

## FUNCTION: Negotiating—Making Suggestions and Coming to an Agreement

When two or more people need to make a decision together, they need to negotiate; they need to come to an agreement. When negotiating, you need to make suggestions until each person agrees.

MAKING SUGGESTIONS	AGREEING WITH SUGGESTIONS	DISAGREEING WITH SUGGESTIONS
<p><b>Let's</b> buy this chair.</p> <p><b>Why don't</b> we go to the thrift store?</p> <p><b>How about</b> buying a used car instead of a new one?</p> <p><b>Would you</b> like to sell your computer?</p>	<p>OK. / All right.</p> <p>That's fine with me.</p> <p>That's a good idea.</p> <p>Let's do it.</p> <p>It's a deal.</p> <p>OK. Why not?</p>	<p>Well, I don't know. How about ...?</p> <p>I have another idea. Why don't we ...?</p> <p>I don't think so.</p>

- 1** Look at the list of things. Pretend you have \$2,500 to buy things for your new house or apartment. Make a list of the things you would like to get.

used couch—\$100  
 new couch—\$650  
 large armchair—\$300  
 large floor rug—\$200  
 lamp—\$25  
 bookcase—\$115  
 painting—\$175  
 video-game player—\$200

plants—\$50  
 pet kitten—\$75  
 pet dog—\$130  
 computer—\$800  
 CD player—\$250  
 used piano—\$300  
 small used television—\$85  
 large new television—\$700

### Your List

_____	_____	_____
_____	_____	_____

- 2 Now work in a small group. Take turns suggesting things to buy. When everyone agrees, write your group's list below.

### Example

A: Let's buy the used couch for \$100.

B: Well, I don't know. I don't want a used couch. How about buying the new one?

C: But it costs a lot. Why don't we buy the chair?

### Your Group's List

\_\_\_\_\_

\_\_\_\_\_

- 3 Share your group's list with another group. Explain why your group chose each thing. The other group listens and answers. Did you choose the same things? Why or why not?

## PRODUCTION: Bartering

In this activity, you will **practice bartering for goods and services with your classmates**. Try to use the vocabulary, grammar, pronunciation, and language for negotiating that you learned in the unit.\*

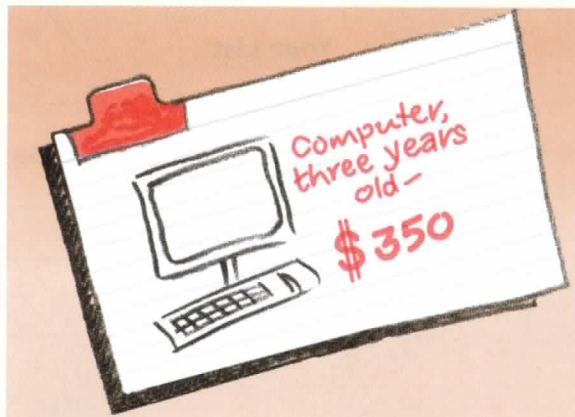
Follow the steps.

**Step 1:** Get five blank cards. On four of the cards write the following:

- name of an item you would like to exchange (and a drawing, if you'd like)
- how old it is
- how much money you think it is worth now.

Do this for four items. On the fifth card, write a service you can provide, such as cook dinner.

**Step 2:** Go around the class and barter with your classmates. Compare your items and services and negotiate with each other until you come to an agreement. When you come to an agreement, trade your cards.



\*For Alternative Speaking Topics, see page 53.

**Example**

**A:** How about trading your television for my computer?

**B:** But my television is newer than your computer.

**A:** Yeah, but my computer is more valuable.

**B:** Thanks, but that's not worth it. I want to keep looking.

OR

**B:** OK. It's a deal.

**Step 3:** Report your exchanges to the class.

**Example**

**A:** I traded a two-year-old television worth \$300 for a three-year-old computer worth \$350.

**B:** That's a pretty good deal.

**C:** Well, I paid an arm and a leg for a TV.

**Listening Activity**

*Listen to your classmates' reports. Who made the most exchanges? Who got the best deal?*

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**ALTERNATIVE SPEAKING TOPICS**

*Work in a small group. Discuss the questions.*

1. Do you think that most people have too much stuff? Why or why not? Give examples.
2. Do you think the Compact is a good idea or a bad idea? Why? Could you keep a promise not to buy anything new for a year? Explain.

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**RESEARCH TOPICS, see page 189.**



UNIT  
**4**

# Innocent or Guilty?



## 1 FOCUS ON THE TOPIC

### A PREDICT

*Look at the picture and discuss the questions with the class.*

1. Where are the people?
2. Why do you think the man is there?
3. What do you think the man and woman are talking about?



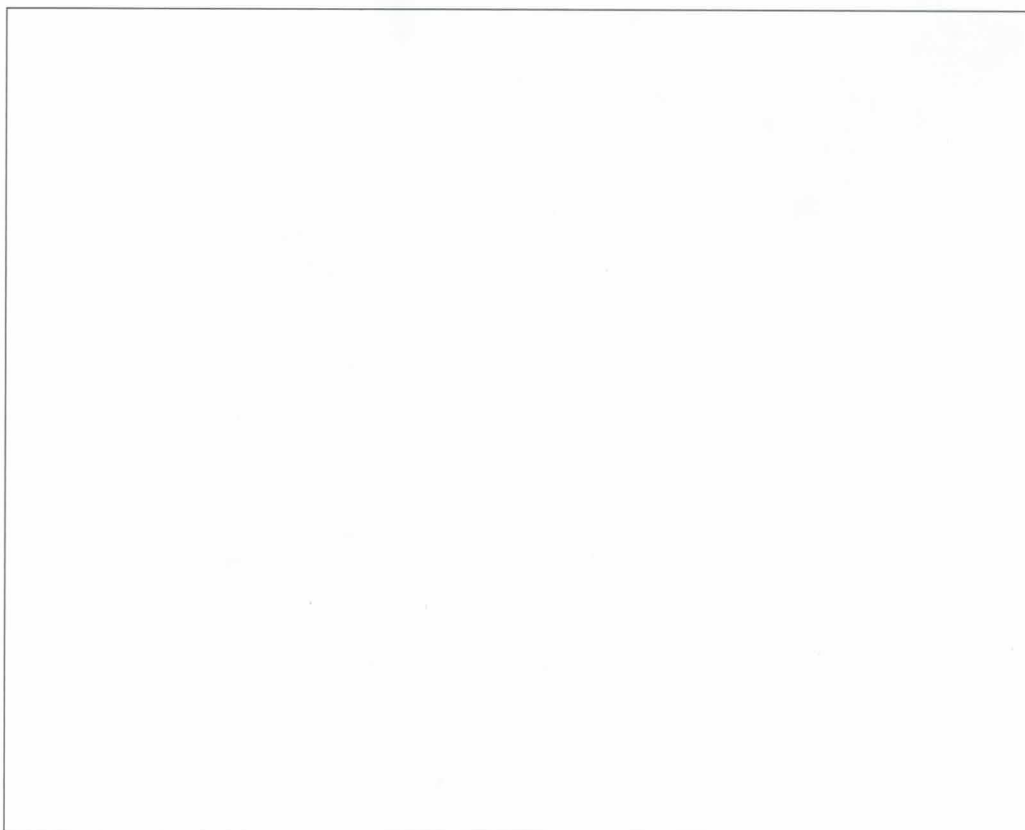
**B SHARE INFORMATION**

- 1** *Police get a lot of information about criminals from people on the street who saw what happened. However, often these people do not remember the details. How well can you remember details? Work with a partner. Complete the activity.*

Student A, look at the photograph of the person on page 181. Study it for two minutes and close your book. Then describe what you saw to Student B. Use as many details as possible.


Student B, after Student A finishes describing the photo, draw a picture or use words to describe the person. Use the box below. Switch roles.

Student B, look at the photograph of the person on page 182 for two minutes and close your book. Describe the photograph to Student A. Use as many details as possible. Student A, draw or describe the picture.



- 2** *Look at the two photographs on pages 181 and 182. Answer the questions.*
1. Do the drawings or descriptions match the photos? How are they different?
  2. Do you think it is easy to remember and describe what you saw? Why or why not?

## C BACKGROUND AND VOCABULARY

- 1  Police have new ways to get information about criminals. Read and listen to a conversation between two friends about DNA testing.


- A: Listen to this: "Since 1989, more than 200 people have been let out of **prison** in the United States."
- B: Why were they let out?
- A: Because they weren't **guilty**. They were in prison for **crimes** they didn't **commit**. They didn't do anything wrong!
- B: Really? How did they get out?
- A: **DNA** testing.
- B: What's that?
- A: DNA is information that makes each person different from every other person. It's what decides the color of your eyes, hair, and skin.
- B: So, it's what makes me different from you.
- A: Yes. And the police can use DNA to find the person who committed a crime.
- B: How does that work?
- A: Well, we leave DNA everywhere we go; it's in our hair or left when we touch something. When there is a crime, the police can collect **evidence**; something that might help them find who committed the crime. For example, evidence can be a hair or something the person touched, like a can of soda or even the **victim** of the crime. The police test the DNA. Then they use a computer to see if the police found the same DNA at another crime scene. If so, they know who committed the crime and they can **arrest** that person.
- B: But how does it help people get out of prison?
- A: Now DNA can be used to show people are **innocent**. This happens when the DNA the police get is different than the DNA of the person in prison.
- B: So people just leave prison?
- A: No, it's not that easy. There's an organization called the Innocence Project that helps people who are in prison **prove** they are innocent. And they have helped more than 200 people in the United States, Canada, England, and Australia.
- B: That's great. And this is new?
- A: Yes. Before, the police used information from **eyewitnesses**—the people who saw the crime. But eyewitnesses can be wrong. With DNA, the police can prove who committed the crime.
- B: That's interesting!

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

- |                    |   |
|--------------------|---|
| <u>e</u> 1. prison | a. do something bad   |
| ___ 2. guilty      | b. information in the human body that makes each person different from others |
| ___ 3. crimes      | c. a person who saw something happen  |
| ___ 4. commit      | d. things done against the law  |
| ___ 5. DNA         | <u>e</u> a place where people who committed a crime stay                      |
| ___ 6. evidence    | f. not guilty   |
| ___ 7. victim      | g. to take a person to a police station                                       |
| ___ 8. arrest      | h. to show something is true  |
| ___ 9. innocent    | i. a person who is hurt by someone  |
| ___ 10. prove      | j. information that shows that something is true                              |
| ___ 11. eyewitness | k. activities that are against the law  |

## 2 FOCUS ON LISTENING

### A LISTENING ONE: Roger's Story

 You will listen to a story about Roger—a man who went to prison. It is based on true stories. Listen to the beginning of Roger's story. What do you think he will talk about? Check (✓) everything he might say.

- \_\_\_ the reason he was sent to prison
- \_\_\_ why the police thought he was guilty
- \_\_\_ what he did in prison
- \_\_\_ people he met in prison
- \_\_\_ how he got out of prison
- \_\_\_ where the prison was located





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

## EXPRESS OPINIONS

Work with a partner. Read the quotes from people who have just listened to Roger's story. Do you agree or disagree? Write **A** (agree) or **D** (disagree). Discuss your opinions.

1. "I think what happened to Roger is terrible. I hope the government gives him a lot of money and helps him get a job and a place to live." \_\_\_\_\_
2. "It's too bad what happened to him. I feel that he should just be happy that he is out of prison and go on with his life." \_\_\_\_\_
3. "In my opinion, it's a good thing there are organizations like the Innocence Project. I don't know who else could help Roger." \_\_\_\_\_
4. "I can't believe that the police didn't believe his family. That really surprises me." \_\_\_\_\_

## B LISTENING TWO: Why Do Innocent People Go to Prison?

CD 7  
42

Listen to an interview with an Innocence Project lawyer. She explains why innocent people sometimes go to prison. Then answer the questions. You don't need to write complete sentences.

1. What does Laura Chang do?  
\_\_\_\_\_
2. What is mistaken identity?  
\_\_\_\_\_
3. Why does mistaken identity happen? Write one or more reasons.  
\_\_\_\_\_
4. What is false confession?  
\_\_\_\_\_
5. Why would someone give a false confession? Write one or more reasons.  
\_\_\_\_\_

6. What is police misconduct?

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7. What is an example of police misconduct?

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8. What is an example of a lawyer doing a bad job?

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## C INTEGRATE LISTENINGS ONE AND TWO

### STEP 1: Organize

Complete the chart. In the left column, write reasons why innocent people go to prison. In the right column, write examples for each reason from Listenings One and Two.

REASONS WHY INNOCENT PEOPLE GO TO PRISON	EXAMPLES FROM LISTENINGS 1 AND 2
1. <i>mistaken identity</i>	<i>eyewitness was wrong about Roger</i>
2.	
3.	
4.	

### STEP 2: Synthesize

Work with a partner. Student A, give a reason why innocent people go to prison. Student B, give an example from Listening One or Two. Use the information from Step 1. Then switch roles. Continue until you have talked about all the reasons.

#### Example

**A:** One reason innocent people go to prison is mistaken identity.

**B:** Roger's case is an example of that. The victim was wrong about Roger.





# 3 FOCUS ON SPEAKING

## A VOCABULARY

### REVIEW

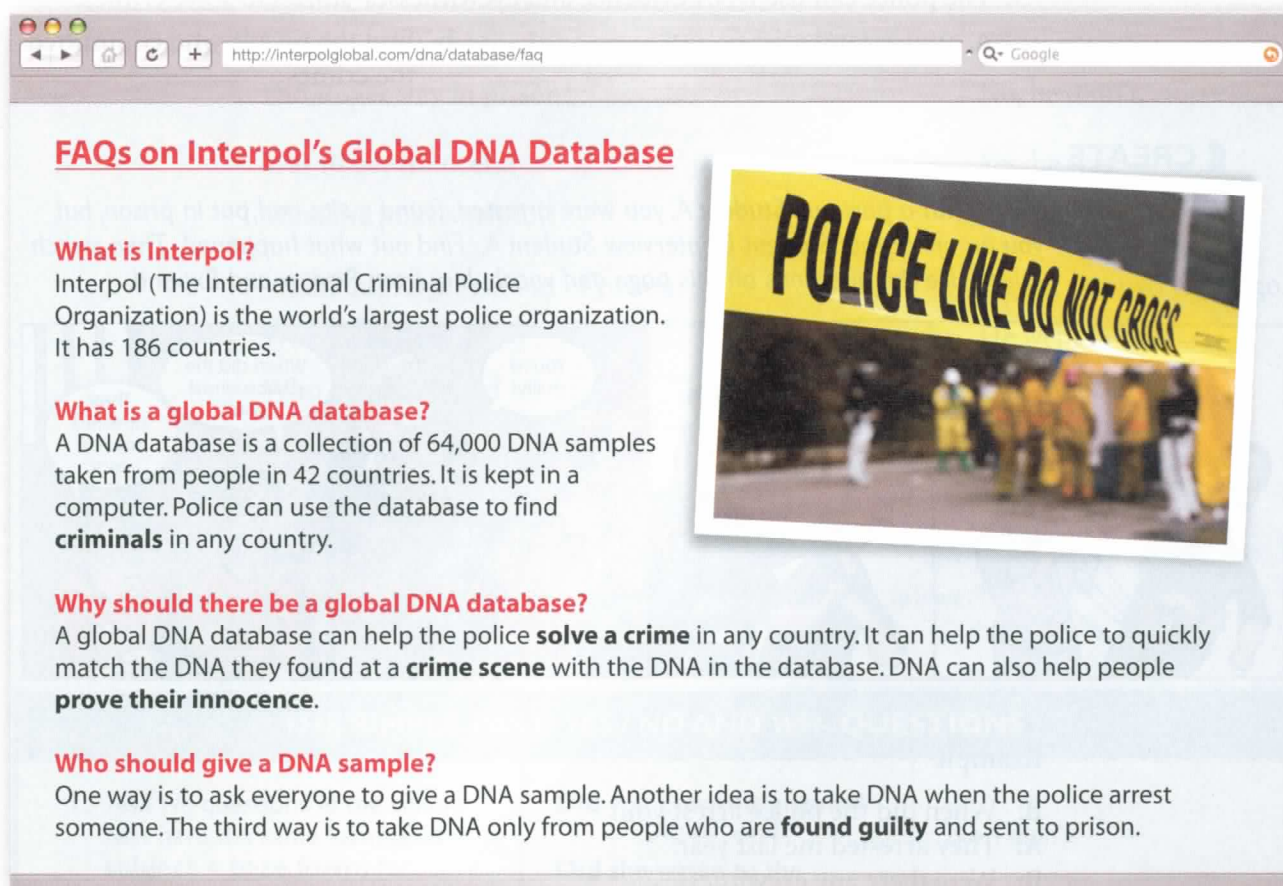
Use the words from the box to complete the sentences.

arrested	false confession	police misconduct
DNA	guilty	prison
evidence	innocent	prove
<del>eyewitness</del>	mistaken identity	victim

1. A person who sees a crime is a(n) eyewitness.
2. Jerry was home when the police came to his house. They \_\_\_\_\_ him and took him to the police station.
3. A person can be wrong about what he or she saw. This is called \_\_\_\_\_.
4. Lawyers use \_\_\_\_\_ to try to show a person committed a crime.
5. \_\_\_\_\_ is information in a person's body that makes him or her different from everyone else; it determines things like the color of your eyes and hair.
6. A person who did not commit a crime is \_\_\_\_\_.
7. A person who has committed a crime will be sent to \_\_\_\_\_.
8. Sometimes a person will say they committed a crime even if they did not. They might feel scared or pressured to give a \_\_\_\_\_.
9. Sometimes the police will do things wrong, such as destroy evidence. This is one example of \_\_\_\_\_.
10. Someone stole my sister's car last night. This is the first time anyone in my family has been the \_\_\_\_\_ of a crime.
11. Lawyers have a hard job; they must \_\_\_\_\_ if someone did something wrong or not.
12. A person who committed a crime is \_\_\_\_\_.

## EXPAND

## 1 Read the frequently asked questions (FAQs) about global DNA databases.



**FAQs on Interpol's Global DNA Database**

**What is Interpol?**  
Interpol (The International Criminal Police Organization) is the world's largest police organization. It has 186 countries.

**What is a global DNA database?**  
A DNA database is a collection of 64,000 DNA samples taken from people in 42 countries. It is kept in a computer. Police can use the database to find **criminals** in any country.

**Why should there be a global DNA database?**  
A global DNA database can help the police **solve a crime** in any country. It can help the police to quickly match the DNA they found at a **crime scene** with the DNA in the database. DNA can also help people **prove their innocence**.

**Who should give a DNA sample?**  
One way is to ask everyone to give a DNA sample. Another idea is to take DNA when the police arrest someone. The third way is to take DNA only from people who are **found guilty** and sent to prison.

## 2 Read each statement. Then circle the correct definition of the underlined word.

- The police arrived at the crime scene and found the victim. She was sitting on the ground and very scared.
  - the place something bad happened
  - the police station
- The global DNA database can help the police find criminals in any country.
  - people who commit crimes
  - people who didn't do anything wrong
- The eyewitness told the lawyers what she saw. The lawyers used her information and other evidence in court. The man who committed the crime was found guilty.
  - someone decided the person committed the crime
  - someone decided the person did not commit the crime

(continued on next page)

4. DNA evidence can help people prove their innocence.
  - a. show they didn't commit the crime
  - b. commit crimes
5. The police can use DNA evidence and eyewitnesses' stories to solve crimes.
  - a. understand crimes
  - b. find the people who committed the crimes

## CREATE

Work with a partner. Student A, you were arrested, found guilty, and put in prison, but you are innocent. Student B, interview Student A. Find out what happened. Then switch roles. Use the questions on this page and vocabulary from Review and Expand.



### Example

B: When did the police arrest you?

A: They arrested me last year.

B: Were there any eyewitnesses?

A: There was an eyewitness but I think she made a mistake. It was too dark. She couldn't see well but the police believed her anyway.

### Questions

When did the police arrest you?

Where was the crime scene?

Was there evidence or an eyewitness?

Why do you think they found you guilty?

Can you prove your innocence? How?



## B GRAMMAR: The Simple Past: Yes / No and Wh- Questions

### 1 Read the questions and answers.

Did the people at the Innocence Project help Roger?	Yes, they did.
Did Roger stay in prison?	No, he didn't.
Was Roger innocent?	Yes, he was.
Were the police helpful?	No, they weren't.
When did Roger get out of prison?	He got out two years ago.
Where did he go?	He went home.
Who helped Roger?	The Innocence Project helped him.

### 2 Answer the questions.

- a. What is the verb in each question or answer?
- b. What form is the main verb in each question or answer?
- c. What form are the other verbs?

THE SIMPLE PAST: YES / NO AND WH- QUESTIONS		
<p>1. Yes / No questions in the simple past have the same form (<b>Did + subject + base form</b>) for regular and irregular verbs.</p> <p>Yes / No questions with <b>be</b> are formed by putting <b>was</b> or <b>were</b> before the subject.</p>	<p><b>Did</b> you <b>commit</b> a crime? [regular verb]</p> <p><b>Did</b> she <b>write</b> to the Innocence Project? [irregular verb]</p> <p><b>Was</b> he innocent? <b>Were</b> you in prison?</p>	<p>No, I didn't.</p> <p>Yes, she did.</p> <p>Yes, he was. Yes, I was.</p>
<p>2. Most <i>wh-</i> questions in the past begin with the <b>question word</b> followed by <b>did + subject + the base form</b> of the verb.</p> <p><i>Wh-</i> questions in the past do not use <i>did</i> when the question is about the subject.</p>	<p><b>When</b> did he <b>go</b> to prison? <b>Where</b> did he <b>live</b>? <b>What</b> did the police <b>do</b>? <b>Why</b> did he <b>go</b> to prison? <b>How long</b> did he <b>stay</b> in prison?</p> <p><b>Who</b> helped? (NOT: Who did help?)</p>	<p>He went to prison in 1975. He lived in New York. They lost the evidence. He committed a crime. He stayed in prison for 22 years.</p> <p>The Innocence Project helped.</p>

(continued on next page)

### THE SIMPLE PAST: YES / NO AND WH- QUESTIONS

3. There are three endings for regular verbs in the simple past: **-d, -ed** and **-ied**.

Irregular past verbs do not add **-ed**.  
They often look different from the base form.

Roger **lived** in Chicago.  
The police **talked** to the victim.  
The lawyers **tried** to help Roger.

The eyewitness **saw** the crime.  
Roger's family **went** to the movies.

### 3 Write the verbs in the past tense.

#### Base Form

#### Past Tense

accuse

\_\_\_\_\_

arrest

\_\_\_\_\_

be

\_\_\_\_\_

come

\_\_\_\_\_

commit

\_\_\_\_\_

die

\_\_\_\_\_

do

\_\_\_\_\_

find

\_\_\_\_\_

go

\_\_\_\_\_

have

\_\_\_\_\_

#### Base Form

#### Past Tense

help

\_\_\_\_\_

leave

\_\_\_\_\_

live

\_\_\_\_\_

prove

\_\_\_\_\_

say

\_\_\_\_\_

see

\_\_\_\_\_

take

\_\_\_\_\_

tell

\_\_\_\_\_

test

\_\_\_\_\_

write

\_\_\_\_\_

- 4 Look at the timeline of events in Jack Smith's life. He was arrested, but he wasn't guilty. Work with a partner. Take turns asking and answering questions about the events.

### Example

A: Where did Jack live in 2000?

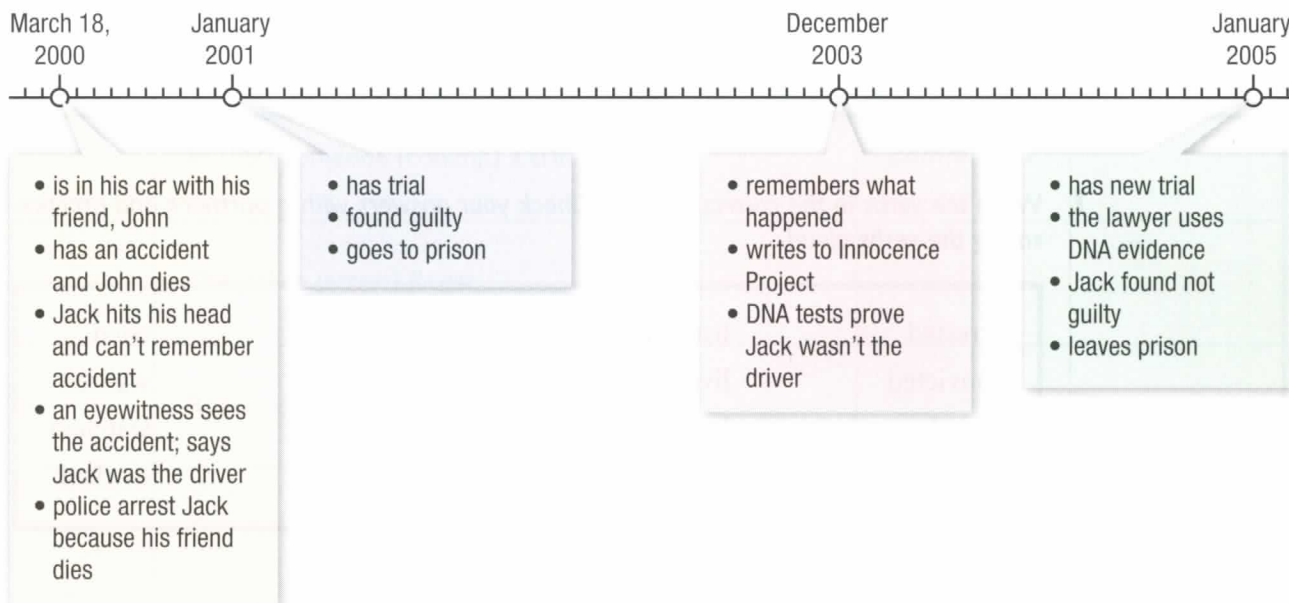
B: He lived in New York City.

B: What happened on March 18?

A: He had an accident.

**Name:** Jack Smith


**Hometown:** New York City



## C SPEAKING

### PRONUNCIATION: -ed Endings—A Sound or a Syllable?

Sometimes the -ed ending is pronounced as a new syllable. Sometimes it is pronounced as a single sound at the end of the verb. Listen to the underlined words in the text.

 The Innocence Project decided to look at Roger Brook's case. They investigated and helped Roger prove that he was innocent. Roger's family never believed that he was guilty. Finally, after 25 years, the court agreed with Roger and his family.

Write the verbs from the text in the correct blanks.

The -ed ending is pronounced as a syllable: \_\_\_\_\_

The -ed ending is pronounced as a single, final sound: \_\_\_\_\_



### RULES FOR PRONOUNCING THE -ED ENDING

The <i>-ed</i> ending is a syllable when the verb ends in a /t/ or /d/ sound. The <i>-ed</i> ending is pronounced /ɪd/.	decide—decided investigate—investigated
The <i>-ed</i> ending is a final sound, /t/, when the verb ends in a voiceless sound.	work—worked      help—helped /k/      /kt/      /p/      /pt/ release—released      laugh—laughed /s/      /st/      /f/      /ft/
The <i>-ed</i> ending is a final sound, /d/, when the verb ends in a voiced sound or a vowel sound.	agree—agreed      believe—believed /d/      /v/      /vd/

- 1** Write the verbs in the correct column. Check your answers with a partner's and practice saying the verbs aloud.

arrested	listened	married	tried
convicted	lived	recommended	wanted
ended	located	started	watched
happened	loved	tested	worked

**-ed is a syllable**

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**-ed is a sound**

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- 2** Work with a partner. Write the past tense of the verb in the correct column. Then put the sentences in the correct order to tell Roger Brook's story. Practice telling the story to a partner.

ORDER	STORY	IRREGULAR VERB	-ED IS A SYLLABLE	-ED IS A SOUND
	The court (review) the new evidence.			
	The police (show) the victim pictures of suspects.			
1	In 1980, someone (commit) a crime.		committed	
	The police (arrest) Roger.			
	Roger (go) to prison.			
	The victim (pick) Roger's picture.			
	Roger (write) a letter to the Innocence Project about his case in prison.			
	The police (find) the DNA evidence.			
	Roger was (convict) of the crime.			
	Roger (walk) out of prison a free man.			
	The DNA evidence (prove) that Roger was innocent.			

## FUNCTION: Expressing and Supporting an Opinion

Often in conversation, we want to express opinions on a topic. An opinion is something you believe to be true. Different people can have different opinions about the same thing. To get other people to agree with you, you should give reasons to support your opinion. You should say why you believe your opinion is true.

EXPRESSING AND SUPPORTING AN OPINION	AGREEING WITH AN OPINION	DISAGREEING WITH AN OPINION
<p>I think DNA databases are a good idea [expressing opinion] because they help the police. [supporting an opinion]</p> <p>I feel that ... In my opinion, ... I believe ...</p> <p>I don't think we should have DNA databases [expressing opinion] because DNA information should be private. [supporting an opinion]</p> <p>I don't feel ... I don't believe ...</p>	<p>I think so, too. I agree.</p>	<p>I don't think so. I don't agree. I disagree.</p>

*Work in a small group. One student reads a statement. Each student agrees or disagrees with the statement and explains his or her opinion.*

### Example

DNA databases are a good idea.

**A:** In my opinion, DNA databases are a good idea because they help solve crimes.

**B:** I disagree. I don't think DNA databases are a good idea. I think DNA information should be private.

1. The Innocence Project should help everyone in prison.
2. Everyone should give a DNA sample to a global DNA database.
3. A person who sees a crime is always a good eyewitness.
4. The police never do anything wrong.
5. A person in prison is there because he or she committed a crime.
6. The government should give people like Roger a lot of money.

## PRODUCTION: Small-Group Discussion

Every day, the Innocence Project lawyers receive many letters from people in prison. These prisoners want the Innocence Project to help them prove they are innocent. The Innocence Project lawyers cannot take every case, but they take as many as possible. **Imagine that you are working for the Innocence Project and have to choose the cases that you can help.** Try to use the vocabulary, grammar, pronunciation, and language for expressing and supporting opinions that you learned in the unit.\*

*Work in a group of three. Each student has information on one case. Student A, your chart is on page 183. Student B, your chart is on page 184, and Student C, your chart is on page 185. Follow the steps.*

**Step 1:** Before you decide on the cases, each student in the group must know about all the cases. Take turns asking each other questions about the cases until your charts are complete.

### Example

**A:** How old is Louis Silver?

**B:** He is 53 years old.

**B:** Where did Dan Block live?

**C:** He lived in Chicago.

**Step 2:** When you all have complete information on each case, decide which case the Innocence Project will take first, second, and third. You must give your opinion and reasons why you think one case should be taken before another.

### Example

**A:** I think we should take Johnny Muldar first. He was at home when the crime happened.

**B:** I don't think we should take his case first. We should take Dan Block's case first because he gave a false confession. He was probably very scared and didn't know what to do.

**Step 3:** After you decide the order of the cases, tell the class what order you recommend and why.

\*For Alternative Speaking Topics, see page 72.



**Listening Activity**

Complete the chart with each group's choice of cases. Put a check (✓) under first, second, and third for each group's decision. What were the class's overall results?

	JOHNNY MULDER	LOUIS SILVER	DAN BLOCK
First			
Second			
Third			

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**ALTERNATIVE SPEAKING TOPICS**

Work in a small group. Discuss the questions.

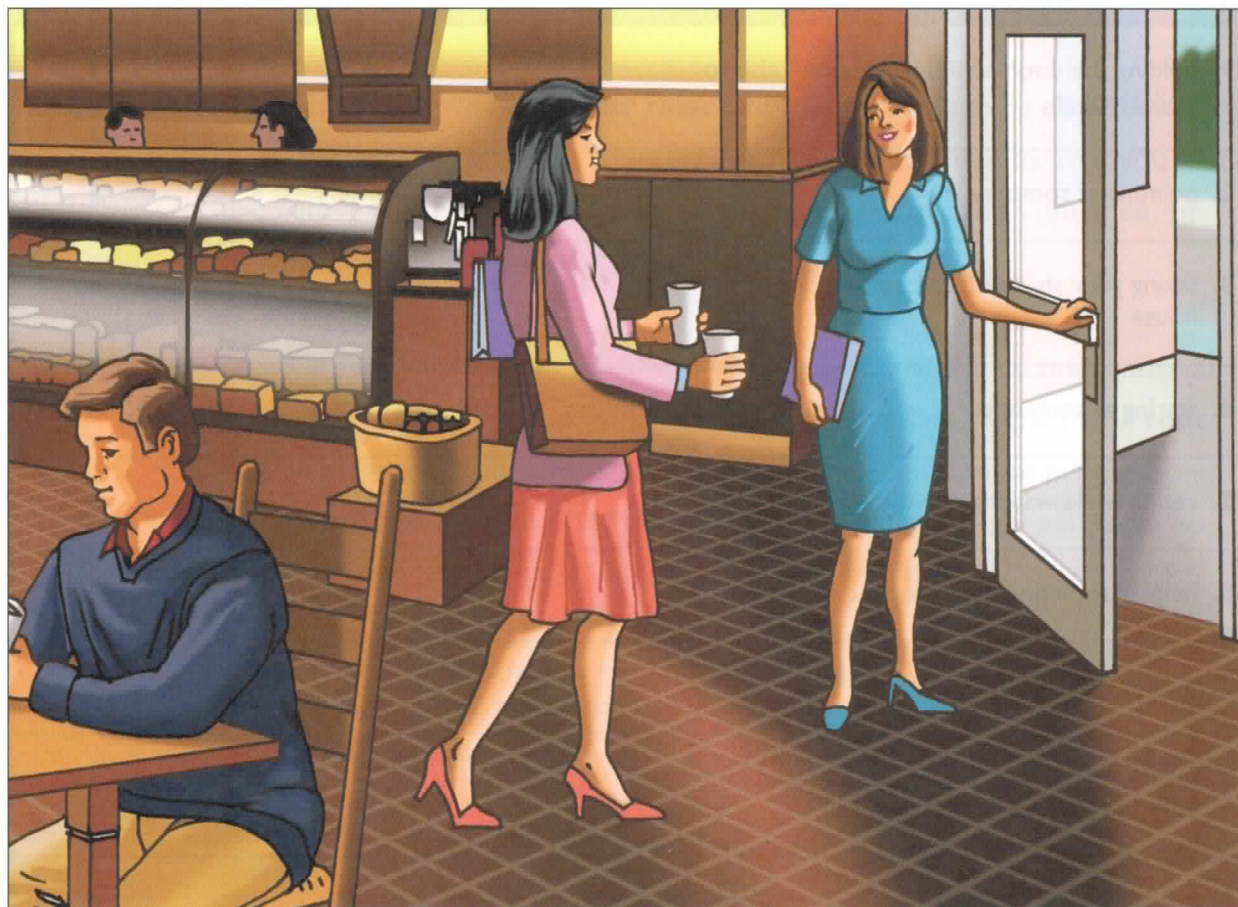
1. How do you think innocent people can be protected from going to prison?
2. Imagine a person has been in prison for 20 years. Then, this person gets out because of DNA evidence. What kind of problems do you think this person faces? Make a list of needs a person might have. Explain each need.

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**RESEARCH TOPICS, see page 190.**

# UNIT 5

# Etiquette



## 1 FOCUS ON THE TOPIC

### A PREDICT

*Look at the picture and discuss the questions with the class.*

1. What is happening?
2. Have you been in a similar situation? What happened? How did you feel?

**B SHARE INFORMATION**

Look at the list of actions. Some are polite (make other people feel comfortable); others are rude (make others feel uncomfortable). For each action, circle a number from 1 to 4 to express your opinion. Be prepared to explain your opinions.

	VERY POLITE			VERY RUDE
1. holding the door open for someone else to walk through	1	2	3	4
2. pointing at someone	1	2	3	4
3. taking your shoes off before entering a house	1	2	3	4
4. staring at someone	1	2	3	4
5. eating while walking down the street	1	2	3	4
6. helping someone who dropped something	1	2	3	4
7. putting on makeup in public	1	2	3	4
8. talking on a cell phone while in a restaurant with friends	1	2	3	4
9. not looking at your teacher when speaking or answering	1	2	3	4
10. throwing garbage on the ground (littering)	1	2	3	4

Why are some of the actions considered polite? Why are some considered rude?  
Discuss your opinions with the class.

## C BACKGROUND AND VOCABULARY

### 1 Read and listen to an excerpt from a radio show.

HOST: Thanks for tuning into *Your World*. At the end of every show, we ask you to tell us what you'd like to hear about on this radio station. Several listeners wrote in saying they'd like to hear about **manners**.

Maybe, like me, you were **raised** by your parents to be **courteous**. My mother always said, "**Treat** others as you want them to treat you." In other words, **respect** others. Many cultures have the same idea. In English, this is called "the golden rule."

On today's show our guest is a woman who just did an international survey<sup>1</sup> on polite and impolite behavior. She sees people being **rude** more often than before. She also hears more and more people **complaining** about bad manners. Please listen at 4:00 P.M. today to another show, *What Ever Happened to Manners?*

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

- |                              |  |
|------------------------------|--|
| <u>  b  </u> 1. manners      | a. speaking or doing things in a way that is not polite                |
| <u>      </u> 2. raised      | <u>  b  </u> b. polite ways to behave or speak; polite social behavior |
| <u>      </u> 3. courteous   | c. taken care of as a child  |
| <u>      </u> 4. treat       | d. to behave toward someone in a particular way                        |
| <u>      </u> 5. respect     | e. saying you are unhappy or angry with something or someone           |
| <u>      </u> 6. rude        | f. a way to describe polite behavior                                   |
| <u>      </u> 7. complaining | g. feel or show care for or attention to something                     |


<sup>1</sup>survey: a set of questions you ask a large number of people to learn their opinions or behavior






## FOCUS ON LISTENING

### A LISTENING ONE: What Ever Happened to Manners?

 Listen to the beginning of the radio show called What Ever Happened to Manners? How do you think Sarah Jones did an international survey of manners? List three possible ways.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### LISTEN FOR MAIN IDEAS

 Listen to the complete interview. Then read each question and circle the correct answer.

1. Why did Sarah Jones do a survey of manners?
  - a. She wanted to see if people in one country are more polite than in other countries.
  - b. She wanted to see if it is true that people are becoming very rude.
  - c. She wanted to see if women are more polite than men.
2. Who did the woman test?
  - a. all kinds of people
  - b. students and businesspeople
  - c. only students
3. What situations were included in the survey?
  - a. holding the door for someone, helping someone pick up some papers, and letting someone sit down
  - b. helping someone pick up some papers, helping someone cross the street, and customer service
  - c. holding the door for someone, helping someone pick up some papers, and customer service

### LISTEN FOR DETAILS

 Listen to the interview again. Then complete the summary of the survey that Sarah Jones did.

\_\_\_\_\_ 1. \_\_\_\_\_ reporters went to large cities all around the world. They went to \_\_\_\_\_ 2. \_\_\_\_\_ countries. In the survey, they tested \_\_\_\_\_ 3. \_\_\_\_\_ people. The reporters did three things: \_\_\_\_\_ 4. \_\_\_\_\_, the paper drop test, and they looked at \_\_\_\_\_ 5. \_\_\_\_\_.

For the door test, they wanted to see if people would \_\_\_\_\_ **6.** for the reporters. For the \_\_\_\_\_ **7.**, they wanted to see if anyone would help them pick up \_\_\_\_\_. **8.** For customer service, they wanted to see if people who work in stores were polite: if people did courteous things like saying \_\_\_\_\_ **9.** and \_\_\_\_\_ **10.**

In the most courteous city, \_\_\_\_\_ **11.** percent of the people passed the door test. When the reporters dropped their papers, only \_\_\_\_\_ **12.** percent helped pick them up. For customer service, \_\_\_\_\_ **13.** out of 20 people said "thank-you." When the reporters asked them, some people said they do it because it shows \_\_\_\_\_ **14.** \_\_\_\_\_ **15.** was the most courteous city.

### MAKE INFERENCES

*Listen to two excerpts from the interview. After listening to each excerpt, read the question and circle the correct answer.*



#### Excerpt One

Why does Sarah Jones stress the word *her*?

- a. to show the person was a woman
- b. to show that the woman needed help more than the reporter did



#### Excerpt Two

Why does Sarah Jones stress the word *are*?


- a. She agrees they are courteous because they are being paid.
- b. She thinks they have good training.

### EXPRESS OPINIONS

*Discuss the questions with the class.*

1. New York City scored as the number one city for good manners. Are you surprised? Why or why not?
2. In your opinion, are people less polite nowadays than in the past? Give examples to explain your opinion.
3. Where did you learn manners: At home? At school? At a religious institution?
4. Why are manners important?

## B LISTENING TWO: Our Listeners Respond—Why Is There a Lack of Manners?

 Listen to the second part of the radio show. Listeners were invited to call in with their ideas on why people are rude. Look at the list of reasons. Check (✓) the reasons you hear.

There is a lack of manners because . . .

- \_\_\_\_\_ families don't spend enough time together.
- \_\_\_\_\_ people don't know each other well, so they are less polite.
- \_\_\_\_\_ children don't learn manners at school anymore.
- \_\_\_\_\_ living with people from many different cultures is confusing.
- \_\_\_\_\_ of technology. (People don't socialize as much.)
- \_\_\_\_\_ people follow the behavior they see on TV.
- \_\_\_\_\_ people forget how to talk to someone face to face.



## C INTEGRATE LISTENINGS ONE AND TWO

### STEP 1: Organize

Look at the list of items from *Listenings One and Two*. Each item belongs to one of the three categories in the chart on page 79. Categorize each item and write it in the correct column. Then compare your completed chart with a partner's.

- |  |  |
|--|--|
| • help someone pick up dropped papers  | • <del>not having enough family time</del> |
| • <del>hold the door for someone</del> | • <del>respect for other people</del>      |
| • how we want other people to treat us | • say "thank-you" and "hello"              |
| • how you were raised                  | • technology                               |
| • living with many cultures            | • you don't know how long to hold the door |
|  | • you're opening the door anyway           |

EXAMPLES OF COURTEOUS BEHAVIOR	REASONS FOR COURTEOUS BEHAVIOR	REASONS FOR IMPOLITE BEHAVIOR
1. hold the door for someone	1. respect for other people	1. not having enough family time
2.	2.	2.
3.	3.	3.
	4.	4.

## STEP 2: Synthesize

Work with a partner. Student A, you are a reporter interviewing people on the street about manners. Ask questions. Student B, answer Student A's questions. Use the information from Step 1. Then switch roles and repeat the conversation.

### Example

- A: Hello. I'm interviewing people about manners. Can you give me an example of courteous behavior?
- B: Sure. It is polite to hold the door for someone.
- A: True. Why do people do that?
- B: It shows respect for other people.
- A: But some people aren't courteous. Why is that?
- B: One reason is not having enough family time, so children don't learn manners from their parents.



# 3 FOCUS ON SPEAKING

## A VOCABULARY

### REVIEW

Read the magazine column about etiquette. Write the correct word in the blank. Use the words from the box.

complaining	courteous	raised	rude
confusing	face to face	respect	treat

### Ask Miss Manners

Dear Miss Manners,

I think people are not as polite now as they used to be. It seems that every day someone gets in front of me in line or bumps into me and doesn't say "excuse me." People are just not <sup>1.</sup>\_\_\_\_\_ . I want to say something to each and every one of them, but I don't. What do you suggest I do?

— Clara

Dear Clara,

Unfortunately, there does seem to be a lack of manners. The question is, what do we do about it? I think the important thing to remember is to <sup>2.</sup>\_\_\_\_\_ others in a nice way. If we can all just remember to <sup>3.</sup>\_\_\_\_\_ each other, I think we can all get along.

Dear Miss Manners,

I hear people <sup>4.</sup>\_\_\_\_\_ about parents not watching their children. I know children are all <sup>5.</sup>\_\_\_\_\_ differently, so you see a lot of

different behavior. I was shopping the other day and some kids were running around. It was hard to shop. What should I do in that situation?

—Annoyed Shopper

Dear Annoyed Shopper,

Well, one idea is to tell the manager. It's really the manager's job to deal with customers. It's not always best for you to talk to the person

<sup>6.</sup>\_\_\_\_\_

Dear Miss Manners,


Sometimes I feel people from other countries are being <sup>7.</sup>\_\_\_\_\_ because they talk so loud. What do you suggest I do?

—Julius K.

Dear Julius K.,

Nowadays, we live with people from all over the world. We don't always speak the same language or have the same culture. It can be <sup>8.</sup>\_\_\_\_\_ when we don't understand another person's culture. But we all have to learn to get along.

## EXPAND

- 1  Read and listen to the conversation about bad manners on the road. Take turns reading the conversation with a partner.

A: I had a terrible day today.  
 B: Really? What happened?  
 A: Well, first I was driving to school, and a man drove right in front of me really fast. I had to slam on my brakes to stop quickly.  
 B: Oh, **don't take it personally** . . . I'm sure he didn't even see you there!  
 A: Well, then, I was late and in a hurry and he was driving too slowly.  
 B: Maybe he was trying to be careful. **Try to see it his way**. I'm sure it had nothing to do with you.  
 A: Then why didn't he pull over and let me go?  
 B: **Don't get me wrong**. I understand why you're angry, but I think you're thinking too much about this whole thing. Just forget it.  
 A: Forget it? I can't! I got to school late and missed my test.  
 B: Hey, **take it easy** . . . you're so upset! If you leave home a little earlier, then you won't be late.  
 A: Well, good point.

- 2 Match the phrases on the left with their meaning on the right.

_____ 1. don't take it personally	a. try to understand what I am (he / she is) thinking
_____ 2. try to see it my / her / his way	b. stop being angry; don't worry, relax
_____ 3. don't get me wrong	c. don't misunderstand me
_____ 4. take it easy	d. what I am saying or what happened is not about you

## CREATE

Work in a group of four. You will have a debate about each of the actions listed. For each action, each student will take a side—either you think it is rude or not. Use the words from the box and vocabulary from Review and Expand in your statements.

## Actions

Walking down the street while eating	Talking on your cell phone in public
Crossing your legs on the subway	Pointing at people
Putting on makeup in public	

confusing	lack of manners	raised	rude
courteous	polite	respect	treat

**Example**

- A:** I think walking down the street while eating is rude. I think when you eat you sit and enjoy the food. That is how I was raised.
- B:** I disagree. Maybe you don't have time to sit and eat and you are very hungry. It's not a lack of manners.
- C:** Don't get me wrong. Sometimes I walk and eat, but I think it shows respect to sit down to a meal.

**B GRAMMAR: Could and Would in Polite Questions****1** Read the examples. Then answer the questions.

Could you please hold the door open for me?

Would you help me pick up my papers?

Could you help me, please?

- a.** What is the first word in each question? What answer do you expect?
- b.** Look at the main verb in each question. What is the form?

**COULD AND WOULD IN POLITE QUESTIONS**

- 1.** Use **could** and **would** when you want to make a polite request or politely ask someone for something. **Could** and **would** have the same meaning.

*Could* and *would* are modals. The verb that follows *could* and *would* is in the simple form.

- 2.** *Please* is often used to make the question even more polite.
- 3.** To answer politely, use these typical responses:

**Could** you **hold** the door for me?  
**Would** you **help** me with the dishes?

Could you **please** hold the door for me?  
 Would you help me with the dishes, **please**?

Yes, of course.  
 Certainly.  
 I'd be glad to.  
 I'd be happy to.  
 Sure.  
 No problem.

- 2** Work with a partner. Student A and Student B, you have incomplete schedules for the etiquette school—a school that teaches manners to business people. Student A, your schedule is on this page. Student B, turn to page 186. Take turns asking and answering questions until you both have a complete schedule.

### Example

A: Could you tell me when the class “Telephone Etiquette” meets?

B: I’d be glad to. It meets Thursdays, 6–7.

A: And could you tell me a little about the class?

B: Sure. You will learn how to answer the phone politely.

A: What else?

Student A, ask Student B about these classes. Write them in your schedule.

Social and Communication Skills

Business Meals

Telephone Etiquette

	Monday	Tuesday	Wednesday	Thursday	Friday
6–7			<b>How to Make a Toast</b> Learn: <ul style="list-style-type: none"> <li>• the right time to make a toast</li> <li>• what to say</li> <li>• how to hold the glass</li> <li>• how long to talk</li> </ul>	<b>Telephone Etiquette</b> Learn: <ul style="list-style-type: none"> <li>• to answer the phone politely</li> <li>•</li> <li>•</li> </ul>	
7–8	<b>Business Communication</b> Learn: <ul style="list-style-type: none"> <li>• how to greet people from different countries</li> <li>• when to make eye contact</li> <li>• how to exchange business cards</li> <li>• how to dress correctly for meetings</li> </ul>				<b>Table Manners</b> Learn: <ul style="list-style-type: none"> <li>• styles of eating in different countries</li> <li>• how to understand table settings</li> <li>• how to eat unusual food</li> <li>• when to begin eating</li> </ul>
8–9					



## C SPEAKING

### PRONUNCIATION: Intonation: Attention Getters and Polite Questions

When we want to get someone's attention, we can say "Excuse me" or "Sorry." When we say "Sorry" to get someone's attention, we are saying, "I'm sorry if I am interrupting you, but I need to talk to you." We can also get a person's attention by saying the person's name, "Sonia," "Mr. Smith." With strangers, we can say "Sir," "Miss," or "Ma'am" (*Ma'am* / məm / rhymes with "ham"). We use a special intonation with attention getters like "Excuse me" or "Mr. Jones."

 **52** Listen to the attention getters.

Excuse me, ...

Sir, ...

Sorry, ...

Mr. Smith, ...

*Listen to the attention getters again. At the end of the attention getter, does the voice fall to a low note or does it stay a little high?*


When we ask polite questions, we use a special intonation.

 **53** Listen to the questions.

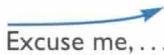


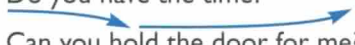

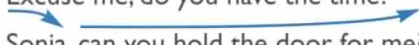
Do you have the time?


Can you hold the door for me?

Would you like me to hold the door for you?

- 1**  **53** With polite questions, the speaker's voice falls to a low note and then rises to a high note at the end. Listen to the questions again. Underline the word(s) where the voice falls to a low note and then rises to a high note.

#### INTONATION PATTERNS

<b>Attention getters</b> Your voice rises a little at the end.	 Excuse me, ...  Miss, ...
<b>Polite questions</b> Your voice falls to a low note on the important word and then continues to rise to a high note. The important part of the intonation pattern is the fall to the low note and then the rise to a high note.	 Do you have the time?  Can you hold the door for me?
<b>Attention getters and polite questions together</b>	 Excuse me, do you have the time?  Sonia, can you hold the door for me?

- 2**  Listen to the questions. Underline the part of the question where the voice falls and then rises. Then listen again and repeat the questions.

1. Can you help me?
2. Could you turn off your cell phone?
3. Can I ask you a question?
4. Could you help me with some directions?
5. Would you like some help?
6. Is this seat taken?\*
7. You look lost. Can I help you?
8. Can I borrow your book?

- 3**  Listen to the attention getters and repeat them. Make your voice rise at the end.

1. Excuse me, ...
2. Sir, ...
3. Carlos, ...
4. Sorry, ...
5. Ma'am, ...
6. Mrs. Peters, ...
7. Professor Jones, ...
8. Dr. Sanford, ...

- 4** Work with a partner. Practice putting the attention getters together with a polite question. Pay attention to your intonation.

- 5** Practice the short conversations with a partner.

1. A: Excuse me, do you have the time?  
B: Sure. It's 10:30.
2. A: Sonia, can I borrow your book?  
B: No problem.
3. A: Sir, is this seat taken?  
B: No.
4. A: Ma'am, could you get that door for me?  
B: Sure. You've got quite an armful.

\*You can use this question when there is an empty seat next to someone who is sitting.

**6** Create short conversations with your partner about the situations below. Student A, start with an attention getter and a polite question. Student B, answer the question. Then repeat the exercise, switching roles. You can use the attention getters and questions from the exercises on page 85 or make your own.

1. You are walking down the street. A person in front of you drops some papers. The person is trying to pick them up. You ask if you can help.
2. You need to make a call but you don't have your cell phone with you. You ask a classmate if you can borrow his or her cell phone.
3. You're carrying a lot of heavy packages. The person in front of you is opening the door. You ask if he or she can hold the door for you.
4. You've lost your class schedule. You ask your teacher if you can get another one.
5. You see someone on the street who looks lost. You ask if you can help.
6. You were absent and want to get the notes from yesterday's class. You ask a classmate if you can borrow his or her notes.

### **FUNCTION: Complaining Politely**

There are different ways to complain politely when you are not happy about a situation.

MAKING POLITE COMPLAINTS	RESPONSES
<p>I'm sorry to have to say this, but ...</p> <p>I'm sorry to bother you, but ...</p> <p>Maybe you forgot to ...</p> <p>Maybe you didn't know, but ...</p> <p>Excuse me if I'm out of line, but ...</p>	<p>I can see why you are upset.</p> <p>No problem.</p> <p>I'm sorry.</p> <p>Let me see what I can do.</p>

Work with a partner. Act out the situations. Use the language for making polite complaints. Then repeat the exercise, switching roles.

1. Student A: You drop some garbage on the ground.  
Student B: You see Student A litter and don't think it is right.
2. Student A: You like people to take their shoes off before entering your home.  
Student B: You are visiting Student A. You don't take your shoes off before entering the home.

3. Student A: You are in a movie theater, watching a movie. Student B is talking to friends and it bothers you.

Student B: You are talking to your friends during the movie.

4. Student A: You are sending text messages to another friend while Student B is trying to talk to you.

Student B: You are trying to have a conversation with Student A.

## PRODUCTION: Role Play

In this activity, you will **discuss a situation, then prepare a three-to-five-minute role play that relates to manners.** A role play is a short performance. The actors take on roles, or become characters, and act out a situation. The situations are often similar to experiences that people might have in real life. Try to use the vocabulary, grammar, pronunciation, and language for making polite complaints that you learned in the unit.\*

*Work in a group of three. Follow the steps.*

**Step 1:** Read each situation aloud in your group. Discuss the situations. What was rude? Why was it rude? How could you react? What could you say? What might happen if you say something?

### Situations

1. You are in a restaurant having dinner with a friend. A person is sitting alone at a table near you, talking loudly on a cell phone. You can't hear your friend or enjoy your meal.
2. You are in the grocery store, standing in line to pay for your groceries. You are in a hurry to go to a friend's house. The person in line in front of you and the cashier are having a long conversation.
3. You are at the movies with a friend. It is a new movie and very popular. The line is long and you don't know if you will get tickets. Someone has been standing in line in front of you alone. Suddenly, three of his friends come and get in line in front of you and your friend.
4. You are driving with your friend. Another car comes close behind you, quickly passes, then drives very closely in front of you. A few minutes later, you stop to buy a cup of coffee. You go into the restaurant, look out the window, and see the same car stop as well. The driver comes into the restaurant.

\*For Alternative Speaking Topics, see page 88.



**Step 2:** Choose one situation and prepare a role play.

**Step 3:** Role-play your situation for the class.

### Listening Activity

Complete the chart for each group's role play.

SITUATION	RESPONSE	DO YOU AGREE WITH THE RESPONSE? WHY?

## ALTERNATIVE SPEAKING TOPICS

Work in a small group. Read and discuss the quotes. What do they mean to you? Explain each quote in your own words. Do you agree or disagree with the quote? Explain.

"Treat everyone with politeness, even those who are rude to you—not because they are nice, but because you are."—Author Unknown

"Consideration for others is the basis of a good life, a good society."—Confucius

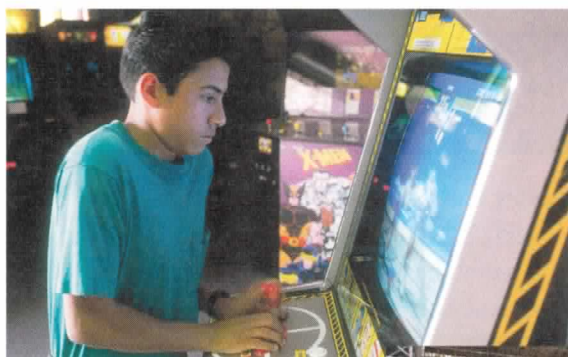
"Visitors should behave in such a way that the host and hostess feel at home."  
—J.S. Farynski

## RESEARCH TOPICS, see page 190.

# UNIT 6

## Who's Game for These Games?

1



2



3



1

### FOCUS ON THE TOPIC

A

#### PREDICT

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

1. Where are the people in the pictures?
2. What are they doing?
3. Which picture shows someone playing a computer game? An arcade game? A video game? What games do you think they are playing?
4. Read the title of the unit. The expression *to be game* means "to be ready and willing to do something," so the title means "who is ready and willing to play these games?" Who do you think plays video and computer games?

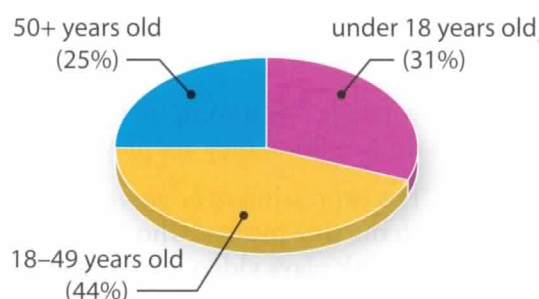
## B SHARE INFORMATION

- 1 What things are important when you choose a game to play? Check (✓) **Important** or **Not Very Important**. You can think of an electronic (video or computer) game or another kind of game.

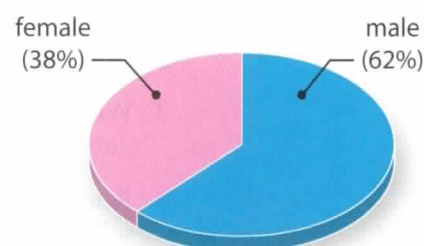
	IMPORTANT	NOT VERY IMPORTANT
1. It's challenging (it's difficult to win).		
2. It's exciting.		
3. It has an interesting story.		
4. It's funny (it makes me laugh).		
5. It's educational (it teaches me something).		
6. It's active (I can move around when I play).		
7. I can play it with other people.		
8. I can play it alone.		

- 2 Discuss your answers in a small group. Tell why each item is important or not important to you. Give some examples of games that you know.
- 3 Study the graphs and discuss the questions on page 91 with your group.

**Age of Game Players**  
(The average age is 33.)



**Gender of Game Players**





1. What is the average age of computer and video game players?
2. Are more players male or female?
3. Does any of the information in the graphs surprise you? Why?
4. Are you a gamer (someone who plays video or computer games)?

## C BACKGROUND AND VOCABULARY

- 1  Read and listen to the article from a parenting magazine.

### HOW MUCH DO YOU KNOW ABOUT YOUR KIDS' GAMES?

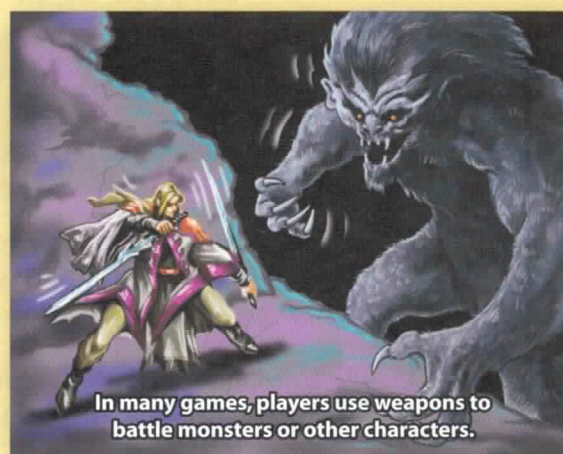
As a parent, you probably know that video and computer games are very popular with children: 83 percent of 8-to-18-year-olds in the United States have at least one video game system in their home. However, maybe you don't know much about the games your kids are playing. Here are some popular types of electronic games:

**Role-playing:** These games take place in a (1) **fantasy** world. Players take the role of a character, or create their own character. Many people play these games online.

**Action-Adventure:** These games are very popular with children because they are fast-moving and full of (2) **adventure**. In these games, players (3) **explore** the fantasy world of the game. To win the game, players have different challenges, such as solving (4) **puzzles**, winning races, searching for treasures, and fighting battles against monsters.

**Shooting:** In these games, players use weapons, such as guns, to shoot other characters in the game. Players often fight against each other.

**Simulation:** In these games, players can simulate or re-create real situations, such as flying an airplane or a spaceship. In some simulation games, players create their own cities, countries, families, or even zoos, and act as the planner or leader to meet the needs of the game characters.



In many games, players use weapons to battle monsters or other characters.

Many parents think that video games are bad for their children. For example, many people think that some games are too (5) **violent** and they teach kids to be violent or hurt others. Some parents worry that their children will (6) **get addicted to** video games and spend too much time playing games instead of doing other things. On the other hand, there are some good things about games. The quick movements of video games can help children develop good hand-eye (7) **coordination**, and some games help children learn to think and solve problems. As a parent, it's a good idea to (8) **check out** the games your children play to make sure they aren't too violent. It's also important to limit the time your children spend playing games.




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

- |                                 |  |
|---------------------------------|--|
| <u>  f  </u> 1. fantasy         | a. games that are difficult to do or solve     |
| <u>     </u> 2. adventure       | b. become unable to stop doing something       |
| <u>     </u> 3. explore         | c. an exciting thing that happens to someone   |
| <u>     </u> 4. puzzles         | d. the way body parts work together            |
| <u>     </u> 5. violent         | e. examine                                     |
| <u>     </u> 6. get addicted to | <u>  f  </u> something imagined                |
| <u>     </u> 7. coordination    | g. using force to hurt someone                 |
| <u>     </u> 8. check out       | h. learn about a place by traveling through it |

## 2 FOCUS ON LISTENING

### A LISTENING ONE: Entertainment for All

Video and computer games are big business. Many companies make the games and try to get new groups of people to buy them. One way they advertise new games is through expositions, or expos.

**1**  Listen to the beginning of Entertainment for All. Read each question. Then circle the correct answer.

1. What are you listening to?
  - a. a television news report
  - b. a conversation
  - c. an advertisement
2. Where is reporter Michelle Singh?
  - a. at an electronic gaming company
  - b. at a party for gamers
  - c. at an electronic games expo




At a gaming exposition (expo)

**2** Make predictions about the gaming expo. Circle all the items that are correct.

Visitors to this gaming expo can ...


- a. check out the latest electronic games.
- b. see a gaming competition.
- c. sell their used games.
- d. see a video game rock concert.

## LISTEN FOR MAIN IDEAS

 You will hear a father, son, and grandfather talk about the kinds of games they like to play. Write the letter next to each person.

- |                   |                     |
|-------------------|---------------------|
| _____ Father      | a. Action-adventure |
|                   | b. Shooting         |
| _____ Son         | c. Music and Rhythm |
|                   | d. Role-playing     |
| _____ Grandfather | e. Puzzle           |
|                   | f. Simulation       |

## LISTEN FOR DETAILS

 Listen to the complete news story again. What does each person say about his favorite game? Put a check (✓) under the person.

WHAT DOES EACH PERSON SAY ABOUT HIS FAVORITE GAME(S)?	FATHER	SON	GRANDFATHER
1. You play in a fantasy world.			
2. You create your own character.			
3. You fight battles.			
4. You meet other players.			
5. It's exciting.			
6. You explore.			
7. You solve puzzles.			
8. It's challenging.			
9. It's good for your coordination.			
10. It makes you think.			

Now go back to Section 2A, Exercise 2 on page 92. Were your predictions correct?

## MAKE INFERENCES

Listen to three excerpts from the news reports. After each excerpt, circle the correct answers.



### Excerpt One

1. “Gamers are usually young.”  
Would the reporter agree or disagree?  
**a.** agree                                      **b.** disagree
2. Why does the man say “actually . . .”?  
**a.** He wants to correct the reporter.  
**b.** He wants the reporter to know he’s telling the truth.



### Excerpt Two

1. "It's strange for a man to create a female character in a game." Would the reporter agree or disagree?
  - a. agree
  - b. disagree
2. What does the reporter mean when she says "what do you know"?
  - a. She doesn't think the man knows what he's talking about.
  - b. She is surprised that most men create female characters.



### Excerpt Three

1. “My favorite game isn’t very violent.”  
Would the boy agree or disagree?  
**a.** agree                      **b.** disagree
2. Why does the reporter say “don’t you think”?  
**a.** She expects the boy to agree with her.  
**b.** The boy doesn’t think enough about the games he plays.


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

## EXPRESS OPINIONS

Read the statements and circle if you agree or disagree. Then discuss your answers in a small group.

- |   |       |          |
|---|-------|----------|
| 1. In my country, most children play video or computer games. | agree | disagree |
| 2. Video games are bad for children.                          | agree | disagree |
| 3. In my country, more males than females play video games.   | agree | disagree |
| 4. I don't know many adults who play video games.             | agree | disagree |
| 5. I think video games can keep your mind young.              | agree | disagree |

## B LISTENING TWO: Do You Like Video Games, Too?

 Listen to the conversation between neighbors. Two mothers and a daughter are talking about electronic games. Write **T** (true) or **F** (false) next to each statement. Correct the false statements.

- \_\_\_\_\_ 1. Maria likes her son's video games.
- \_\_\_\_\_ 2. Jessica and Kelly both like to play video games.
- \_\_\_\_\_ 3. Jessica plays a simulation game called the Sims.<sup>TM</sup>
- \_\_\_\_\_ 4. In Jessica's favorite game, she designed a house with a swimming pool.
- \_\_\_\_\_ 5. Jessica likes games that are easy to win.
- \_\_\_\_\_ 6. Kelly's favorite game is a karaoke game.
- \_\_\_\_\_ 7. Kelly likes her dancing game because it's active.



## C INTEGRATE LISTENINGS ONE AND TWO

### STEP 1: Organize

Work with a partner. In the chart, write the things the game players like about the games they play. Use the information from Listeners One and Two.

FAVORITE GAME TYPE	WHAT THE PLAYERS LIKE ABOUT THEIR FAVORITE GAME(S)
Online Role-Playing	You can play in a fantasy world.
Action-Adventure	
Puzzle	
Simulation	
Music and Rhythm	



**STEP 2: Synthesize**

Work in a small group. Imagine you are at a gaming expo. Take turns asking and answering questions about the different types of games you like to play. Use the information from Step 1.

**Example**

A: What kind of games do you like to play?

B: I like online role-playing games.

A: What do you like about them?

B: I like playing in a fantasy world. I also like to create my own character.

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

- 1 Do you like solving puzzles? Make words from the scrambled letters. Write one letter in each square to spell a word or phrase from the word box. Don't worry yet about the numbers below the boxes. You will use them in the next exercise.

active

fantasy

puzzles

challenging

gamers

use weapons

coordination

get addicted to

~~violent~~

1. Many parents say that games are too TLENOVI and have too much fighting in them.

V	I	O	L	E	N	T
---	---	---	---	---	---	---

1

2. They don't want their children to play games that teach them to EUS PWEOSAN to kill other characters.

--	--	--

2

--	--	--	--	--	--	--	--

3

3. Parents also say that children spend too much time playing games and easily TGE DECDIDAT OT them.

--	--	--

4

--	--	--	--	--	--	--	--	--	--

5

--	--

4. Many people say that it is healthy for kids to stay VTCEAI by doing other activities such as sports.

--	--	--	--	--	--

6

5. Playing video games can improve a person's vision, the ability to see things. It can also improve hand-eye INOTCROAINDO.

--	--	--	--	--	--	--	--	--	--

7

6. Good video games help children to think and learn. Many games teach players new information or make players solve UZLPZSE.

--	--	--	--	--	--

8 9

7. People like to learn with games because they are both HLGLACNGEIN and fun.

--	--	--	--	--	--	--	--	--	--

10

8. Many MRAGSE play games online or with friends.

--	--	--	--	--	--

11 12

9. In role-playing games, players play in a SYNATFA world where they can make up their own characters.

--	--	--	--	--	--


13 14

- 2 Figure out the saying. Copy the letters in the numbered squares from Exercise 1 to the squares below with the same numbers.

	L					K										K		
13	10	3	1	12	13	7	5	7	1	8	10	13	14	11	13	4	2	
J			K				L	B				.						
13	6	13	5	9	10	1	14											

- 3 Discuss the saying with the class. What do you think it means?

## EXPAND

- 1  Read and listen to the conversation between two friends about a classmate's bad experience with computer games. Take turns reading the conversation with a partner.

A: Did you hear about that guy in our math class? The one who usually sits next to me?

B: No, what happened? I don't see him anymore.

A: I heard he started playing one of those online role-playing games, and now he plays it all the time. It **keeps him from** going to class. I heard he plays for several

(continued on next page)

hours every day. He hardly takes time to eat or sleep, and he rarely spends time with his friends anymore.

**B:** Are you serious? Why doesn't he **give it up**?

**A:** He can't stop. He's totally addicted to it.

**B:** That's **the problem with** those games. They're so good; it's hard to stop playing them. It's like you're living your life in the game. Before you know it, it becomes **a bad habit**.

**A:** Yeah, but can you really **blame** the game? I mean, no one **makes him** keep playing. He chooses to keep playing instead of doing other things.

**B:** That's true. That's why I really try to **limit** the time I spend on those games.

**A:** Yeah, me too.

**2** Choose the best synonym or definition for each underlined word or phrase.

1. My busy work schedule keeps me from doing things with my friends.  
a. stops me from doing                      b. allows me to do
2. When did you give up playing video games?  
a. start    b. stop
3. I don't see the problem with playing video games.  
a. what is difficult about                      b. what is bad about
4. I'm glad I didn't start smoking. It's a bad habit.  
a. something you do often that is not good for you                      b. something you don't like to do
5. My little sister always blames me when we have a fight.  
a. says I'm the cause of the problem                      b. hits me
6. My mother makes me finish my homework before playing video games or watching TV.  
a. asks me to    b. tells me to
7. My mother limits the amount of money I can spend on new video games.  
a. counts    b. controls

**CREATE**

*A game of Truth or Dare<sup>1</sup> is a good way to review vocabulary and learn more about your classmates.*

1. Play in a small group. Use a die or pieces of paper numbered 1–6. The players take turns choosing a number.
2. After choosing a number, the player looks at the corresponding number in the chart and decides whether to "Tell the Truth" or "Take a Dare."

<sup>1</sup>dare: to challenge someone to do something that is difficult or embarrassing

**Tell the Truth**

Complete the task truthfully.

1. Name a thing that was very *challenging* for you to do. Were you successful in doing it? Describe what happened.
2. Name a *bad habit* that you have or had. Did you try to *give it up*? What happened?
3. Name a thing, such as a video or computer game, that you *got addicted to*. Describe it.
4. Name something you try to *limit* in your life and why you want to limit it.
5. Did you ever *blame* someone for something? Did anyone ever blame you for something? If so, what happened?
6. Name something or someone in your life that *keeps you from doing* what you really want to do. Explain.

**Take a Dare**

Complete the task with a word or phrase you choose from the vocabulary box.

1. Give the definition of the word / phrase.
2. Spell the word / phrase without looking at it.
3. Say another word / phrase that has a similar meaning.
4. Say a word / phrase that has the opposite meaning.
5. Use some of the letters in the word / phrase to spell a new word.
6. Translate the word / phrase into your native language.

**Take a Dare: Vocabulary Box**

Cross off the word after a player uses it. Each word can only be used once.

active	check out	gamer	solve
adventure	coordination	habit	use weapons
blame	explore	limit	violent
challenging	fantasy	puzzle	

**B GRAMMAR: Adverbs and Expressions of Frequency**

- 1 Read the sentences. Look at the underlined words. Then answer the questions on the next page.

I always do my homework before I play games.

My brother usually plays video games after school.

My sister is often on the Internet.



- a. What are the verbs? Circle them.
- b. What question do the underlined words answer?
- c. In which sentence does the underlined word appear *after* the verb? What's the verb?
- d. In all three sentences, what tense are the verbs in? Why?

### ADVERBS AND EXPRESSIONS OF FREQUENCY

1. Some adverbs of frequency are: <b><i>always</i></b> <b><i>usually</i></b> <b><i>often</i></b> <b><i>sometimes</i></b> <b><i>rarely</i></b> <b><i>never</i></b>	I <b><i>always</i></b> do my homework before I play video games.
2. Some expressions of frequency are: <b><i>every (day, week, month)</i></b> <b><i>twice (a week)</i></b> <b><i>once in a while</i></b> <b><i>several times (a year)</i></b> <b><i>three times (a month)</i></b>	My friend checks for new games online <b><i>every week</i></b> .
3. Use adverbs and expressions of frequency to tell how often someone does something.	I <b><i>sometimes</i></b> play video games after school. I check my e-mail <b><i>every day</i></b> .
4. The verbs used with adverbs and expressions of frequency are usually in the simple present tense.	My mother <b><i>usually plays</i></b> the Sims™. My dad <b><i>watches</i></b> the news on TV <b><i>every night</i></b> .
5. Adverbs of frequency come after the verb <b><i>be</i></b> . Adverbs of frequency usually come before other verbs. <b><i>Sometimes</i></b> can also come at the beginning of a sentence.	My sister <b><i>is often</i></b> on the Internet.  My mother <b><i>sometimes worries</i></b> that I play video games too much. <b><i>Sometimes</i></b> my father plays video games with me.
6. Expressions of frequency usually come at the beginning or the end of the sentence.	My friend calls me <b><i>every day</i></b> . <b><i>Once in a while</i></b> , we go to the movies.
7. Use <b><i>How often ... ?</i></b> in questions about frequency.	<b><i>How often</i></b> do you go to the movies?