

- 2** Work with a partner. Take turns asking each other about the activities in the list below (or think of your own activities). When your partner answers "Yes," ask how often he or she does that activity. Ask each other six questions. Your answers must include an adverb or expression of frequency from the list. Write down your partner's answers.

Example

A: Do you ever play video games?

B: Yes, I do.

A: How often do you play them?

B: I play video games every day.

Activities

play video games

use the Internet

watch TV

listen to the radio

send e-mail

send text messages

call a friend on the phone

read the newspaper

read a book

go to the movies

play sports or do something active

Adverbs and Expressions of Frequency

once a day / week / month / year

twice a day / week / month / year

three times a day / week / month / year

every day / night / week / month / Sunday

several times a week / month / year

once in a while

rarely

never

C SPEAKING

PRONUNCIATION: Joining Words Together



Listen to the conversation. Listen to how the words join together.

A: I think my brother is addicted to video games.

B: You can't get addicted to video games!

A: Yes, you can. It's easy.

When a word ends in a consonant and the next word begins with a vowel, the words join together quickly.

CD 2



11 Listen to the short conversation. Notice how the pronoun I joins to the next word.

A: I always read the newspaper. It's important.

B: I agree. It's better than watching the news on TV.

When the word after *I* starts with a vowel, the two words are joined together with /y/:

I y always read the newspaper.

I y agree.

1

CD 2



12 Listen to the sentences and phrases and repeat them. Then practice saying the sentences with a partner. Join words together smoothly.

1. It's easy.
2. He got addicted to video games.
3. several times a week
4. How often do you play?
5. almost always
6. three times a day
7. once in a while
8. action-adventure games
9. I don't agree.
10. twice a day
11. They're interesting.
12. almost every day
13. I agree with you.
14. I almost always come on time.
15. I often relax at home on the weekend.
16. I enjoy going out with friends.

2

CD 2



13 Listen to the conversation and fill in the blanks.

1. A: _____ do you _____
_____ to eat?
2. B: Several _____
How _____ you?

3. A: _____. It's _____, and it's convenient.
4. B: _____. But sometimes _____ like to _____.
5. A: You know how to cook? _____ cooking dinner for me some _____?
6. B: Well, just _____ yourself _____! But yeah, that's OK. _____ this weekend? Saturday?
7. A: Sounds great! You know, _____ to chocolate.
8. B: _____ I'm not a baker. How about _____?

3 Work with a partner. Check your answers. Look at the conversation. Find words that end in a consonant and are followed by a vowel. Underline them. Then practice the conversation with a partner. Join words together and speak slowly and clearly.

FUNCTION: Disagreeing Politely and Offering Different Opinions

Sometimes people have different opinions about issues. When you do not agree with someone, you should disagree in a polite way. You can also give your own opinion about the issue. There are several ways to disagree politely with someone.

STATEMENT	DISAGREEING POLITELY	GIVING A DIFFERENT OPINION
I think video games are fun.	<p>Actually, I think video games are boring.</p> <p>But don't you think it's better to do something active?</p>	<p>That's true, but I prefer to go out with my friends.</p> <p>You have a point, but some video games are too violent.</p> <p>Maybe, but I think spending time with friends is more fun.</p> <p>I don't know. I think video games are boring.</p>

Work with a partner. Take turns giving your opinions and disagreeing with your partner about the statements below. Use the phrases for disagreeing politely and giving a different opinion.

Example

A: I think reading a book is less relaxing than watching TV.

B: You have a point, but reading makes you think.

1. Reading a book is less relaxing / more relaxing than watching TV.
2. Calling someone on the phone is easier / more difficult than sending an e-mail.
3. The Internet is / isn't a convenient way to get information.
4. Going to the movies is more exciting / less exciting than playing sports.
5. Dancing is / isn't a fun way to stay active.
6. Listening to the radio is / isn't a good way to hear new music.

PRODUCTION: Debate

In this activity, you will **have a debate about video games**. In a debate, two teams discuss different sides of the same topic. The topic of your debate is "Are video games a good way or a bad way to spend your time?" One team is pro (for) video games and will argue that video games are a good way to spend your time; the other team is con (against) video games and will argue that video games are not a good way to spend your time. Try to use the vocabulary, grammar, pronunciation, and language for disagreeing politely that you learned in the unit.*

Work in two teams. If you have a large class, you may divide into small groups and have several debates. Follow the steps.

Step 1: Choose which team will be pro and which will be con. If the class divides into several groups, make sure there is an equal number of groups for each position.

Step 2: Work with your team or group to prepare for the debate:

- Plan your *arguments* (ideas that support your opinion). Write an outline.

Example

Your team's position: Games are a good way to spend your time.

Argument 1: Video games are fun because they are challenging.

- Think about the possible arguments that the other team or group may make. Plan your counter-arguments (points you can use against the other team's arguments).

*For Alternative Speaking Topics, see page 105.

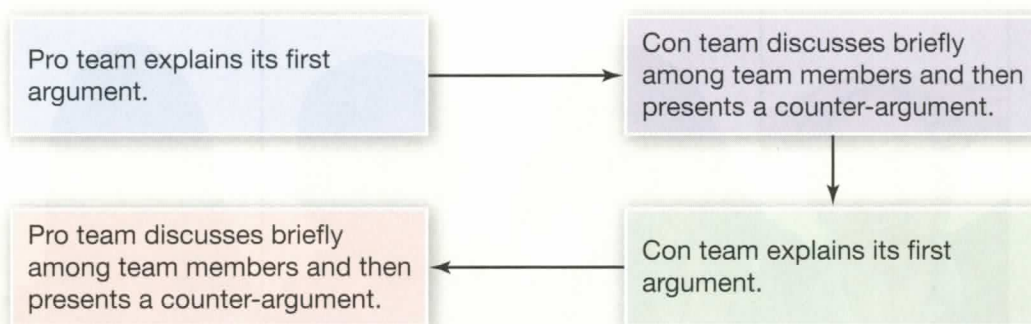
Example

Other team's position: Games are not a good way to spend your time.

Possible argument: It's easy to get addicted to games.

Counter-argument: You need to limit the time you spend playing games and not play every day.

Step 3: Debate the topic with the other team or another group. The two teams or groups take turns presenting their arguments and counter-arguments. Make sure each member of your team or group presents at least one argument and counter-argument.



Repeat the process until both teams have presented all their arguments.

ALTERNATIVE SPEAKING TOPICS

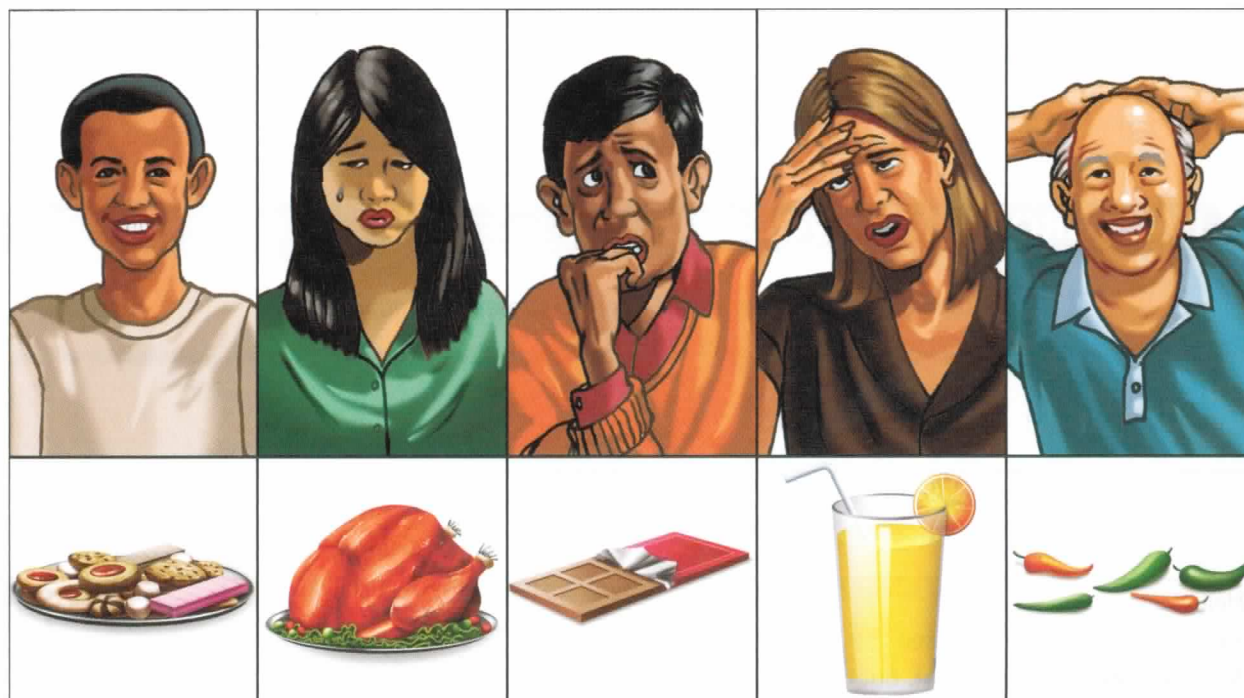
Work in a small group. Discuss the questions.

1. Do you know anyone who is addicted to video games? How much time does he or she spend playing them?
2. Do you know any good video games? Why do you think they are good?
3. Do you think teachers should use video games in the classroom? Why or why not?

RESEARCH TOPICS, see page 191.

UNIT 7

Good-Mood Foods



1 FOCUS ON THE TOPIC

A PREDICT

Look at the pictures and discuss the questions with the class.

1. How do the people feel? Name the foods you see.
2. Which food do you think each person should eat? Why?
3. Read the title of the unit. What do you think it means?

B SHARE INFORMATION

- 1 Why do you choose a particular food? Number the reasons in order of importance from 1 to 5. Number 1 is the most important and number 5 is the least important.

____ It tastes good. ____ It's easy to cook.
 ____ It's good for you. ____ Everyone at my house likes it.
 ____ It's cheap.


- 2 Work in a small group. Explain why your number 1 reason is the most important to you.


Example


A: I want food that's cheap because I have a big family.


B: I want food that's easy to cook because I'm a bad cook.


C BACKGROUND AND VOCABULARY


- 1  Read and listen to an e-mail about a stressful situation.



New



Get Mail


Reply


Reply All


Forward


Delete


Junk

From: MarcelaB@uol.com
To: Maya_NYC@mlu.org
Subject: Crazy trip home

Hello Maya,

How are you? Long time no see.

My sister's wedding was great. But I almost didn't make it!

My plane from New York was scheduled to leave at 6:00 A.M. I was **nervous** about missing it, so I couldn't sleep the night before. I finally fell asleep at midnight ... and, of course, I overslept!

I hurried to get to the airport, but I still missed my plane. I was so **stressed**. I couldn't miss the wedding. My sister would be **miserable** if I did. They told me another flight was leaving in two hours. I was very upset and **irritable**. I got some breakfast and then sat down to read a book. I thought this would help me feel **relaxed**. I was so relaxed that I fell asleep! Then all of a sudden I heard an announcement for my plane—it was leaving from a different part of the airport. Luckily, after sleeping and having a big breakfast, I was feeling very **energetic**. I ran as fast as I could, and I arrived at the plane at the last minute.

I got home in a very bad mood, but my mom knew exactly how to make it better. She cooked my favorite meal, and, as always, it was **delicious**. She believes in comfort food—foods that will make you feel safe, **calm**, and relaxed. Now I believe that, too.

My sister's wedding was beautiful! Everything was perfect. Everyone was **upbeat** and having a good time. She is so **in love** and very happy. I can't wait to show you the pictures. Let's have dinner soon.

Marcela


2 Circle the best word or phrase to complete each definition.

1. When you are nervous, you are _____.
 a. worried or afraid b. tired or sleepy
2. When you are stressed, you feel _____.
 a. worried about problems b. quiet and safe
3. A miserable person is _____.
 a. very happy b. very unhappy
4. When you are irritable, you are _____.
 a. easily annoyed b. happy and cheerful
5. A relaxed person is _____.
 a. not worried or angry b. upset
6. When you are energetic, you are _____.
 a. tired b. active and full of energy
7. Delicious food _____.
 a. is good to eat b. doesn't taste good
8. When you feel calm, you feel _____.
 a. quiet, not upset b. in a hurry
9. An upbeat person is _____.
 a. sad and lonely b. happy and cheerful
10. A person who is in love _____.
 a. feels love for someone b. loves to do something





2 FOCUS ON LISTENING

A LISTENING ONE: Street Talk



- 1  Listen to the excerpts from a radio talk show about daily life. Read the questions and discuss the answers with the class.
 1. Where do you think these people are? What are they doing?
 2. How do you think these people feel?
- 2 What do you think the people will talk about? Make predictions and write them below.

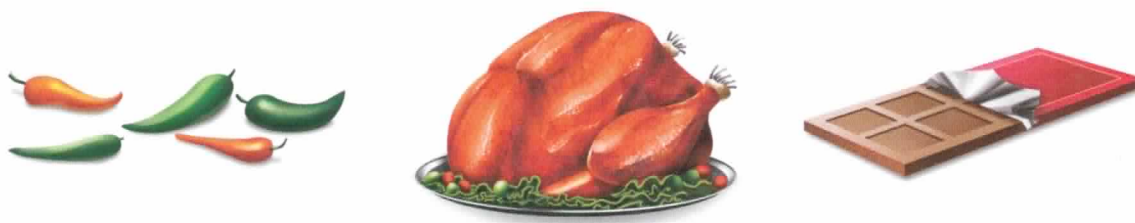
LISTEN FOR MAIN IDEAS

 Now listen to the whole radio show called Street Talk. Then read each statement.
 Write **T** (true) or **F** (false).

- ____ 1. Some doctors think that foods can change your moods.
 ____ 2. Some doctors say that eating certain foods will put you in a bad mood.
 ____ 3. Marty has foods that will help the people feel better.

LISTEN FOR DETAILS

 Listen to Street Talk again. Look at the chart and answer the questions.
 (1) Check (✓) the correct mood for each person. (2) Check (✓) the foods that Marty tells each person to eat. (3) Check (✓) the moods for each food.



	1. HOW DOES THE PERSON FEEL?	2. WHAT FOOD(S) CAN HELP THE PERSON FEEL BETTER?	3. HOW CAN THE FOOD(S) HELP THE PERSON FEEL?			
			Energetic	In Love	Relaxed	Upbeat
Larry	excited <input type="checkbox"/> nervous <input type="checkbox"/>	chili peppers <input type="checkbox"/> chocolate <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"/>
Dan	miserable <input type="checkbox"/> stressed <input type="checkbox"/>	chocolate <input type="checkbox"/> nuts <input type="checkbox"/> wheat flour <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"/> <input type="checkbox"/>
Barbara	stressed <input type="checkbox"/> nervous <input type="checkbox"/>	turkey <input type="checkbox"/> orange juice <input type="checkbox"/> bread <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"/> <input type="checkbox"/>

Now go back to Section 2A, Exercise 2 page 109. Were your predictions correct?

MAKE INFERENCES

Listen to two excerpts from the radio show. After listening to each excerpt, read the question and circle the correct answer. Discuss your answers with the class.



Excerpt One

1. How does the man feel about tasting the soup?
 - a. interested
 - b. scared
2. How do you know?
 - a. His voice rises.
 - b. His voice sounds nervous.
3. How does the man feel after he tastes the soup?
 - a. angry
 - b. surprised
4. How do you know?
 - a. His voice rises.
 - b. His voice is soft / quiet.



Excerpt Two


1. How does the woman feel when Marty offers her the food?
 - a. scared
 - b. angry
2. How do you know?
 - a. Her voice sounds strong.
 - b. Her voice sounds nervous.
3. How do you think she speaks to Marty?
 - a. politely
 - b. rudely
4. Why do you think so?
 - a. She says, "I'm still waiting for the bus!"
 - b. She says, "Are you crazy?"

EXPRESS OPINIONS

Discuss the questions with the class. Give your opinions.

1. What are your comfort foods—the ones that make you feel safe and calm? Are any of these foods from your childhood?
2. What are your favorite foods? Do you think they change your moods?
3. What other things do you do to change your moods? What do you usually do to feel relaxed, upbeat, or energetic?

B LISTENING TWO: What's the Matter?

 Listen to four people: Kate, Derek, Jane, and Jeff. How does each one feel? Why do they feel that way? Write your answers in the chart.

	KATE	DEREK	JANE	JEFF
1. How does the person feel?				
2. Why does he or she feel that way?				

C INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

Work with a partner. Write the mood Kate, Derek, Jane, and Jeff are in. Then decide what food(s) each person should eat to feel better. Choose words from the box.

chili peppers	excited	miserable	oranges	turkey
chocolate	irritable	nervous	stressed out	wheat bread

	PERSON'S MOOD	FOOD(S) THE PERSON SHOULD EAT TO FEEL BETTER
Kate		
Derek		
Jane		
Jeff		

Discuss your answers with the class. Why did you choose that food? What else do you think the person should do to feel better?

STEP 2: Synthesize

Work with the same partner. Take turns. You will each discuss two people—Kate, Derek, Jane, or Jeff. Start by describing their moods (how they feel and why). Then tell which foods they should eat to feel better. Finally, describe their moods after they eat the food. How will they feel? Use the information from Step 1.

3 FOCUS ON SPEAKING

A VOCABULARY

REVIEW

- 1 Work with a partner. Each of the words and phrases in the box can be used with one of the verbs in the chart. Some words and phrases can be used with more than one verb. Complete the chart. Then think of two more words or phrases to add to each column.

chili peppers	excited	miserable	stressed out
delicious	in love	nervous	turkey
energetic	irritable	nuts	wheat flour

BE	FEEL	LOOK	MADE WITH	SMELL	TASTE
nervous	nervous	nervous			

- 2 Discuss the words in Exercise 1 with your class. Take turns making sentences using the words and the verbs from the chart.

Example

A: I'm so nervous about the party.

B: I feel nervous about cooking for a lot of people.

EXPAND

1 Read the flyer from a college cafeteria.

Don't let your mood get you down!
Eat happy and be happy!



Here are some suggestions to keep
you in a happy mood all day:



- Eat five or six small meals a day. You'll have more energy.
- Always eat breakfast. Studies show it's the most important meal of the day.
- Eat a small snack before bed. It can help you relax and sleep well.



Sample menu:



Breakfast

Hot cereal, like oatmeal cooked with milk and served with fruit jam served on whole wheat toast



Snack

A bowl of rice seasoned with mint and served with iced tea



Lunch

Tuna salad made with vegetables, served on lettuce



Snack

A smoothie drink made with bananas, peaches, strawberries, and yogurt



Dinner

Fish cooked in a light sauce, flavored with lemon and herbs, served with vegetables



Snack

Crackers and fruit

Next time you are in a bad mood, eat something!

2 Fill in the chart on the next page with words from the box. Look back at the flyer to find which words go together. Words can be used multiple times.

cooked	in	on	seasoned	with
flavored	made	prepared	served	

VERB + PREPOSITION

cooked with

CREATE

Work with a partner. Describe the pictures using the words from the box. Each student says two sentences about each picture.

Example

Picture 1

STUDENT A: The cook prepared some delicious chicken.

STUDENT B: It is served on rice with vegetables.



Picture 1

Verbs		Prepositions	Adjectives
be (is, are)	season	in	delicious
cook	serve	on	energetic
feel	smell	with	in love
flavor	taste		irritable
look			miserable
made			nervous
prepare			stressed out



Picture 2



Picture 3

B GRAMMAR: Count and Non-count Nouns

1 Read the sentences. Look at the underlined words. Then answer the questions.

We'll have two hamburgers.

I would like some soup, too.

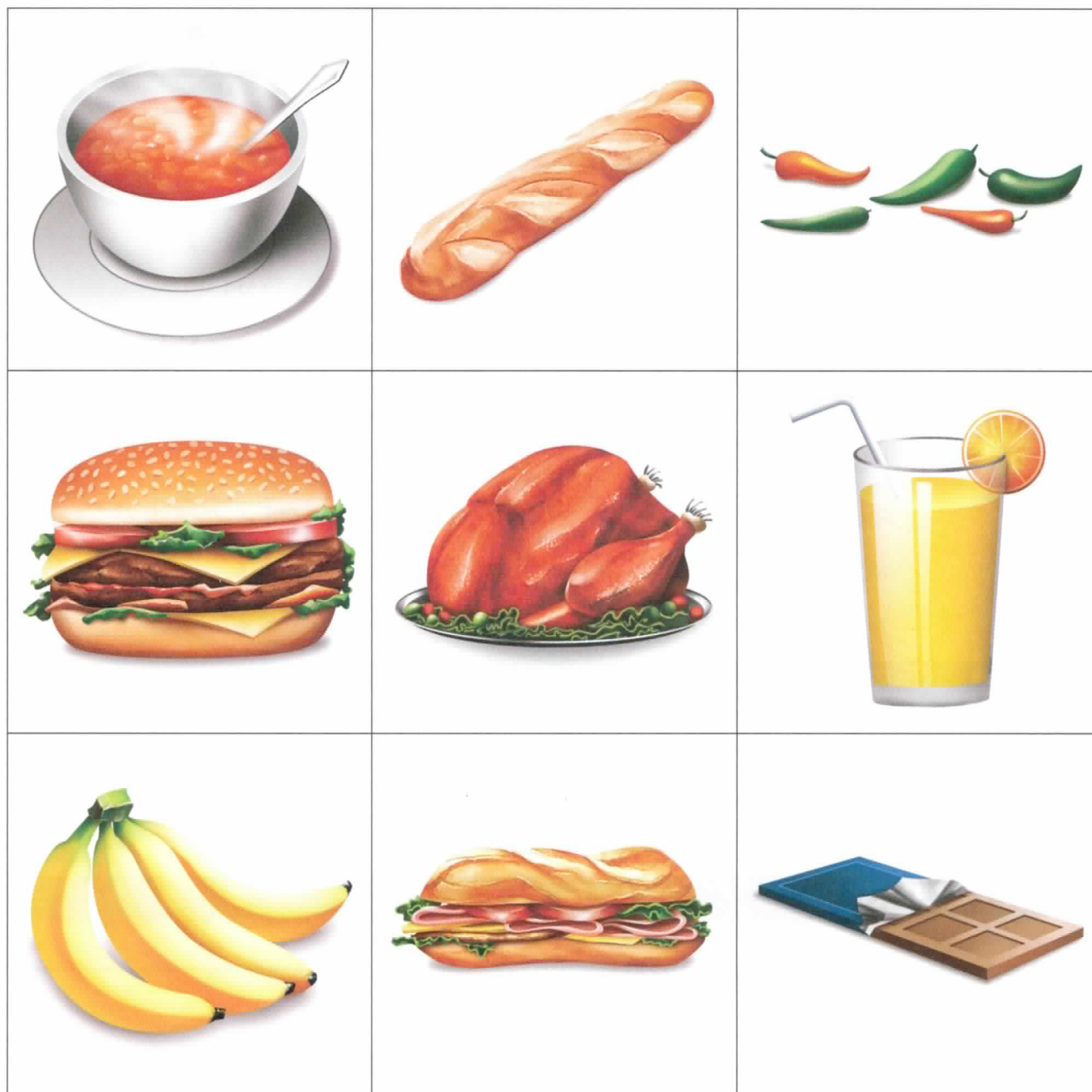
- Is the word *hamburgers* singular or plural? Can you count hamburgers?
- Is the word *soup* singular or plural? Can you count soup? What word comes before *soup* in the sentence?

COUNT AND NON-COUNT NOUNS

<p>1. Count nouns refer to people or things that can be counted. They can be singular or plural.</p> <p>Use a or an before a singular count noun.</p> <p>To form the plural of a count noun, add -s or -es. You may use numbers with count nouns.</p>	<table border="0"> <tr> <td>Singular</td><td>Plural</td></tr> <tr> <td>one customer</td><td>two customers</td></tr> <tr> <td>one restaurant</td><td>two restaurants</td></tr> </table> <p>I ate a sandwich and an orange.</p> <p>He ate two sandwiches, three oranges, and five bananas.</p>	Singular	Plural	one customer	two customers	one restaurant	two restaurants
Singular	Plural						
one customer	two customers						
one restaurant	two restaurants						
<p>2. Non-count nouns refer to things that cannot be counted. Do not put <i>a</i>, <i>an</i>, or a number before a non-count noun. Do not add <i>-s</i> or <i>-es</i> to a non-count noun because non-count nouns do not have a plural form.</p> <p>Use a quantity word (<i>a glass of</i>, <i>a pound of</i>, etc.) to indicate the amount of a non-count noun.</p>	<p>I like orange juice.</p> <p>We love fish.</p> <p>Have a glass of orange juice.</p> <p>We need a pound of fish.</p>						
<p>3. Use some with plural count nouns and non-count nouns in affirmative statements.</p>	<p>I bought some apples.</p> <p>Have some milk.</p>						
<p>4. Use any with plural count nouns and non-count nouns in questions and negative statements.</p>	<p>A: Do we have any vegetables?</p> <p>B: No, we don't have any vegetables.</p> <p>A: Do we have any soup?</p> <p>B: No, we don't have any soup.</p>						

2 Work with a partner. Play a game of tic-tac-toe.

Student A and Student B, take turns making sentences with the foods in the squares. If the food is a singular count noun, say **a** or **an** before it. If the food is a plural count noun or non-count noun, say **some**. If you make a correct sentence, put a marker on top of the food. The first student to get three markers in a row wins.



- 3 Work with a partner. Take turns asking about the food on the shopping list. Use the question and answers from the box.

Question

Do we need any ...?

Answers

Yes, we need ...

No, we don't need any ...

Example

A: Do we need any rice?

B: Yes, we need some rice. Do we need any chili peppers?

A: No, we don't need any chili peppers.

Shopping List

rice

~~chili peppers~~

flour

bananas

milk

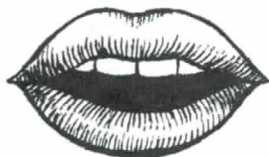
~~coffee~~~~apples~~

bread

~~sugar~~~~carrots~~

orange juice

~~soup~~**C SPEAKING****PRONUNCIATION: Vowels: /ʊ/ and /u:/**/ʊ/ is the vowel sound in the word *good* /gʊd/./u:/ is the vowel sound in the word *mood* /mu:ð/.

good /ʊ/

When you say /ʊ/, your lips are rounded a little and your tongue is relaxed.

/ʊ/ is a short sound.


mood /u:/

When you say /u:/, your lips are tightly rounded, pushed forward, and your tongue is raised in the back.

/u:/ is a long sound.


- 1  Listen and repeat the sentence.


I read a good book about mood foods.

- 2  Listen to the words. Do the underlined letters have the /ʊ/ vowel sound or the /u:/ vowel sound? Write the words in the chart under the correct vowel column. Compare your answers with a classmate's.

- | | | | |
|-----------------|------------------|---------------------|-------------------|
| 1. <u>soon</u> | 5. <u>sou</u> p | 9. <u>wou</u> ld | 13. <u>juic</u> e |
| 2. <u>loo</u> k | 6. <u>L</u> uke | 10. <u>coo</u> kies | 14. <u>boo</u> k |
| 3. <u>coo</u> l | 7. <u>too</u> | 11. <u>new</u> s | 15. <u>noo</u> n |
| 4. <u>coo</u> k | 8. <u>cou</u> ld | 12. <u>foo</u> d | 16. <u>fru</u> it |

GOOD /ʊ/	MOOD /u:/
	soon

- 3  Listen again and repeat the words.

- 4  Listen to each phrase or sentence. Are the underlined vowel sounds the same or different? Write **S** (same) or **D** (different).

- | | |
|---------------------------------------|---|
| _____ 1. a good <u>cook</u> | _____ 5. It's <u>too</u> <u>soon</u> . |
| _____ 2. <u>fruit</u> <u>juice</u> | _____ 6. <u>good</u> <u>news</u> |
| _____ 3. <u>good</u> <u>soup</u> | _____ 7. <u>Cook</u> the <u>fruit</u> . |
| _____ 4. <u>Look</u> at <u>Luke</u> . | _____ 8. <u>Cool</u> the <u>soup</u> . |

- 5 Work with a partner. Student A, ask one of the questions. Student B, listen to the question, choose an answer, and read it aloud. Switch roles after item 3.

Example

A: What would you like to drink?

B: I'd like some fruit juice, please.

Student A

- What would you like to drink?
- Should I look at Robert?
- Do you have good news?
- What should I do with the fruit?
- What do you think about my soup?
- What time do you want to meet?

Student B

- Mmm, you're a good cook.
- I'd like some fruit juice, please.
- No, look at Luke.
- Yes. I found the book.
- I could do it at noon.
- Cook the fruit first.

FUNCTION: Making Suggestions

When making a suggestion, you can use *could*, *might*, or *can*.

STATEMENT	MAKING A SUGGESTION	ACCEPTING	REFUSING
I feel stressed.	You could eat some soup with chili in it.	That sounds good. I think I will.	That doesn't sound like a good idea.
I feel a little sad.	You might want to try some fruit.	Yes, I think I will.	I don't think so.
I have a big test tomorrow; I really need to concentrate and study tonight.	You can eat a delicious fish dinner.	Good idea!	Maybe not, but thanks.

Walk around the room. Approach one student. Tell the student what is bothering you. The student will make a suggestion using the food in the list. Accept or refuse the suggestion. Talk to at least five students. Use the information in the chart to help you.

Example

STUDENT A: I am really tired.

STUDENT B: You could try some orange juice.

STUDENT A: OK. That sounds good.

If you need help concentrating, try	bananas beef cheese chicken	eggs fish milk oatmeal	oranges potatoes spinach turkey
If you are stressed, try	cottage cheese eggs	fish turkey	
If you want to feel calm or relaxed, try	chili peppers milk	oranges peanut butter on toast	spinach wheat
If you are sad, try	chocolate fruit	leafy vegetables	
If you are tired, try	carrots chicken eggs	fish nuts oatmeal	orange juice potatoes

PRODUCTION: Small-Group Presentation

In this activity, you will **design and present a plan for a restaurant that serves good-mood foods**. Try to use the vocabulary, grammar, pronunciation, and language for making suggestions that you learned in the unit.*

Work in a group of three or four. Follow the steps on the next page.

*For Alternative Speaking Topics, see page 122.

Step 1: Design the restaurant.

- Give your restaurant a name.
- Design the look of the restaurant. How many tables are there? What is the lighting like? What kind of music do you play? Does your restaurant have a logo (a picture or symbol)? Draw the dining room of your restaurant on a large piece of paper.
- Decide where you want to locate the restaurant.

Step 2: Work on the menu. Suggest dishes your restaurant could serve.

- Decide on eight to ten items to put on the menu for the restaurant. You might only serve one meal—breakfast, lunch, or dinner—or all three meals.
- Write up your menu. You can include soups, sandwiches, salads, drinks, and desserts. Give the items attractive names, for example, “calming chili pepper soup, served with whole wheat bread.”

Step 3: Present your restaurant to the class. Use the poster to show the restaurant design and menu. Describe each dish and how it improves your mood.**Listening Activity**

Listen to the presentations and answer the questions.

1. Which is your favorite restaurant and why?
2. Which dishes would you like to try? Write down three to five dishes.

ALTERNATIVE SPEAKING TOPICS

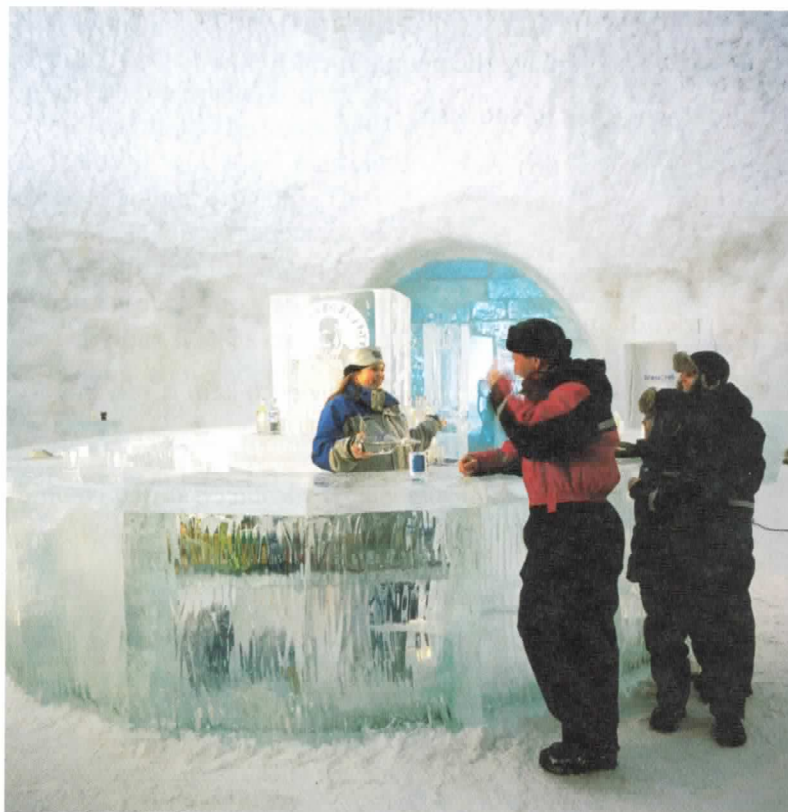
Work in a small group. Discuss the questions.

1. If you found out that some of your favorite foods were not good for your moods, would you stop eating them? Would you be willing to make big changes in your diet to feel better? Why or why not?
2. Describe an ideal meal. Discuss the food, the person(s) you would eat with, the place, and so on. Why is this ideal for you?

RESEARCH TOPICS, see page 192.

UNIT
8

An Ice Place to Stay



1 FOCUS ON THE TOPIC

A PREDICT

Look at the photograph and discuss the questions with the class.

1. Where do you think this picture was taken?
2. What is the man doing there?
3. What is the man wearing? What season do you think it is?
4. Read the title of the unit. What do you think it means?

B SHARE INFORMATION

- 1 Look at a list of things people think about when choosing a place to visit. What things are important to you? Check (✓) **Very Important**, **Somewhat Important**, or **Not Important**.

	Very Important	Somewhat Important	Not Important
weather (what the weather's like)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
location (how far it is from home)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
language (what language the people speak)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cost (how expensive it is to visit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
activities (things to do)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sights (places to see)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lodging (places to stay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
people (friends and family to visit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 2 Compare your answers in a group. Tell why each item is very important, somewhat important, or not important to you.
- 3 One way to get information for planning a vacation is to search on the Internet. What are some other ways to get information for planning a vacation?

C BACKGROUND AND VOCABULARY

- 1  Read and listen to an excerpt from a travel guide to Sweden.

Sweden is a very large country in northern Europe. Every year (1) **tourists** come from all over the world to visit Sweden's cities, see the interesting sights, and enjoy the outdoors.

Tourists planning a trip to Sweden can choose different things to do. People who prefer big cities can visit Stockholm, Sweden's capital. Stockholm is a beautiful city of islands. In Stockholm, tourists can visit its many beautiful old castles and churches. They also can go shopping, enjoy the art, or see a movie or a play.

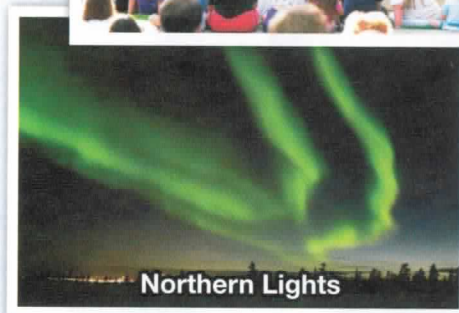
Tourists who enjoy the outdoors can find plenty to see and do in Sweden. Forests cover 50 percent



of the land and are home to many wild animals, such as bears, elk, foxes, and reindeer. There are 96,000 lakes in Sweden, and in the north there is a long range of tall mountains. (2) **Adventurous** travelers will want to explore the beautiful (3) **wilderness** that Sweden has to offer.

Tourists must think about the weather when choosing the best time to visit Sweden. In the summer, the days are long and warm. The sun shines almost all day and night. There are many outdoor activities to enjoy, such as swimming, hiking, or just relaxing on the beach. Winter, on the other hand, is cold and dark. The temperatures often go below (4) **freezing**, and sometimes there are only a few hours of sunlight each day. The long hours of darkness give tourists a chance to see the northern lights, a beautiful show of color in the night sky. When the sun is up, visitors can enjoy cold-weather activities such as cross-country skiing, ice skating, snowshoeing, snowmobiling, and dogsledding.

There are also different kinds of lodging in Sweden. Travelers can stay at large (5) **hotels** with many (6) **guest rooms**, or they can choose to stay at small country (7) **inns**, where they may be treated to a home-cooked breakfast. Those who want to save money and enjoy nature can stay at campsites and sleep outdoors under the trees in a sleeping bag.



2 Match the words on the left with the definitions on the right.

- | | |
|----------------------|---|
| <u>g</u> 1. tourists | a. buildings where people pay to stay for a short time |
| ___ 2. adventurous | b. liking excitement and new and unusual things |
| ___ 3. wilderness | c. the temperature at which water turns to ice; very cold |
| ___ 4. freezing | d. small buildings where people stay for a short time, usually in the countryside |
| ___ 5. hotels | e. a large area of land with no buildings or farms |
| ___ 6. guest rooms | f. rooms where visitors can sleep |
| ___ 7. inns | g . people who travel for pleasure |

3 What are these people doing? Write the number of the picture next to the correct words.




____ cross-country skiing
____ dogsledding

____ snowmobiling
____ snowshoeing



FOCUS ON LISTENING

A LISTENING ONE: An Unusual Vacation

1  Listen to the beginning of An Unusual Vacation. Read each question. Then circle the correct answer.


1. What are you listening to?
 - a. a TV commercial
 - b. a telephone recording
 - c. a radio show
2. What is it about?
 - a. travel information about Sweden
 - b. airplane flights to Sweden
 - c. winter activities in Sweden

2 Make predictions. Circle your answer.

1. What will you hear more about?
 - a. campsites in Sweden
 - b. large hotels in Sweden
 - c. a special hotel in Sweden
2. Will you hear a conversation or recorded information?
 - a. a conversation with a travel agent
 - b. recorded information
3. What do you think it will tell you? (*Circle more than one answer.*)


<ol style="list-style-type: none"> a. the name of the hotel b. the location of the hotel c. the cost of the hotel 	<ol style="list-style-type: none"> d. how to get to the hotel e. things to do at the hotel f. things to do near the hotel
--	--

LISTEN FOR MAIN IDEAS

 Listen to An Unusual Vacation. Then read each statement. Write **T** (true) or **F** (false). Correct the false statements.

- _____ 1. The Ice Hotel is open all year.
- _____ 2. The Ice Hotel is made of ice and snow.
- _____ 3. The guest rooms are warm at night.
- _____ 4. The Ice Hotel is a popular place to stay.
- _____ 5. There are only guest rooms at the Ice Hotel.
- _____ 6. There are many activities to do near the Ice Hotel.

LISTEN FOR DETAILS

 Listen to An Unusual Vacation again. Check (✓) all the things you can find in the Ice Hotel and the things you can see or do near the Ice Hotel.

Things in the Ice Hotel

(Check five items.)

- _____ 1. beds
- _____ 2. sleeping bags
- _____ 3. bathrooms
- _____ 4. closets
- _____ 5. an art gallery
- _____ 6. a restaurant
- _____ 7. a theater
- _____ 8. a church

Things Near the Ice Hotel

(Check six items.)

- _____ 1. a shopping center
- _____ 2. a museum
- _____ 3. cross-country skiing
- _____ 4. snowshoeing
- _____ 5. dogsledding
- _____ 6. snowmobiling
- _____ 7. ice skating
- _____ 8. wilderness

Now go back to Section 2A, Exercise 2 on page 127. Were your predictions correct?

MAKE INFERENCES

Listen to three excerpts from An Unusual Vacation. After listening to each excerpt, read the question and circle the correct answer. Discuss your answers with the class.



Excerpt One

1. Why does the man say, "Wait a minute"?
 - a. He wants the woman to speak more slowly.
 - b. He wants to talk about what the woman just said.
2. How does the man feel about the temperature in the rooms?
 - a. He is glad it's warmer than the temperature outside.
 - b. He is surprised that it is so cold.



Excerpt Two

1. How does the man feel when he asks, "So people really stay there?"
 - a. He is surprised.
 - b. He is excited.
2. What does the man mean when he says, "I see"?
 - a. He can imagine what the Ice Hotel looks like.
 - b. He understands what the woman is saying.



Excerpt Three

1. What does the man think about the cost to stay at the Ice Hotel?
 - a. He thinks it's too expensive.
 - b. He doesn't think it's too expensive.
2. Why does the man say, "You're kidding me!"
 - a. He thinks the woman is making a joke.
 - b. He is surprised about what the woman said.
3. What does the woman think about the cost to stay at the Ice Hotel?
 - a. She thinks it's too expensive.
 - b. She doesn't think it's too expensive.

EXPRESS OPINIONS


Do a survey of your classmates. Stand up and walk around the class. Talk to five students. Ask each person if he or she would like to stay at the Ice Hotel. Write their names, answers (**yes**, **no**, or **maybe**), and reasons in the chart. When you finish, report the results to the class.

WOULD YOU LIKE TO STAY AT THE ICE HOTEL?		
Name	Answer	Reason
Kae	No	It's too expensive.
1.		
2.		
3.		
4.		
5.		

B LISTENING TWO: Vacations around the World

- 1 Look at the three vacations from a travel website. What place does each vacation describe? What do you know about these places?

Vacation A



**HIMALAYAN
MOUNTAIN ADVENTURE**

Do you love nature and beautiful scenery? Do you enjoy hiking and camping? Then this is the trip for you!

Activities:

Go _____

Enjoy _____


Meet _____

Lodging: _____

Time of Year: _____

Weather: _____

Vacation B



**SOUTHERN
CALIFORNIA
VACATION**

This travel package will take you to Hollywood and Disneyland, the happiest places on Earth!

Activities:

Visit _____

Take a tour of _____

Go _____


Also visit _____

Lodging: _____

Time of Year: _____

Weather: _____

Vacation C



**BALINESE
CULTURAL HOLIDAY**

Travel to the Indonesian island of Bali for a relaxing and educational vacation.

Activities:

Relax _____



Study _____

Learn how to _____

Lodging: _____

Time of Year: _____

Weather: _____

- 2  Listen to the recorded information from the travel website Vacations around the World. It gives information about three different vacations. Write the number of the vacation under the correct web pages.
- 3  Listen again to Vacations around the World. Then complete the information on the web pages.

C INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

You have heard about four different vacations. Fill in the chart with the information about the different vacations. Then compare your answers with a partner's.

VACATION	TIME OF YEAR	WEATHER	LODGING	ACTIVITIES
The Ice Hotel	winter			visit theater, church, go snowmobiling, dogsledding, cross-country skiing, snowshoeing
Himalayan Mountain Adventure				
Southern California Vacation				
Balinese Cultural Holiday				

STEP 2: Synthesize

Work with a partner. Create a conversation between two friends. Use the information from Step 1 to talk about the four vacation destinations.

Example

A: Let's try warm weather and cultural activities.

B: OK. That is the Bali vacation. The main activities are . . .

3 FOCUS ON SPEAKING

A VOCABULARY

REVIEW

Read each group of four words. Circle the words that are similar to the first word in each line. Then compare your answers with a partner's. Explain why the words are similar. Explain why the other one doesn't fit.

- | | | | |
|-------------------|--------------------|----------------|------------------------|
| 1. amusement park | lodging | art gallery | museum |
| 2. hotel | campsite | sleeping bag | inn |
| 3. guest | tourist | traveler | travel agent |
| 4. take a tour | relax on the beach | go sightseeing | go shopping |
| 5. go hiking | go to the theater | go swimming | explore the wilderness |

EXPAND

- 1 Read the article from a student newspaper.

Traveling on a Budget

It's almost spring break. Are you tired of studying? Are you ready to take a trip and (1) **get away from it all**, but you don't have a lot of money? Don't worry! It's possible to travel (2) **on a budget** and still (3) **have a great time**.

One great way to see the world (4) **on a shoestring** is to (5) **go backpacking**. Just put some clothes in a backpack and you're ready to go. To save money, you can travel by bus, train, boat, or even a bicycle. For inexpensive lodging, you can choose to stay in (6) **youth hostels**. In youth hostels you can share a room with other travelers for very little money. It's also a great way to meet other travelers from different places. Traveling with another person is also a great



way to have fun and save money. It will cost you less if you share the expenses of transportation, lodging, and food with a friend.

If you like to see a new place and help others at the same time, you might want to take a volunteer vacation.

On a volunteer vacation, you travel to another city or country and help the people in that area. For example, you might help park rangers save the plants and animals. Or you might help people build new homes. On a volunteer vacation you really (7) **get to know** the people and place you are visiting because you usually stay with a local family and live like they do. It's not your typical vacation, but it can be a great (8) **experience**.

2 Write the number of each boldfaced word in the article next to its definition.

- _____ a. travel by carrying your belongings in a bag on your back
- _____ b. inexpensive places to stay where guests can rent a bed and share a common bathroom, kitchen, and lounge
- _____ c. enjoy yourself very much
- _____ d. go away to a place where you can forget your problems, work, etc.
- _____ e. with limited money to spend
- _____ f. something that happens to you
- _____ g. meet and learn about
- _____ h. using very little money

CREATE

Make a list of three activities you did or places you visited in the past. Then list three activities or places you would like to visit in the future. Use the information from the box or your own ideas. When you finish, work with a partner and take turns telling each other about your activities and places. Your partner should ask follow-up questions to get more information. Use other vocabulary from Review and Expand.

Activities		Places	
explore the wilderness	go swimming	amusement park	museum
go backpacking	relax on the beach	art gallery	theater
go hiking	take a tour	campsite	youth hostel
go sightseeing		hotel	

Example

A: Last year I visited a museum.

B: What museum did you visit?

A: The science museum.

A: In the future, I want to stay in a campsite and go hiking.

B: Where do you want to go?

A: I want to get away from it all and go to the mountains.

Activities I did / Places I visited

1. _____
2. _____
3. _____

Activities I want to do / Places I want to visit

1. _____
2. _____
3. _____

B GRAMMAR: *Can* and *Can't*

1 Read the sentences. Look at the underlined words. Then answer the questions.

What can you do at the Ice Hotel?

You can look at paintings in the art gallery.

You can't go swimming.

- What are the verbs in each sentence? In what form is the main verb?
- What does *can* mean? What does *can't* mean?

CAN AND CAN'T

Can is a modal. Modals are words that come before main verbs. They change the meaning of the verbs in some way.

<p>1. Use can to talk about ability, things you are able to do.</p> <p>Use can't to talk about inability.</p>	<p>I can ice skate. I took lessons last year.</p> <p>My brother can't ski. He's never tried it.</p>
<p>2. Use can to talk about possibility, things that are possible.</p> <p>Use can't to talk about things that are not possible.</p>	<p>You can stay at the Ice Hotel only in the winter.</p> <p>You can't stay at the Ice Hotel in the summer because it isn't there.</p>
<p>3. Can and can't come before the main verb. The main verb is in the base form.</p>	<p>[base form]</p> <p>You can go ice skating in Sweden. I can't go on vacation right now.</p>
<p>4. Use can and can't in questions and short answers. Do not use a main verb in a short answer.</p>	<p>A: Can you swim? B: Yes, I can.</p> <p>A: Can Ellen ice skate? B: No, she can't.</p>

2 Work in a group of three. You want to find out your partners' abilities. Before you interview them, write their names in the chart on page 135. Then write five yes / no questions with *can*. Interview your partners and note their answers in the chart.

Example

A: Can you dance?

B: Yes, I can.

C: No, I can't.

YES / NO QUESTIONS	NAME	NAME
Can you dance?	Yes	No
1.		
2.		
3.		
4.		
5.		

Share your information with the class.

Example

Miguel can dance, but Hiroshi can't. OR Miguel can dance, and Hiroshi can dance, too.

- 3** Work with a partner. Look at the ad for Quebec's Ice Hotel in Canada. Take turns making statements about what is possible to do at or near Quebec's Ice Hotel. Your partner will agree or disagree with you.

Example

A: You can see ice sculptures at Quebec's Ice Hotel.

B: That's right. You can.

B: You can swim at Quebec's Ice Hotel.

A: No, you can't. There isn't any pool.

Come to Quebec's Ice Hotel!

Near Quebec City, Quebec, Canada

- Have your wedding, reunion, or birthday with us!
- See our ice sculptures
Watch a movie in the theater
Sit on ice furniture
Sleep on an ice bed
- Go cross-country skiing
Go snowmobiling
- Visit nearby Montgomery Falls Park
See the 83-meter (272-foot) waterfall
Dine at a fine restaurant

C SPEAKING

PRONUNCIATION: *Can* and *Can't*

Can: In affirmative statements and questions, we don't stress *can*. It is pronounced /kən/ and sounds like the last syllable of *bacon* or *Mexican*. The vowel in *can* is short and unclear.

Can't: Stress the negative word *can't*. The vowel sound in *can't* is clear and long /kænt/.

Note that **can** in short answers is stressed. The vowel is clear and long /kæn/.



Listen to the examples.

You can only go to the Ice Hotel in winter. You can't go in summer.

A: Can I go snowshoeing near the hotel?

B: Yes, you can.

- 1 Listen and repeat the phrases and sentences. Pronounce **can** as /kən/. Join **can** to the preceding word.

1. Mr. Bay can—bacon: Mr. Bay can cook bacon.

2. Joe can—chicken: Joe can cook chicken.

3. Maxy can—Mexican: Maxy can cook Mexican food.

- 2 Listen to the conversation and repeat the lines.


TRAVEL AGENT: You can ski near the Ice Hotel.

CUSTOMER: Can you shop?

TRAVEL AGENT: No, you can't shop.

- 3 Listen to the sentences. Are they affirmative (**can**) or negative (**can't**)? Check (✓) the correct column for each sentence.

Affirmative	Negative	Affirmative	Negative
1. _____	_____	4. _____	_____
2. _____	_____	5. _____	_____
3. _____	_____	6. _____	_____

4  Listen again. Write the sentences on the lines. Compare them with a partner's.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

5 Work with a partner. Take turns reading the sentences from Exercise 4. Stress **can't** by saying it louder or longer. Do not stress **can**.

FUNCTION: Expressing Likes and Dislikes

There are different ways to express likes and dislikes.

EXPRESSING LIKES	EXPRESSING DISLIKES
<p><i>How do you like traveling?</i></p> <p>It's great!</p> <p>I love it.</p> <p>I really like it.</p> <p>I like it.</p> <p>It's OK. / It's all right.</p> <p>I don't mind it.</p>	<p><i>How do you feel about cold weather?</i></p> <p>I can live without it.</p> <p>I don't like it very much.</p> <p>I don't like it.</p> <p>I can't stand it.</p> <p>I hate it.</p>

Work in a small group. Take turns asking and answering the questions. Use the expressions from the chart in your answers.

1. How do you like traveling?
2. What do you think about cold weather?
3. How do you like flying in airplanes?
4. What do you think about sharing a room with other travelers?
5. How do you like relaxing on the beach?
6. What do you think about amusement parks?

PRODUCTION: Small-Group Presentation

In this activity, you will **give a presentation at a “travel fair”** about your group’s favorite vacation destination. Try to use the vocabulary, grammar, pronunciation, and language for expressing likes and dislikes that you learned in the unit.*

Work in a small group. Follow the steps.

Step 1: As a group, make a decision about which vacation destination you want to present at the travel fair. It can be any kind of vacation—adventurous, relaxing, exciting, educational, or on a shoestring. After you make a decision, answer the questions and fill in information about your place in the chart.

TOPICS	QUESTIONS	YOUR DESTINATION _____
Weather	What’s the weather like in _____?	
Best time of year	What’s the best time of the year to visit?	
Activities	What can you do there?	
Sights	What sights can you see there?	
Lodging	Where can you stay?	
Cost	Is it expensive to travel there? Can you travel on a budget?	
People	Who will enjoy this vacation? (adventurous travelers, students, older travelers, families, singles, couples)	

*For Alternative Speaking Topics, see page 139.

Step 2: Make a travel poster about your destination that includes as much of the information in the chart as possible. Draw pictures or get photos of your vacation place to include.

Step 3: As a group, present your travel poster to the class. Tell the class why they will really like your vacation idea. Answer questions from the “audience.”

Example

A: We know you will like this adventure vacation to Machu Picchu.

B: OK. Could you tell me about the weather there?

A: Sure. The best months to visit are from June to October. The weather is warm then.

B: Oh, I love warm weather. Can I go hiking?

A: Yes. You can hike on several different trails.

Listening Activity

Listen to the presentations and write down your vote for the best vacation. Count up the class votes for the best vacation. Discuss why you like or don't like the class choice.

ALTERNATIVE SPEAKING TOPICS

Work in a small group. Discuss the questions.

1. What do you think is most important for a good vacation: relaxing and getting away from it all, being adventurous, or getting to know the place and people?
2. If you could visit any place in the world, where would you like to go? Why do you want to go there? Would you rather return to a familiar destination or explore a new one?

RESEARCH TOPICS, see page 192.

UNIT 9

Staying Healthy



1 FOCUS ON THE TOPIC

A PREDICT

Look at the pictures and discuss the questions with the class.

1. What is the man doing in each picture? How does he feel?
2. Do you think the man is healthy or unhealthy? Why?
3. The unit is about staying healthy. Make a list of healthy and unhealthy activities that you think will be discussed in this unit.

B SHARE INFORMATION

Work in a small group. Complete the activities.

1. There are many factors (reasons) that can affect your health. You can control¹ some of these factors; you cannot control others. Look at the list of factors. Write them in two categories in the chart.

age	gender (being a man or a woman)	stress
diet (what you eat)	sleep	weight
exercise	smoking	work
family history	social influences (work, friends)	

FACTORS YOU CAN CONTROL	FACTORS YOU CANNOT CONTROL

2. Staying healthy often depends on how well you can balance² the activities in your life. Look at the graph on page 143. It shows three categories: Work / School, Self-Care, and Social Life³. Then read the list of activities below it. Work in a small group and write the activities in each of the categories.

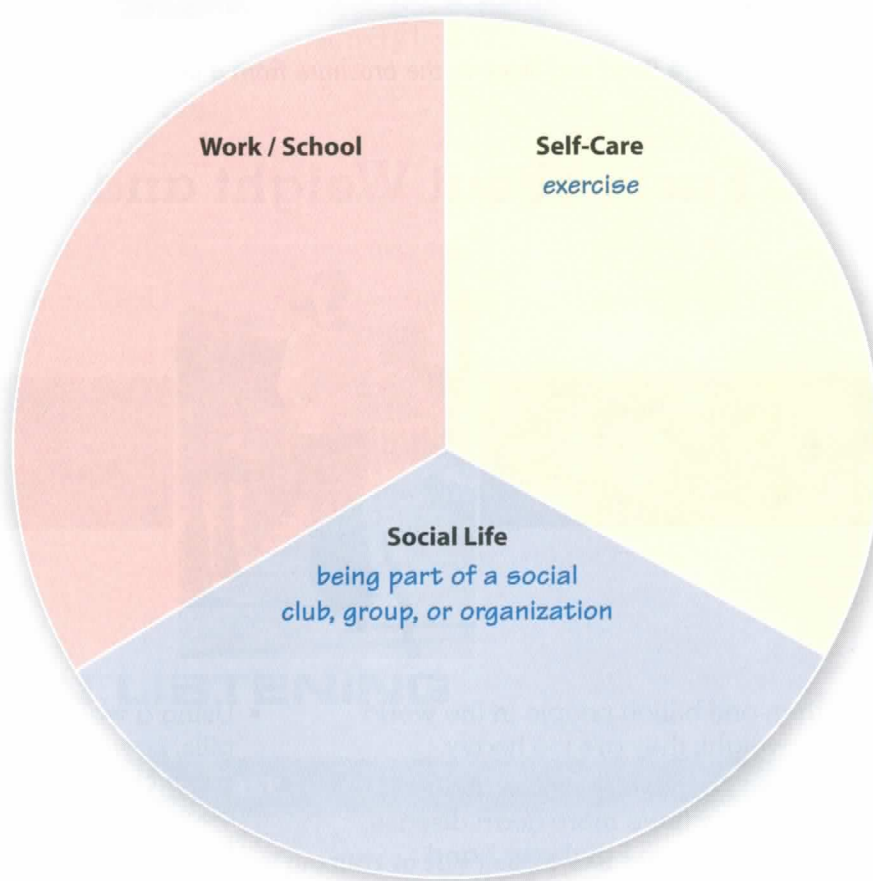


¹**control:** to make something or someone do what you want or work in a way you want

²**balance:** to give same amount of importance to

³**social life:** activities that relate to meeting people, developing relationships with them, and spending time with them

GOOD HEALTH: A BALANCE



~~being a part of a social club, group, or organization~~

changing bad habits (smoking, eating fattening foods)

earning money

~~exercise~~

going to events

healthy diet

learning new skills

preparing for a career

regular doctor visits

relaxation

sleep


spending time with family and friends

spiritual life

time away from work

3. In your group, discuss how much time you spend on these activities. How well do you balance them? Do you spend more time on some than on others? How can you live a healthier lifestyle?

C BACKGROUND AND VOCABULARY

- 1  Read and listen to the brochure from a doctor's office about weight and health.

Facts about Weight and Health



- More than one billion people in the world are overweight; they are too heavy.
- Overweight people have more health problems. They have more heart disease, high blood pressure,¹ diabetes,² and some kinds of cancer.³ Remember, these are just some of the **side effects** of being overweight. Keep a healthy weight to help **prevent** these diseases.
- Many people who are overweight don't feel well; some feel **terrible**. They are often tired and have trouble breathing and sleeping.
- People try to lose weight in many ways:
 - Exercising
 - **Going on a diet** (eating foods with fewer **calories** and / or not eating certain foods that are **fattening** such as potato chips, pizza, or cheese)
 - Using a weight-loss **remedy** (using pills, powders, drinks, and other products that help you to lose weight). Some remedies are **natural**, using **herbs**. Some are from your doctor, and some can be purchased at a store.
 - Having weight-loss surgery (an operation to help lose weight)
- About 95 percent of people who lose weight will gain the weight back in one to five years.
- One recent study shows that having overweight friends may cause people to gain weight.
- According to the World Health Organization (WHO), the best way to lose weight and keep it off is to eat less and exercise more, so you can lose weight slowly.

For more information, talk to your doctor today.

¹ **high blood pressure**: when the pressure or force of the blood in your body is high


² **diabetes**: a disease of high blood sugar

³ **cancer**: a serious illness which causes a growth to spread in the body

2 Match the words and phrases on the left with the definitions on the right.

- | | |
|-------------------------------|---|
| <u> e </u> 1. calories | a. very bad |
| <u> </u> 2. fattening | b. stop something from happening |
| <u> </u> 3. terrible | c. likely to increase your weight |
| <u> </u> 4. herbs | d. eat less or eat certain foods to lose weight |
| <u> </u> 5. side effects | e. energy in food that the body uses |
| <u> </u> 6. natural | f. unexpected results that a medicine has on your body |
| <u> </u> 7. go on a diet | g. coming from nature; not man-made or artificial |
| <u> </u> 8. remedy | h. plants used to make medicines or to flavor foods |
| <u> </u> 9. prevent | i. something you can do or take to correct a health problem |

**FOCUS ON LISTENING****A LISTENING ONE: Thin-Fast**

 Some people use special products to stay healthy and keep a healthy weight. Listen to a man talking about weight loss. Then read each question and circle the correct answer.

1. What are you listening to?

a. a radio commercial	b. a radio news show	c. a conversation in a doctor's office
-----------------------	----------------------	--

2. What is Thin-Fast?

a. a diet book	b. a weight-loss remedy	c. an exercise machine
----------------	-------------------------	------------------------

3. What do you think you will hear about? (Circle more than one answer.)


a. how to use Thin-Fast	b. how old it is	c. where it comes from
d. what it's made of	e. how it makes you feel	f. how much it costs

LISTEN FOR MAIN IDEAS

 Listen to the whole commercial for Thin-Fast. Circle the best answer to complete each statement.

1. Thin-Fast is a weight loss _____.
 - a. pill
 - b. drink
 - c. powder
2. Mary Ann feels _____.
 - a. overweight and unhappy
 - b. thin and unhappy
 - c. thin and happy
3. When using Thin-Fast, you _____.
 - a. have to go on a diet
 - b. have to exercise
 - c. can eat fattening foods
4. The ingredients in Thin-Fast are _____.
 - a. artificial
 - b. natural
 - c. unusual
5. Mary Ann thinks that Thin-Fast tastes _____.
 - a. great
 - b. terrible
 - c. OK

LISTEN FOR DETAILS

 Listen again. Then read each statement. Write **T** (true) or **F** (false). Correct the false statements. Then discuss your answers with the class.

Thin-Fast . . .

- _____ 1. helped Mary Ann lose 75 pounds.
- _____ 2. is a product you drink once a day.
- _____ 3. stops you from feeling hungry.
- _____ 4. prevents your body from taking in calories.
- _____ 5. has some side effects.
- _____ 6. has ingredients that are 2,000 years old.

- _____ 7. makes you feel energetic.
- _____ 8. comes in two flavors.
- _____ 9. can be bought over the telephone.

Now go back to Section 2A, Question 3 on page 145. Were your predictions correct?

MAKE INFERENCES

Listen to three excerpts from the commercial. Then decide whether Mary Ann would agree or disagree with each statement. Circle your answer.



Excerpt One

"There's nothing better for weight loss than Thin-Fast."

Mary Ann would agree / disagree.



Excerpt Two

"I don't mind exercising as a way to lose weight."

Mary Ann would agree / disagree.



Excerpt Three

"Something people used for so many years must be good."

Mary Ann would agree / disagree.

Compare your answers with a classmate's. Explain your answers using details from the listening.


EXPRESS OPINIONS

Read the questions. Discuss your answers with the class.

- Mary Ann says she looks thin and feels healthy after losing weight. Do you think most people want to lose weight for their looks or for their health? Explain your opinion.
- Americans spend more than \$40 billion a year on weight-loss products and services. Why do you think products like Thin-Fast are so popular?
- Many companies sell products that promise to make you healthy without exercising or eating well. Do you think these products work, or are they just a scam¹? Explain your opinion.
- "Bad habits are like a comfortable bed: easy to get into, but hard to get out of." What do you think this quote means?
- What are some bad health habits? Which bad health habits are the hardest to change? Why?

¹scam: a dishonest way to get money from someone

B LISTENING TWO: Being Healthy Is Good for You!

 Listen to the conversation between a patient and a doctor. Complete the chart with the information you hear.



A HEALTHY LIFESTYLE MEANS ...	GIVE UP ...	WAYS TO BE PHYSICALLY ACTIVE
eating less		

C INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

Fill in the information you heard about Thin-Fast and from the doctor for each of the categories listed in the chart.

	THIN-FAST	THE DOCTOR
Food and diet	eat anything	
Activity and exercise		
Amount of work to stay healthy		
How you'll feel		

STEP 2: Synthesize

Work with a partner. Act out a role play. Student A, you just heard about Thin-Fast and think it's an easy and great way to lose weight. Student B, you are a doctor who explains how you really lose weight. Talk about the four categories in the chart on page 148. Use the information from Step 1. Then switch roles.

Example

A: I just heard about a great weight-loss remedy. It's called Thin-Fast. It's so easy!

B: Really? Tell me about it.

A: Well, it's a drink. You can eat anything you want and you lose weight.

**FOCUS ON SPEAKING****A VOCABULARY****REVIEW**

Complete the conversations with words or phrases from the box. Use the underlined words to help you. Then work with a partner. Practice reading the conversations aloud. Switch roles after item 4.

fattening foods	go on a diet	physically active	side effects
give up	healthy lifestyle	prevent	<u>terrible</u>

- A: Cancer is a very bad disease. It kills nearly seven million people a year.

B: I wish there was a cure for this terrible illness.
- A: Children don't walk, ride bikes, or play outside as much as they did in the past. That is one reason they are not as healthy now.

B: Yes, kids today need to be more _____.
- A: Scientists say that people who stop smoking will live longer. Each cigarette shortens life by 11 minutes!

B: That is a great reason to _____ cigarettes.
- A: Did you know that wearing a coat in cold weather won't stop you from getting sick?

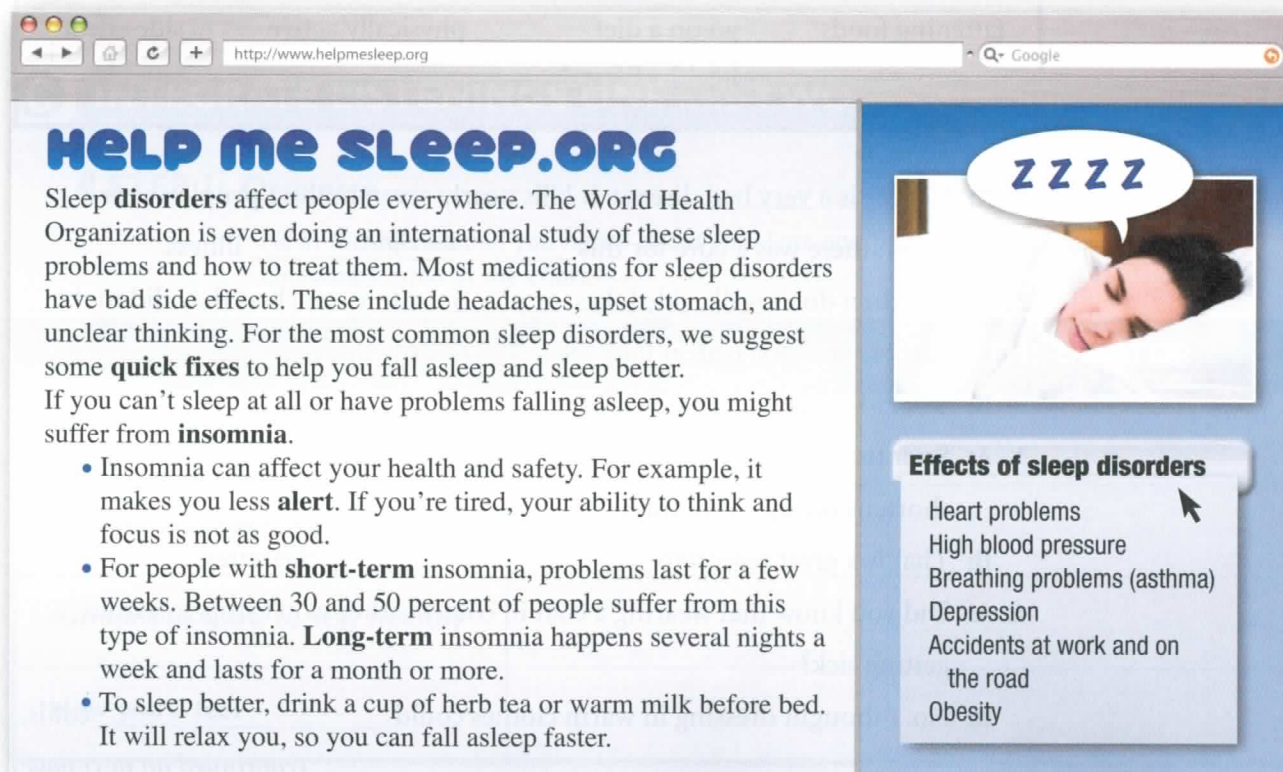
B: No. I thought dressing in warm clothes could _____ colds.

(continued on next page)

5. A: Some countries want to stop companies from advertising cookies, soda, and fast food to children. They say eating these foods will make kids gain weight.
 B: It's true that selling _____ to children can cause health problems.
6. A: One study showed that men who did a lot of healthy things were in less danger of having heart disease. They ate well, exercised, stayed thin, didn't smoke, and didn't drink too much.
 B: Wow! Those men had a very _____.
7. A: Some popular drugs can help you lose weight, but they can also make you sick and cause heart disease.
 B: Yeah. Weight-loss drugs can often have bad _____.
8. A: About 75 percent of women eat less fattening foods because they want to look better.
 B: Yes, but staying healthy is a better reason to _____.

EXPAND

1 Read the information from the website on sleep.



HELP ME SLEEP.ORG

Sleep **disorders** affect people everywhere. The World Health Organization is even doing an international study of these sleep problems and how to treat them. Most medications for sleep disorders have bad side effects. These include headaches, upset stomach, and unclear thinking. For the most common sleep disorders, we suggest some **quick fixes** to help you fall asleep and sleep better. If you can't sleep at all or have problems falling asleep, you might suffer from **insomnia**.

- Insomnia can affect your health and safety. For example, it makes you less **alert**. If you're tired, your ability to think and focus is not as good.
- For people with **short-term** insomnia, problems last for a few weeks. Between 30 and 50 percent of people suffer from this type of insomnia. **Long-term** insomnia happens several nights a week and lasts for a month or more.
- To sleep better, drink a cup of herb tea or warm milk before bed. It will relax you, so you can fall asleep faster.

Effects of sleep disorders

- Heart problems
- High blood pressure
- Breathing problems (asthma)
- Depression
- Accidents at work and on the road
- Obesity