	c) gallop
6. Walking	a) hike	b) dawdle	c) hop
7. Riding	a) trot	b) sprint	c) mount

F Choose the best adjective to complete the following sentences.

- The procedure must be clear and *comprehensible / comprehensive* to all staff.
- It's a highly *controversial / convivial* plan to flood the valley in order to build a dam.
- She seems to feel *equivalent / ambivalent* about her new job in the department.
- The firm has achieved a *domineering / dominant* position in the world market.
- The media's *prodigious / pernicious* influence is a subject of considerable debate.
- If he resigned, it would be *transparent / tantamount* to admitting that he was guilty.
- Concurrent / Current* with the growth of out-of-town malls, there has been a steady decline in traditional town centers.

G Read the pairs of sentences below, and put a check (✓) if they mean the same thing and a cross (x) if they are different. Underline any phrases which make the meanings different.

- ☐ 1. a) As far as your appearance goes, your genes don't tell the whole story.
b) Your appearance is not completely controlled by your genes.
- ☐ 2. a) The figure shows a cube with sides of 5 cm.
b) The diagram shows a square whose sides are 5 cm in length.
- ☐ 3. a) Recent anecdotal evidence suggests that younger people are traveling more than ever before.
b) Evidence from recent research suggests that younger people are traveling more than ever before.
- ☐ 4. a) It is highly unlikely that Belgium will win the next soccer World Championship.
b) It's quite possible that the Belgians will be the next soccer World Championship.

- ☐ 5. a) Brazil is bound to have a strong team.
b) The Brazilian team is almost certain to be a strong one.
- ☐ 6. a) According to scientists, the climate will definitely get warmer in the long term.
b) The scientific evidence suggests that temperatures are likely to rise in the long term.
- ☐ 7. a) The Department Head had an important influence on his graduate students.
b) The Head of Department exerted unnecessary pressure on the postgraduates working with him.

H Below is a list of common affixes with example words; however, the meanings have been jumbled up. Match the affixes to their general meanings. Write the appropriate letter in the space provided.

Affix	Example	Meaning
1. under-	<i>underweight/underused</i>	a. opposite/not
2. co-	<i>co-operate/co-worker</i>	b. too much
3. re-	<i>rebuild/rewrite/return</i>	c. outside/beyond
4. mis-	<i>mislead/misinform</i>	d. rather/somewhat
5. out-	<i>outlive/outpace</i>	e. too little
6. in-/im-/il-/ir-	<i>imperfect/illiterate</i>	f. wrongly
7. over-	<i>overcooked/overflow</i>	g. again/back
8. extra-	<i>extracurricular/extrasensory</i>	h. do better than
9. -proof	<i>foolproof/vandal proof</i>	i. with/together
10. -ish	<i>childish/yellowish</i>	j. protected from/not damaged by

APPENDICES

APPENDIX 1 . . . Foreign Words and Phrases	A1
APPENDIX 2 . . . Similes	A4
APPENDIX 3 . . . Non-Sexist Terms	A6