

“Are you going to eat me?” (4) **asked** the little boy.

The bear just looked at him, showing his big white teeth. The boy (5) **repeated** his question.

“So, are you going to eat me?” The bear didn’t answer, so the boy (6) **continued**, “Because if you are, I’d like to write a note to my parents to say goodbye.”

“You look very tasty,” the bear (7) **replied**, “but no, I’m not going to eat you.”

- ___ d. to request that someone tell you something
- ___ e. to say something after a pause or interruption
- ___ f. to answer a question
- ___ g. to say something again

CREATE

Work with a partner. Choose three words from the lists. Each word should come from a different box. Create a short conversation that uses all three words.

ask / reply	afraid	approach	audience
continue	happy	as the morning / day / night wore on	character
growl	sad	chase	dialogue
say / repeat	scary	go on a date	driveway
whisper	strict		weeds
yell	worried		

Example

STUDENT A: Is this your house?

STUDENT B: Shhh. You need to whisper. My parents are really strict.

STUDENT A: So you don’t want them to know that we went on a date?

STUDENT B: Right!

Perform your conversation for the class. The audience listens and identifies the three words you chose. Then repeat the activity with three different words.

B GRAMMAR: Infinitives of Purpose

- 1 Read the paragraph and underline the infinitive verbs (**to + base form**). Then answer the questions. Discuss your answers with a partner.

Storytellers change their voices to change the feeling of a story. For example, they may speak faster in order to make the story more exciting. They also use different character voices in order not to confuse the audience. Why do storytellers use these techniques? They use them to make their stories more interesting.

- Why do storytellers change their voices?
- Why do they speak faster sometimes?
- Why do they use different character voices?
- Why are these techniques important?

INFINITIVES OF PURPOSE	
<p>1. Use an infinitive of purpose to explain the purpose of an action.</p> <ul style="list-style-type: none"> Use to + base form. Use in order to + base form. <p>It often answers the question Why?</p>	<p>Storytellers change their voices to change the feeling of a story. They can speak faster in order to make the story more exciting.</p> <p>A: Why do storytellers use these techniques? B: They use them to make their stories more interesting.</p>
<p>2. Use in order not to + base form to explain a negative purpose.</p> <p>In informal speech, you can also use because + a reason to express a negative purpose.</p>	<p>They also use different character voices in order not to confuse the audience.</p> <p>They also use different character voices because they don't want to confuse the audience.</p>
<p>3. To + base form is more common in informal speech.</p> <p>In order to + base form is more common in formal speech and writing.</p>	<p>The students will sit in the front row to hear the storyteller better.</p> <p>The students will sit in the front row in order to hear the storyteller better.</p>

2 Work with a partner. Match each action with its purpose.

Action

- e 1. Robert and David went to the social because they
- 2. On the way, they stopped on the road because they
- 3. They asked if Lavender was going to the social because they
- 4. Lavender borrowed Robert's coat because she
- 5. After the social, they dropped Lavender off at the top of the driveway because they
- 6. Robert let Lavender keep his coat because he
- 7. The next day, Robert and David went back to Lavender's house because they

Purpose

- a. didn't want to make her parents angry.
- b. wanted to get warm.
- c. wanted an excuse to see her again.
- d. wanted to find her.
- ~~e.~~ wanted to have fun.
- f. didn't want to go to the dance without a date.
- g. wanted to give Lavender a ride.

For each match, combine the action and the reason into one sentence that contains an infinitive of purpose. Take turns saying the sentences. Listen to each other's sentences and correct any mistakes.

Example

STUDENT A: Robert and David went to the social to had some fun.

STUDENT B: I think it should be "to have some fun."

STUDENT A: Oh yeah! "Robert and David went to the social to have some fun."

3 Work with the same partner. Discuss the reasons why a storyteller might use the following storytelling techniques. Begin your answer with "A storyteller might . . ." and use infinitives of purpose.

Question: Why would a storyteller . . .

- a. talk in a loud voice?
- b. talk quickly?
- c. talk very slowly and quietly?
- d. use different voices?
- e. move around while telling a story?

Answer: A storyteller might talk in a loud voice **to get** the audience's attention or **to sound** scary.

C SPEAKING

PRONUNCIATION: Rhythm of Prepositional Phrases

A prepositional phrase consists of a preposition (P) and a noun phrase (NP).

Example

They drove ^P to ^{NP} the social.

RHYTHM OF PREPOSITIONAL PHRASES	
Short prepositions: <i>to, at, in, of, on, with, for, from</i> are not stressed in prepositional phrases.	<p>Lavender rode <u>in</u> their car.</p> <p>They danced <u>with</u> Lavender.</p>
Unstressed prepositions join closely to the other words in a prepositional phrase. (In the example, the prepositional phrases and single words have the same stress pattern.)	<p>for breakfast forbidden</p> <p>in the rain unafraid</p>
Some prepositions have reduced pronunciations: The vowel is pronounced /ə/ in speaking.	<p>at home /ət/</p> <p>for dinner /fər/; rhymes with <i>her</i></p> <p>to school <i>to</i> is usually /tə/; sounds like <i>t'school</i></p> <p>in town /ən/ or /ɪn/</p>

1  Listen to the sentences. Complete the sentences with the prepositions you hear.

- Robert and David drove _____ their house.
- Lavender was waiting _____ the road.
- She walked _____ Robert.
- The three friends went _____ the dance.
- They got back _____ the car.
- Robert and David were looking _____ the coat in the backyard.
- Robert pointed _____ the gravestone.
- They ran _____ the car.

Compare your answers with a partner's. Take turns saying the sentences aloud. Try to use the /ə/ sound when appropriate.

- 2 Read the phrases aloud to yourself. Match each phrase in column 1 to a phrase in column 2 that has a similar stress pattern. Write the letters in the blanks.

Column 1

- _____ 1. come to dinner
- _____ 2. Thanks for getting a job.
- _____ 3. It's hard to dance.
- _____ 4. a fortune at school
- _____ 5. at nine
- _____ 6. point at Tom

Column 2

- a. a fortunate school
- b. pointed top
- c. It's cold today.
- d. come tomorrow
- e. Hank's forgetting his job.
- f. arrive

 Listen to the answers. Did you match the columns correctly? Repeat the phrases after your teacher.

Work with a partner. Student A reads a phrase from column 1. Student B reads the matching phrase in column 2. Switch columns and repeat.

FUNCTION: Transitions for Storytelling

Transition words and phrases give information about the time when events happen in a story.

- 1 Read the excerpt from the story of the boy and the bear. Notice the boldfaced transition words.

(1) **There was once** a little boy who lived on the edge of a deep, dark forest¹. (2) **One day** the little boy decided to go for a walk in the forest, where it was quiet and peaceful. (3) **After a while** he came to a part of the forest that he had never seen before. He turned around and realized that he didn't know where he was. "Oh no!" he whispered to himself. "I'm lost!" (4) **Suddenly**, he heard a noise behind him. He turned around and found himself face to face with a huge black bear!

Write the numbers of the transitions in the blanks.

Which transition(s) . . .

- a. introduce the beginning of the story? (There are two.) _____ and _____
- b. shows a quick change in the story? _____
- c. shows that time passed? _____

¹forest: area with many trees

TRANSITIONS FOR STORYTELLING

<p>Use these transitions at the beginning of a story:</p> <p>To begin a variety of stories (real or magical): <i>This is a story about ...</i> <i>One day / morning / evening ...</i></p> <p>To begin magical or unreal stories: <i>Once upon a time ...</i> <i>There once was a _____ who ...</i></p>	<p>This is a story about the time I saw a bear in the forest.</p> <p>Once upon a time there was a boy who could fly.</p>
<p>Use these transitions in the middle of a story:</p> <p><i>After a while, ...</i> <i>(Very) soon ...</i> <i>After that, ...</i></p> <p><i>Suddenly, ...</i></p> <p><i>The next day / week / month / year, ...</i> <i>Later that morning / evening / day, ...</i></p>	<p>After a while, I realized that I was lost.</p> <p>Suddenly, I heard a noise in the bushes.</p> <p>The next day, the boy went back to the forest to find the bear.</p>
<p>Use these transitions to end a story:</p> <p>To end a variety of stories (real or magical): <i>From then on, ...</i> <i>And that was ...</i></p> <p>To end magical or unreal stories: <i>The moral¹ of this story is ...</i> <i>And _____ lived happily ever after.</i></p>	<p>From then on, whenever I walked in the woods, I always brought a cell phone in case of an emergency.</p> <p>The moral of this story is "Don't talk to strangers."</p>

- 2** Work with a partner. Read the sentences from different stories. Write **Beg** next to the transition sentences from the beginning of the story, **Mid** for the ones from the middle, and **End** for the ones from the end.

Story 1

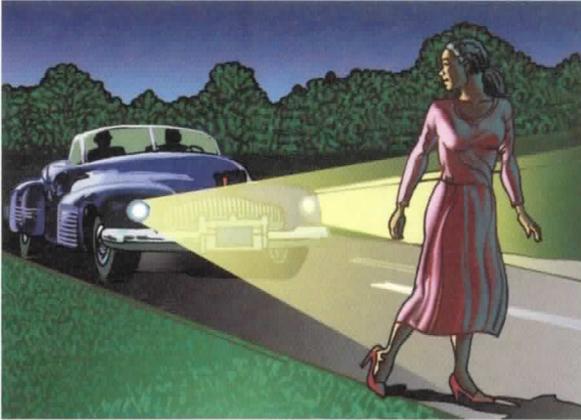
- _____ a. From then on, I was more careful whenever I went into the forest.
- _____ b. The next day, I went back to the forest to look for the bear.
- _____ c. One day I went out for a walk in the forest.
- _____ d. Suddenly, I heard a loud growl coming from the bushes behind me.
- _____ e. This is a story about the time I saw a bear.

¹**moral**: a message or lesson that a story teaches

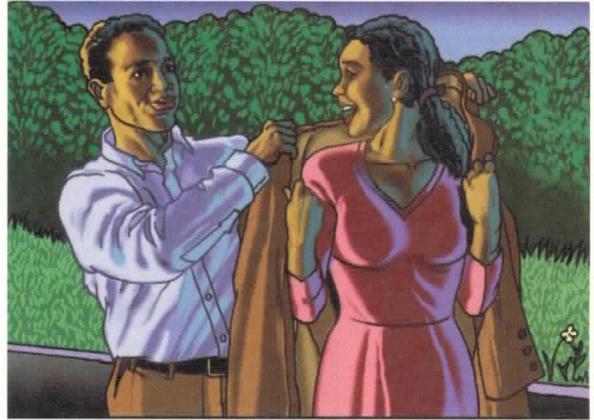
Story 2

- ___ a. Later that day, the boy saw the bear again.
- ___ b. And that was the last time the boy ever saw the bear.
- ___ c. There was once a boy who lived near the forest.
- ___ d. The moral of this story is “Be kind to others and they will be kind to you.”
- ___ e. After that, the boy decided to go to the woods to look for berries.

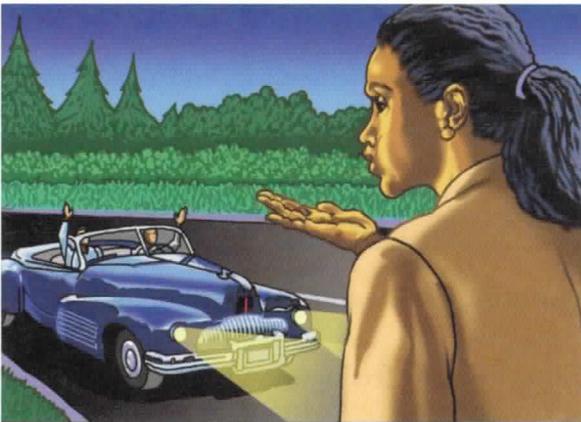
3 *Work with a partner. Look at the pictures to retell the story of “Lavender.” Take turns telling the story. Use the suggested vocabulary if you like. Use transition words.*



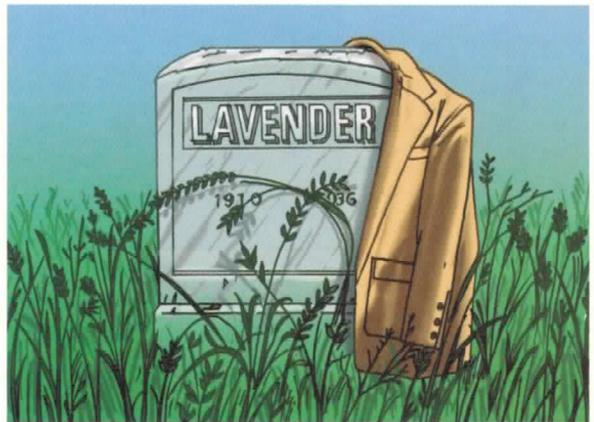
social / dates / headlights / give a ride



chilled / coat



home / driveway / strict / kiss



cemetery / gravestones / coat

PRODUCTION: Telling a Story

In this activity, you will **prepare a story and tell it to the class**. The story could be from your culture or one that you make up yourself. Try to use the vocabulary, grammar, pronunciation, and transitions you learned in the unit.*

Follow the steps.

Step 1: Think of a short story that will be interesting and entertaining for your audience. It could be exciting, scary, funny, or sad. It could have unexpected events or a moral, or it could have unusual characters.

Write an outline of your story on a piece of paper. Use the sample outline as a guide.

Title of the story: _____

Place where the story takes place: _____

Main characters (name and description):

1. _____

2. _____

3. _____

Etc.

Outline of events (List the main events using words and phrases):

1. _____

2. _____

3. _____

Etc.

Step 2: Use your outline to practice your story. Use the storytelling techniques discussed in this unit.

- Use your voice (loud / soft, high / low) to create feelings.
- Use dialogue to bring your characters to life.

After you have practiced on your own, meet with a partner and tell your story. Switch partners and tell your story again.

Step 3: Perform your story for the class. Be dramatic and have fun.

*For Alternative Speaking Topics, see page 109.

ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the vocabulary and grammar from the unit.

1. Today, most stories are told through books and movies rather than through oral storytelling. What will people lose if the tradition of oral storytelling ends? What are the advantages and disadvantages of modern storytelling through books and movies?
2. There are some stories that are very similar from one culture to another. For example, almost every country in the world has a version of “Cinderella,” a story about a poor girl who marries a prince. What do you think is the reason for this?

RESEARCH TOPICS, see page 194.

Voluntary Simplicity



1 FOCUS ON THE TOPIC

A PREDICT

Voluntary simplicity means choosing to live a simple life. Look at the pictures and discuss the questions with the class.

1. What are the people in the pictures doing to live simply?
2. Why do you think people choose to live simply?

B SHARE INFORMATION

Work in a small group. Look at the two ways of doing things and discuss the questions.

Which in each pair . . .

- a. costs less?
- b. is easier to use?
- c. is better for the environment?
- d. do most people in your country use?

<p>1. Home heating</p>	<p>wood stove</p> 	<p>gas or electric furnace</p> 
<p>2. Drying clothes</p>	<p>clothesline</p> 	<p>clothes dryer</p> 
<p>3. Light</p>	<p>candles</p> 	<p>electric lights</p> 
<p>4. Cutting wood</p>	<p>hand saw</p> 	<p>chainsaw</p> 
<p>5. Baby diapers</p>	<p>cloth diapers</p> 	<p>disposable diapers</p> 

C BACKGROUND AND VOCABULARY

- 1  Read and listen to the online message board about simplifying your life.

Voluntary Simplicity

Welcome to the message board for people who want to simplify their lives.
Please share your questions, ideas, and experience.

Discussion Topic: Trying to Simplify

- Newbie101** I'm trying to simplify our life, but my family doesn't understand. They think I'm **(1) insane!** Any suggestions?
- RayOnline** To simplify your life, first look carefully at your **(2) consumption habits**. Do you buy things you don't really need? I don't go to shopping malls anymore because it's a **(3) slippery slope**. I buy one thing, and I want to buy more and more. It's hard to stop.
- FarmerJohn** It's important to support businesses in the **(4) local economy**. Instead of shopping at big chain stores¹, shop at stores owned by people in your community.
- Oblio OH** My family started **(5) homesteading** five years ago. We bought an old house with a lot of land. We put in a wood stove so we don't have to use **(6) fossil fuels**. We also planted a big garden. It's been a lot of work, but we love living this way!
- EarthMama** You can become more **(7) self-sufficient** by doing things for yourself. For example, use the resources of the **(8) natural world** around you. Grow vegetables. Keep chickens. Some families even keep a beehive to **(9) produce** honey!
- PalomaP** Don't buy everything new. Buy used goods at **(10) secondhand** stores. It's fun and less expensive.
- EarthMama** Walk more and drive less. It may take longer, but it's **(11) worth doing** because you'll get more exercise and create less pollution.
- Lula2008** TURN OFF THE TV!! Advertisers are constantly telling us to buy, buy, buy. Try to **(12) convince** your kids to turn the TV off, too.
- Newbie101** Thanks a lot, everyone! This really helps!

¹ **chain store**: one of a group of shops owned by the same company

2 Circle the best answer to complete each statement.

1. "They think I'm **insane!**" means they think she's ____.
 - a. correct
 - b. crazy
 - c. intelligent
2. "Look carefully at your **consumption habits**" means think about ____.
 - a. how many things you buy
 - b. how much you eat
 - c. how often you drive your car
3. A **slippery slope** is when people do something ____ and can't control themselves.
 - a. they don't want to do
 - b. they understand well
 - c. they think is interesting
4. "It's important to support businesses in the **local economy**" means it's important to shop at stores that ____.
 - a. are the biggest stores in the area
 - b. are owned by people in the neighborhood
 - c. have the lowest prices
5. When you start **homesteading**, you ____.
 - a. fix your house so you can live a simpler lifestyle
 - b. buy a house in an expensive neighborhood
 - c. change all the furniture
6. Heating a house with **fossil fuels** means ____.
 - a. using solar (sun) power
 - b. burning oil or natural gas
 - c. using water and wind power
7. You can become more **self-sufficient** by ____.
 - a. making or growing things instead of buying them
 - b. making your own decisions
 - c. not shopping at supermarkets
8. The resources in the **natural world** include ____.
 - a. houses and buildings
 - b. land, plants, and animals
 - c. cars and trains
9. To **produce** honey means to ____.
 - a. like honey
 - b. make honey
 - c. sell honey

10. A **secondhand** store sells _____.
 - a. clocks and watches
 - b. things that have been used by someone else
 - c. tools to help around the house
11. An activity is **worth doing** if it is _____.
 - a. boring
 - b. difficult
 - c. useful
12. To **convince** someone to do something, you should _____.
 - a. find out if they want to do it
 - b. give them a good reason to do it
 - c. help them do it

2 FOCUS ON LISTENING

A LISTENING ONE: Urban Homesteaders

- 1  You will hear a radio report about a family of urban homesteaders that lives in a poor, inner-city¹ neighborhood. Listen to the beginning of the report. Put a check (✓) next to the things you think will be mentioned in the listening.

- ___ working in the garden
- ___ sawing wood
- ___ making honey with a beehive
- ___ going to the movies
- ___ baking bread
- ___ washing clothes
- ___ building a house



- 2 What do you think is unusual about Daniel Staub and Kristin Brennan's lifestyle? List at least one idea.

¹inner city: the part of a city near the middle, where the buildings are in bad condition and people are poor

LISTEN FOR MAIN IDEAS



Listen to the whole report. Circle the best answer to complete each statement.

- Kristin Brennan and Daniel Staub are trying to live a ____ lifestyle.
 - quiet
 - relaxing
 - self-sufficient
- Brennan and Staub live in an inner-city neighborhood because they ____.
 - can't afford a house in a rural area
 - want people to learn from their simple lifestyle
 - like living in the city
- Brennan and Staub ____ their neighbors.
 - don't talk to
 - have problems with
 - are friends with
- Brennan and Staub enjoy being together as a family while they ____.
 - cook special meals
 - do work around the house
 - go on trips
- Brennan thinks that using the dryer even once would be a "slippery slope" because ____.
 - her children might get hurt
 - the electricity might go out
 - she might want to use the dryer again

LISTEN FOR DETAILS



Listen again. Write **T** (true) or **F** (false) for each statement.

Daniel Staub and Kristin Brennan . . .

- ____ 1. have chickens, a goat, and a beehive.
- ____ 2. grow most of their own food and buy secondhand clothes.
- ____ 3. don't own a car or use electricity in their house.
- ____ 4. have asked their neighbors to change their consumption habits.
- ____ 5. hope that other people will try living more simply.
- ____ 6. show neighborhood children how to work in the garden.
- ____ 7. pay someone to cut wood for their wood stove.
- ____ 8. sometimes use the clothes dryer.

MAKE INFERENCES

Listen to the excerpts. Circle one or more phrases that could complete each statement.

^{C D 2}
17

Excerpt One

Brennan and Staub would probably go shopping for clothes at _____.

- a. a shopping mall
- b. a yard sale¹
- c. a designer or name-brand store

^{C D 2}
18

Excerpt Two

Brennan and Staub would probably enjoy _____ together as a family.

- a. watching TV
- b. going for a walk
- c. cleaning the house

^{C D 2}
19

Excerpt Three

Brennan and Staub would probably want to own _____.

- a. a clothesline
- b. solar lights (powered by the sun)
- c. a refrigerator

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

EXPRESS OPINIONS

Discuss the questions in a small group.

1. Brennan and Staub both could live a more comfortable lifestyle but have chosen not to. Do you admire them for their voluntary simplicity (choice to live simply), or do you think it's strange? Explain your opinion.
2. How is your lifestyle similar to or different from Brennan and Staub's lifestyle? Do you live this way by choice or by necessity (because you have to)?

¹yard sale: a sale of used items from someone's house that takes place in front of his or her house

B LISTENING TWO: Simple Gifts

- 1 Read the information about the Shakers, an eighteenth-century religious group who chose to live simply.

The Shakers were a religious group that formed in Britain in the 1700s. They came to the United States so they could be free to practice their religion.

The Shakers believed that simple living would make them happy and would bring them closer to God. They wore plain clothing and shared everything. They never married or had children. Men and women lived in separate houses.

The name "Shakers" came from the group's style of dancing. Dancing was an important part of Shaker religion. However, other people thought the Shaker dances were very strange.

"Simple Gifts" is a Shaker dance song written in 1848 that is still a popular folk song today.



- 2  Listen to the song. Complete the song lyrics with the missing words from the box. Some words are used twice. Listen again if you need to.

ashamed	delight	gained	simple
be	free	right	



Simple Gifts

Written by Joseph Brackett.
Performed by Kathryn Robbins.

Line

- 1 'Tis¹ the gift to be simple, 'tis the gift to be _____,
2 'Tis the gift to come down² where we ought to _____,
3 And when we find ourselves in the place just _____,
4 'Twill³ be in the valley⁴ of love and _____.

¹tis: it is

²come down: stop at

³twill: it will

⁴valley: a low area of land between two mountains



Refrain:

- 5 When true simplicity is _____,
- 6 To bow⁵ and to bend we shan't⁶ be _____.
- 7 To turn, turn will be our _____,
- 8 'Til⁷ by turning, turning we come 'round _____.

(Repeat refrain)

- 3  Listen again to the song. Many of the words have more than one meaning. What do you think these words mean in the song? Check (✓) all that apply.

Meaning

Line 1: simple

- a. not complicated
- b. without decoration
- c. easy to do

Line 1: free

- a. costs nothing
- b. not in prison
- c. not controlled by anyone or anything

Lines 3 and 8: right

- a. opposite of *left*
- b. true
- c. the best choice

- 4 The song has several images (words that describe ideas). What do you think the images mean in the song?

	MEANING
Lines 1–2: the gift	
Line 4: the valley of love and delight	
Lines 7–8: to turn	

⁵bow: to bend the top part of your body forward

⁶shan't: shall not, won't

⁷til: until

C INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

There are connections between the ideas in the Shaker song “Simple Gifts” and the lifestyle of the urban homesteaders. Work with a partner. Read the lines from the song. Then answer the questions.

LINES FROM “SIMPLE GIFTS”	QUESTIONS	ANSWERS FOR URBAN HOMESTEADERS
<i>'Tis the gift to be simple.</i>	1. What do the urban homesteaders do to lead a simple life?	<i>they grow their own vegetables</i>
<i>'Tis the gift to be free.</i>	2. In what ways are the urban homesteaders free? (What things are they free from?)	
<i>'Tis the gift to come down where we ought to be.</i>	3. Why is the inner city the place where the urban homesteaders want to be?	
<i>'Twill be in the valley of love and delight.</i>	4. What makes the urban homesteaders delighted (happy)?	

STEP 2: Synthesize

Work with a new partner and compare your answers to the questions. Take turns reading the questions and responding by agreeing, disagreeing, or adding more information. Use the information from Step 1 and the useful language on the next page.

Example

STUDENT A: OK. Question 1 says, “What do the urban homesteaders do to lead a simple life?” Well . . . to lead a simple life the urban homesteaders grow their own vegetables.

STUDENT B: Right. They also don’t use electricity.

Useful Language

Agreeing

- Right. They also ...
- Yes, and they also ...

Disagreeing

- I don't think ... but ...
- Actually, they ...

3 FOCUS ON SPEAKING

A VOCABULARY

REVIEW

- 1 Work in a small group. Each group is given a name—Group A, Group B, etc. Choose five words or phrases from the box and write three clues for each one. (Everyone takes notes.)

ashamed	gain	secondhand
consumption habits	homesteading	self-sufficient
convince	local economy	simplicity
delight	natural world	worth doing
fossil fuels	produce	

Example

Word: *secondhand*

Clues: *not new, used, you can find it at a yard sale*

- 2 Meet in new groups. Each new group has one person from Group A, one from Group B, and so on. Take turns saying clues so the people in your new group can guess your words / phrases.

Example

STUDENT A: OK. Here's the first clue: *not new*

STUDENT B: Old?

STUDENT A: No. Second clue: *used*

STUDENT C: Secondhand?

STUDENT A: Yes!

- 1 Some people choose to simplify their lives in order to reduce stress. Read the article from a health magazine.

Dealing with Stress: One Man's Story

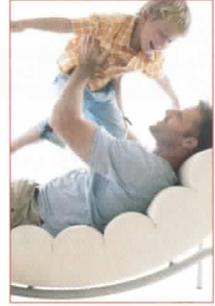


I used to work as a manager for a big company. I made a lot of money, but I was always under a lot of stress. When I got home from work every day, I used to **unwind** by watching TV. I didn't want to talk to my wife or my kids. I never had time to take a vacation.

One day, I realized I was really unhappy. I knew I had to **get out of the rut** I was in, so I quit my job and started working part-time as a website designer. Now my life is totally

different. On weekends, I **take it easy** and don't rush around a lot. I spend more time with my children and **savor every moment** with them. The kids and I don't plan many activities. We just **go with the flow** and do whatever seems fun that day. The other day we went to a water park. We all had so much fun riding the 30-foot water slide. We **had a blast**.

I make less money now, but I'm enjoying life a lot more.



- 2 Each idiom in the article above has a similar meaning to a common verb. Write the idiom in the blank next to its definition.

enjoy

to have a blast : to have a fun and exciting experience

_____ : to make an activity last as long as you can because you enjoy it

relax

_____ : relax and stop worrying

_____ : relax and don't do much

change

_____ : change a situation that's been the same for a long time

_____ : do something different without trying to control the situation

CREATE

An analogy shows relationships between words. Below are four types of analogies that show different types of relationships.

ANALOGIES	EXAMPLES
Action : Object. Shows what action is used with an object	produce : vegetables A farmer produces vegetables in a garden.
Opposite. Shows two opposite things	go with the flow : make a plan Going with the flow is the opposite of making a plan.
Description. Shows what something is by describing it	homesteading : self-sufficient lifestyle Homesteading is a self-sufficient lifestyle.
Part : Whole. Shows a small part of something larger	plants : natural world Plants are part of the natural world.

Work with a partner. Make analogies for the words from the box. Try to make as many types of analogies as you can. You can use words more than once.

ashamed	go with the flow	secondhand
consumption habits	have a blast	self-sufficient
convince	homesteading	simplicity
delight	local economy	take it easy
fossil fuels	natural world	unwind
gain	produce	worth doing
get out of a rut	savor every moment	

B GRAMMAR: Nouns and Quantifiers

1 Take the quiz. Circle **True** or **False**.

QUIZ: How simple is your life?

I buy <i>a lot of</i> things I don't really need.	True	False
I don't have <i>any</i> free time.	True	False
I'm under <i>a great deal of</i> stress.	True	False
I don't get <i>enough</i> sleep during the week.	True	False
I only have <i>a few</i> vacation days each year.	True	False

1. How many "true" answers do you have? Is your life simple?
2. Notice the words in italics. What kinds of words are these?

NOUNS AND QUANTIFIERS

<p>1. Common nouns refer to people, places, or things.</p> <p>Abstract nouns refer to ideas and feelings.</p>	<p>People: child, boss Places: city, farm Things: house, money</p> <p>Abstract: freedom, love, stress, time</p>
<p>2. Some nouns are count nouns, ideas you can count separately.</p> <p>Other nouns are non-count nouns, ideas that you cannot count separately.</p> <p>NOTE: Some nouns have both a count and a non-count meaning.</p>	<p>I have an idea. We have two problems.</p> <p>I'm under a great deal of stress. I didn't have enough freedom.</p> <p>We had a good time at the party. (count) time = an experience</p> <p>I don't have any time today. (non-count) time = availability</p>
<p>3. Use quantifiers some, enough, a lot of, and any with both count nouns and non-count nouns.</p> <p>Use any in questions and negative sentences.</p>	<p>There are a lot of reasons to simplify your life. He got into a lot of trouble.</p> <p>Do you have any worries? I don't have any fear.</p>

<p>4. Use a few, several, and many with plural count nouns in affirmative sentences.</p> <p>Use a little, a great deal of, and much with non-count nouns in affirmative sentences.</p>	<p>There are several reasons to simplify your life.</p> <p>You will have a great deal of happiness.</p>
<p>5. Use many with count nouns and much with non-count nouns in questions and negative sentences.</p>	<p>How many questions do you have? I don't have many questions.</p> <p>How much effort did you put in? I didn't put in much effort.</p>

2 Fill in each blank with the correct quantifier. Compare your answers with a partner's.

1. **a little / a few**

If you have _____ extra time, take _____ minutes to do something you enjoy, such as listening to music or reading a book.

_____ relaxation will help you.

2. **many / a great deal of**

_____ children today are too busy. Their days are filled with school, homework, after-school classes, and sports events. They are under _____ pressure and don't have _____ opportunities to play and have fun.

3. **some / much**

I wish I had _____ choice about my work schedule, but I don't. I don't have _____ time to see my family on weekends.

4. **any / enough**

I used to work as a manager for a big company. I made _____ money, but I never had _____ fun. So I quit my job and started working for myself. Now I have _____ freedom to do what I want.

5. **how much / how many**

_____ time do you spend at your computer each day?
_____ e-mails and text messages do you have to answer?
Sometimes we need to turn off our computers, walk away, and focus on other things.

- 3 Work with the same partner. Take turns asking and answering the questions. Use a quantifier in your answers.

Example

STUDENT A: Do you spend a lot of time doing homework at night?

STUDENT B: Actually, I don't spend much time on homework.

1. Do you get _____ time to relax in the evenings?
2. How _____ hours of sleep do you usually get a night?
3. Do you have _____ opportunities to exercise during the week?
4. How _____ free time do you get on weekends?
5. Do you have _____ activities that you like to do just for fun?
6. Does your work require _____ energy?

C SPEAKING

PRONUNCIATION: Noticing Rhythm

In language, rhythm is the pattern of stressed and unstressed syllables. To improve your English, you need to pay attention to and imitate the rhythm of English. Examples of content words are *garden*, *sell*, and *relaxing*. Content words are usually nouns, verbs, adjectives, and adverbs. In speaking, they have long stressed vowels. Grammar words like articles, pronouns, and prepositions are unstressed and harder to hear.

When most syllables in a sentence are stressed, the rhythm of the sentence sounds slower. When there are unstressed words and syllables, the rhythm sounds faster.



22 Listen to the conversations. How does the rhythm sound?

A: Lét's pláy póker.

B: We néed a déck of cárds.

A: Béth lóoks bád.

B: She's únder a lót of stréss.

- 1  Jazz chants have rhythmic patterns that repeat over and over. You can hear the pattern of stressed and unstressed beats easily in a chant. Listen to the chant on page 127 several times, tapping the rhythm with your finger or clapping your hands.

Take Your Time

You're always in a hurry
You're always in a rush.

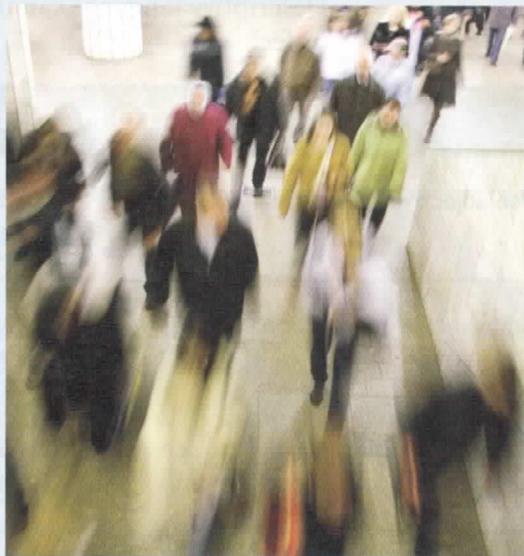
You always have to work.
You always have to go.

Where's the fire?
What's the rush?
Take your time.
Just relax.

You never take a break.
You're always under stress.
No time to read the paper.
No time to read a book.

Take a seat.
Close your eyes.
Take a breath.
What's the rush?

We miss your pretty face.
We want to see you more.
There's more to life than work, you know.
Relax and take a break.



2 Practice **Take Your Time**. First, repeat the lines after your teacher. Then chant **Take Your Time** together. Next, divide into two groups. One group will chant the long lines; the other group will chant the short lines. Notice the rhythm of the chant.

3 Work with a partner and complete the lines below. In Student A's lines, most of the syllables are stressed, so the rhythm is slower. In Student B's lines, there are more unstressed syllables so the rhythm sounds faster. Practice saying the lines with your partner. Keep the stressed words long and loud.

1. STUDENT A: Cho looks thirsty.

STUDENT B: Give him a glass of water.

2. STUDENT A: Max isn't hungry.

STUDENT B: He ate a _____ of _____.

3. STUDENT A: Young looks tired.

STUDENT B: He needs a _____ of _____.

4. STUDENT A: Juan looks worried.

STUDENT B: He's under a _____ of _____.

5. STUDENT A: Ann looks rested.

STUDENT B: She got a _____ of _____ last night.

FUNCTION: Descriptive Language

Descriptive language creates images, or pictures, in our minds. Using descriptive language can make your points more convincing and interesting to the listener. Descriptive language can include details about things you see, hear, smell, taste, or feel.

WAYS TO MAKE LANGUAGE DESCRIPTIVE

Use adjectives and adverbs.	I enjoy walking slowly on the beach when the air is fresh and cool .
Add specific information.	During the summer , I enjoy walking slowly on the beach near my house .
Use words that appeal to the senses (sight, sound, touch, smell, taste).	I like to feel the hot sand under my feet and hear the waves crashing on the shore.

- 1 People living a simple lifestyle often try to enjoy “simple pleasures,” or activities that don’t cost a lot and don’t hurt the environment. Read the descriptions of some simple pleasures. Underline the descriptive language.*
 - a. Every afternoon I drink a cup of tea. The cup feels warm in my hands. The tea tastes sweet and hot. I feel the hot steam on my face. The smell reminds me of home. I feel relaxed and comfortable.*
 - b. I love to play my piano. It’s a beautiful instrument made of shiny black wood. The keys feel smooth and cool under my fingers. The music surrounds me—sometimes soft and light, sometimes loud and strong. When I play, I unwind and forget the stress of the day.*
- 2 Work in a group of three or four. Choose one of the simple pleasures from the list on page 129, or think of one of your own. Student A makes a statement about the activity. Student B repeats the statement and adds more description. Student C repeats Student B’s statement and adds more description. Continue until everyone has taken a turn.*

Example

STUDENT A: I like sitting on the beach.

STUDENT B: I like sitting on the beach near my house.

STUDENT C: I like sitting on the beach near my house and listening to the crashing waves.

STUDENT D: I like sitting on the beach near my house, listening to the crashing waves, and feeling the warm sand under my feet.

Simple Pleasures

- hiking
- reading
- spending time with friends
- eating a good meal
- working in the garden
- playing _____ (musical instrument)
- your idea: _____

Choose another simple pleasure and repeat the activity.

PRODUCTION: Impromptu Presentation

Impromptu presentations are talks that you give without much preparation. Making an impromptu presentation will challenge you to think quickly and will also give you practice talking in front of a group. In this activity, you will **make an impromptu presentation about simple pleasures**. Try to use the vocabulary, grammar, pronunciation, and descriptive language that you learned in the unit.*

Work in a group of five. Follow the steps.

Step 1: Look at the five categories of simple pleasures. Brainstorm a list of activities. Each student should suggest one activity he or she enjoys for each category. Take notes.

SIMPLE PLEASURES YOU DO . . .	ACTIVITIES
1. alone	read a book,
2. with one other person	go dancing,
3. with a group	cook a meal with friends,
4. in nature	
5. at home	

*For Alternative Speaking Topics, see page 130.

Step 2: Write each of the five categories on separate pieces of paper. Put the papers into a container. Each group member picks a piece of paper from the container. Look at the category you picked and choose one activity you listed in the chart for that category. Then each student takes four minutes to prepare a presentation on the activity. Use the outline as a guide.

Introduction: Tell the audience what activity you will talk about. (“Today I’d like to tell you about a simple pleasure that I enjoy. . . .”)

Body: Describe the activity in detail. You can include information about:

- how often you do the activity
- when and where you do it
- who is with you
- what you do
- a specific time you remember enjoying the activity
- other information

Conclusion: Explain why you enjoy the activity and why it is a simple pleasure. (“I enjoy _____ because . . .”)

Step 3: Meet in your group. Take turns giving your presentation.

ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the vocabulary and grammar from the unit.

1. Have you heard of anyone who has chosen to live a simple life? What has this person done to simplify his or her life? Why has he or she made this choice?
2. What are the advantages and disadvantages of living a self-sufficient lifestyle? What makes this lifestyle easier? What makes it harder?

RESEARCH TOPICS, see page 195.

Before You Say “I Do”



1 FOCUS ON THE TOPIC

A PREDICT

Discuss the questions with the class.

1. What's happening in the picture?
2. Look at the title of the unit. What happens before you say “I do”?
What do you think this unit will be about?

B SHARE INFORMATION

Work in a small group. Read the quotations about marriage. After each quotation is a sentence that summarizes it. Circle the best answer to complete each statement.

1. "In almost every marriage, there is a selfish and an unselfish partner. A pattern begins and never changes, of one person always asking for something and the other person always giving something away."

—Adapted from Iris Murdoch, British writer and philosopher (1919–1999)

In most marriages, _____ can get what he or she wants.

- a. only one person
 - b. both the husband and wife
 - c. neither the husband nor the wife (no one)
2. "A man who is a good friend is likely to find a good wife because marriage is based on a talent for friendship."

—Adapted from Friedrich Nietzsche, German philosopher (1844–1900)

To have a happy marriage, a man must _____.

- a. have a good friend
 - b. be a good friend to his wife
 - c. be sure his wife has a good friend
3. "Keep your eyes wide open before marriage, and half shut afterwards."

—Benjamin Franklin, American statesman and philosopher (1701–1790)

Choose your husband or wife carefully, but _____ after marriage.

- a. ignore your spouse's¹ mistakes
- b. try to change your spouse
- c. don't look at your spouse

Discuss the quotations with the class. Do you agree or disagree with the writers? Why or why not?

C BACKGROUND AND VOCABULARY

- 1  Read and listen to information about a prenuptial² agreement.

¹spouse: husband or wife

²prenuptial: before marriage [pronounced: /prē-'nəp-shəl/]



A prenuptial agreement is a written agreement between two people who are going to get married. Most prenuptial agreements **concern** what will happen to a couple's money, property, or children if the marriage ends. It is used only if a problem **occurs** in the marriage and the couple decides to get divorced. However, some prenuptial agreements also describe how the husband and wife must act during the marriage. Steve and Karen Parsons made this type of agreement. They wrote a **contract** with rules for how they must behave in almost every part of their daily lives after they **tie the knot**.

Marriage Contract Steve and Karen Parsons

1. Daily Habits

- 1.1 On weekdays, we will go to sleep by 11:00 P.M. and wake up by 6:00 A.M. On weekends, we will go to sleep by 1:00 A.M. and wake up by 10:00 A.M.
- 1.2 We will not drive over the speed limit and will always wear our seatbelts.
- 1.3 We will eat healthy food that is low in fat and sugar.

2. Household Chores

- 2.1 We will share the household chores. Steve will cook the meals and make repairs, and Karen will clean the house and take care of the garden.
- 2.2 We will both do the laundry. We will put the dirty clothes in the laundry bag, not on the floor. Steve will wash and dry the clothes, and Karen will fold them and put them away.
- 2.3 We will make a list of groceries every week. Karen will do the shopping. She will buy things on sale and not go over our **budget** for groceries.

3. Communication

- 3.1 If something **bothers** us, we will **open up** and talk about it immediately. We will not wait until it turns into a big problem.
- 3.2 If we disagree about something, we will **work out** the problem and find a compromise.
- 3.3 We promise to respect each other and not to criticize each other's **quirks** or habits.

4. Children

- 4.1 We will wait for two years before we have a child. We will have two children.
- 4.2 After our first child is born, the partner who makes less money will quit his or her job and stay home with the child. The partner who makes more money will become the **breadwinner** for the family.

We both understand our partner's **expectations** for how we will behave in our marriage. We can both **check up on** each other to make sure our partner is following the rules.

Signed,

Steve Parsons Karen Parsons

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

- | | |
|---------------------|---|
| ___ 1. concern | a. happen |
| ___ 2. occur | b. solve |
| ___ 3. contract | c. the person who earns money to support the family |
| ___ 4. tie the knot | d. annoy |
| ___ 5. budget | e. make sure someone is doing something correctly |
| ___ 6. bother | f. a legal agreement between two people |
| ___ 7. open up | g. to say what you really think |
| ___ 8. work out | h. a strange or unusual habit |
| ___ 9. quirk | i. to be about |
| ___ 10. breadwinner | j. a belief or hope that something will happen |
| ___ 11. expectation | k. a plan for how to spend money |
| ___ 12. check up on | l. get married |

2 FOCUS ON LISTENING

A LISTENING ONE: A Prenuptial Agreement

 You will hear an interview with Steve and Karen Parsons about their prenuptial agreement. Listen to the beginning of the interview. Then read some questions the reporter will ask Steve and Karen later in the interview. How do you think they will answer the questions? Write your predictions below.

1. "So, I'd like to start off by asking you what *everybody* is probably wondering. . . . Why did you decide to write this agreement?"

Predicted answer: _____

2. "I'm curious . . . Do you spend a lot of time checking up on each other to see if the rules are being followed?"

Predicted answer: _____

3. "Do you think other couples should follow your example and write marriage contracts of their own?"

Predicted answer: _____

LISTEN FOR MAIN IDEAS

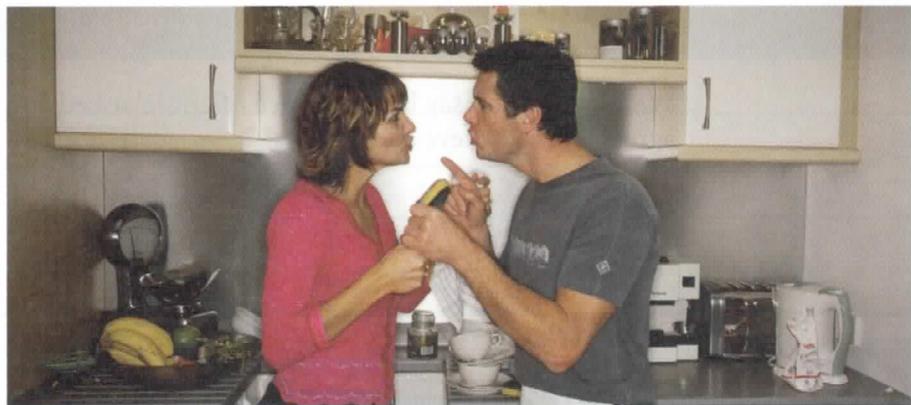
 **26** Listen to the interview. Steve and Karen are discussing several problems that married people have. Put a check (✓) next to the four problems that are mentioned in the interview.

- 1. Different expectations
- 2. Problems with other family members
- 3. Not respecting each other's quirks
- 4. Arguments about pets
- 5. Not talking about what each person wants
- 6. Disagreements about money
- 7. Relationships with other men or women

LISTEN FOR DETAILS

 **27** Listen again. Decide if each statement is true or false. Write **T** (true) or **F** (false).

- 1. Steve and Karen have a five-page prenuptial agreement.
- 2. Both Steve and Karen have been married before.
- 3. It bothered Steve when his ex-wife left her clothes lying on the floor.
- 4. Karen thinks that working out a compromise is more romantic than flowers and candy.
- 5. Karen says that the prenuptial agreement is like a business contract.
- 6. Karen and Steve argue about their budget.
- 7. Steve and Karen feel that they spend the same amount of time arguing as other couples do.
- 8. Steve and Karen agree about all the rules in the prenuptial agreement.
- 9. Steve and Karen feel that a prenuptial agreement could be useful for other couples.



MAKE INFERENCES

Listen to three excerpts from the interview. Then read the summaries of the quotations from Section 1B. Would Steve and Karen agree with the ideas in each summary? Check (✓) **Yes** or **No**. Write down words or phrases from the listening that support your answer.

C D 2
28

Excerpt One

The quote by Benjamin Franklin says that you should choose your spouse carefully, but ignore his or her mistakes after marriage.

Would Steve and Karen agree with this idea? Yes No

Words or phrases to support your answer: _____

C D 2
29

Excerpt Two

The quote by Iris Murdoch says that in most marriages only one person can get what he or she wants.

Would Steve and Karen agree with this idea? Yes No

Words or phrases to support your answer: _____

C D 2
30

Excerpt Three

The quote by Friedrich Nietzsche says that to have a happy marriage, a man must be a good friend to his wife.

Would Steve and Karen agree with this idea? Yes No

Words or phrases to support your answer: _____

Compare your answers in a small group. Why would Steve and Karen agree or disagree with each quote? Give examples from the listening to explain your answer.

EXPRESS OPINIONS

Discuss the questions in a small group.

1. Do you agree or disagree with Steve and Karen's opinions about marriage? Work individually to make a list of the ideas that you agree and disagree with. Then discuss your ideas.
2. What would you say if your fiancé / fiancée¹ asked you to write a prenuptial agreement like Steve and Karen's?

¹fiancé / fiancée: the man / woman you are going to marry

B LISTENING TWO: Reactions to the Prenuptial Agreement

CD 2 Listen to different people calling the talk show to share their reactions to Steve and Karen's prenuptial agreement. Do they think the agreement is a good idea or a bad idea? Check (✓) the appropriate column according to each caller's opinion. Then match each caller with the reason for his or her opinion. Write the letter of the reason in the chart. One reason isn't mentioned in the listening.

	GOOD IDEA	BAD IDEA	REASON
Caller 1			
Caller 2			
Caller 3			
Caller 4			
Caller 5			

REASONS (match with speakers)

- Couples learn to open up about their problems.
- It helps couples think carefully before they marry.
- Each spouse has to follow a budget.
- Not romantic
- Too many details
- Not legal

C INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

Work with a partner. Combine the ideas in Listenings One and Two to write a list of arguments **for** and **against** prenuptial agreements. Then note an example to explain each reason.

ARGUMENTS FOR PRENUPTIAL AGREEMENTS	EXAMPLES
_____	_____
_____	_____
_____	_____
_____	_____

(continued on next page)

ARGUMENTS AGAINST PRENUPTIAL AGREEMENTS	EXAMPLES
_____	_____
_____	_____
_____	_____
_____	_____

STEP 2: Synthesize

Work with a partner. Debate the topic of prenuptial agreements. One partner takes the pro position (in favor) and the other partner takes the con position (against). Use the information from Step 1 to support your position.

Useful Language

- I support / oppose prenuptial agreements because . . .
- I'm for / against . . .
- I think / don't think . . .
- For example, . . .

Switch partners and repeat the debate, with each person taking the opposite side.

3 FOCUS ON SPEAKING

A VOCABULARY

REVIEW

1 Make words from the scrambled letters. Write one letter in each square. Don't worry yet about the numbers below the boxes. You will use them in the next exercise.

1. Most arguments between my wife and me NCCORNE money.

24				6			

2. Problems often COCUR in a marriage when the husband and wife don't communicate well.

7				

3. When my wife and I have a problem, we ROKW TUO a solution we both agree on.

3	3	1	4

4. My brother waited until he was 35 to ITE HET NOTK.

8		

3	0	1

5. We made a BUTDEG so we don't spend too much money.

3	9	1	0	2	5

6. It really BEORTHS me when my husband leaves dirty dishes in the sink.

2	7	1	1	3	8	

7. I trust my wife, so I can really NOEP PU and tell her how I feel.

1	8	1	5

1	9

8. Our marriage CATTOCNR states that if we have children, they will have the same last name as their mother.

2	9	1	2	6			

9. Traditionally, a husband is the DREWEBRANNI for the family.

5	3	5	2	1	2	8	3	4		

10. My parents and I have different PAXTOETEINSC about whom I will marry.

4	1	2	3	9	4	3	4	0			

11. Each person should treat his or her PUOSES with love and respect.

4	2	1	2		

12. My husband is very RNMAITOC. He likes to buy flowers and cards for me.

3	2	4	1	3	2	0	

13. Some LOESUPC live together before they get married.

				2	31	36	

14. Steve and Karen Parsons have an unusual PLTAUPENRI agreement.

								37	17	3

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

1	2	3

4	5	6	7	8	9	10	11	12				

13	14	15

				Y
16	17	18	19	

	V				
2	20	21	22	10	

23	24	10	25	26	27	28	29		

F									
9	30	31	32	33	13	34	35	36	

37	38

		F	F				
39	40	8	41	42	2	43	

—Anonymous

Discuss with the class whether you agree with this saying.

EXPAND

Read the letter to a newspaper advice column. Look at the boldfaced phrases that describe actions. Discuss the meanings you don't know with a partner. Then decide whether the action happens when someone is single, married, or either. Write the action in the appropriate box.



Ask Gabby

Dear Gabby,

I met my boyfriend two years ago, and we have been **going out** ever since. Six months ago, we started **living together**. Now I think I'm ready to **tie the knot**, but he still hasn't **proposed**. I think he's nervous about it

because his dad **cheated on** his mom, and his parents **separated** and later **got divorced**. I know he's afraid, but I want to **be in a relationship** that leads to marriage. I can't wait forever, so I'm thinking of **breaking up with him**. What should I do? I don't really want to **be single** again.

—Amy H.

HAPPENS WHEN SOMEONE IS ...

single	married	either
tie the knot		

CREATE

Work in a small group to create a role play. Follow the steps.

1. Write each word or phrase from the word box on a small piece of paper. Fold the papers and mix them together in a container.

be in a relationship	contract	prenuptial
be single	couple	propose
bother	expectations	romantic
breadwinner	get divorced	separate
break up with someone	go out	spouse
budget	live together	tie the knot
cheat on	open up	work out

2. Pick four pieces of paper and read them as a group. Do not show them to the class.
3. Choose a situation from the list. As a group, create a role play about the situation. In your role play, use the four vocabulary words you picked.

Situations

- Parents and other family members are talking to their son or daughter about his or her plans for marriage.
 - Friends are discussing what kind of spouse they want.
 - A couple is discussing their roles in their relationship (who will earn money, take care of children, cook, clean, etc.).
 - Family members are talking about a couple that is breaking up or getting a divorce.
 - [Make up a situation]
4. Practice the role play and then perform it for the class.

As you watch the role plays by the other groups, listen carefully for the four vocabulary words they use. Write them down. When the role play is finished, check to see if your words match the pieces of paper that the performers picked.

B GRAMMAR: Comparatives and Equatives

1 Read the conversation. Look at the boldfaced words and answer the questions.

KAISA: How's married life?

NORIKO: It's **as wonderful as** living together, but different.

KAISA: How so?

NORIKO: Well, I think our relationship is **stronger**. We're **less worried** about breaking up, and we're **more careful** about saving money.

KAISA: Sounds like married life is **better than** being single.

NORIKO: It is.

1. Which phrase expresses the idea that two things are *equal*?
2. Which phrase(s) express the idea of *more*? Which expresses the idea of *less*?

COMPARATIVES AND EQUATIVES

<p>1. Use equatives to express the idea of "equal":</p> <ul style="list-style-type: none"> • Use as + adjective + as. 	<p>I have been married as long as my brother.</p>						
<p>2. Use comparative adjectives to express the idea of "more":</p> <ul style="list-style-type: none"> • Use adjective + -er + than with one-syllable adjectives. • If an adjective ends in -y, change the -y to -i and add -er + than. • Use more + adjective + than with adjectives that have two or more syllables. 	<p>My brother has been married longer than I have.</p> <p>My second marriage is happier than my first.</p> <p>As a gift, flowers are more romantic than books.</p>						
<p>3. Use comparatives to express the idea of "less":</p> <ul style="list-style-type: none"> • Use less + adjective + than. • Use not as + adjective + as. <p>With one-syllable adjectives, not as ... as is more common than less ... than.</p>	<p>My wife is less patient than I am.</p> <p>Our marriage is not as strong as it used to be.</p>						
<p>4. There are some irregular comparative forms.</p>	<table border="0"> <thead> <tr> <th style="text-align: center;">Adjective</th> <th style="text-align: center;">Comparative</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">bad</td> <td style="text-align: center;">worse</td> </tr> <tr> <td style="text-align: center;">good</td> <td style="text-align: center;">better</td> </tr> </tbody> </table>	Adjective	Comparative	bad	worse	good	better
Adjective	Comparative						
bad	worse						
good	better						
<p>5. It's not necessary to mention both parts of the comparison when the meaning is clear.</p>	<p>My brother has been married longer.</p> <p>Flowers are more romantic.</p>						

2 Fill in the blanks with comparatives and equatives. The “+” sign means more. The “-” sign means less. The “=” sign means equal.

KAISA: I’m (1.) less interested (interested -) than you in settling down.
I like my freedom too much.

NORIKO: I guess my life is not (2.) _____ (free -). It’s
(3.) _____ (easy +) for Greg to plan if he knows what
I’m doing. So I let him know if I’m going to be at work
(4.) _____ (late +) than usual.

KAISA: See. That’s what I mean. I’m (5.) _____ (happy +) when I
can come and go as I please.

NORIKO: But for me, being single is way (6.) _____ (stressful +) than
being married. It’s a lot (7.) _____ (difficult +) to make
decisions about important stuff if you don’t have someone to talk to.
I like married life a lot (8.) _____ (good +).

KAISA: Well, I’m glad it’s working for you. Maybe one day I’ll find the right guy,
get married, and be (9.) _____ (happy =) you.

NORIKO: Maybe.

3 Work in a small group. Discuss the following topic: “Is it better to be married or single? Why?” Use the adjectives from the box and add your own.

bad	difficult	happy	serious
busy	easy	lonely	stressful
comfortable	free	responsible	strong
concerned	good	romantic	worried

Example

STUDENT A: I think it’s *more difficult* to be single than to be married. If you’re single, you’re always looking for someone.

STUDENT B: That’s true. I think married people aren’t *as lonely as* single people.

STUDENT C: Not necessarily. . . .

C SPEAKING

PRONUNCIATION: Contrastive Stress

When we want to emphasize a difference, we stress the words that show the difference. This kind of emphasis is called contrastive stress. We also use contrastive stress to show that some information is correct and other information is incorrect.

 Listen to the sentences. Note how the underlined words are emphasized.

I do the laundry, and Steve does the dishes.

I want to hear good news, not bad news.

CONTRASTIVE STRESS

Emphasize words that show a contrast (a difference).	My wife drives to work, and I take the bus .
Emphasize words that show correct and incorrect information.	Your appointment is tomorrow, not today .
To emphasize a word, say the word: <ul style="list-style-type: none"> • on a high pitch (tone). • louder. • longer. 	Tell me the good news (not the bad news). Tell me the GOOD news. Tell me the g o o d news.

1  Listen to the sentences. Underline the word that is emphasized. Then circle **a** or **b** to choose the meaning of the sentence.

- Karen will do the grocery shopping.
 - not Steve
 - not the laundry
- Karen will always use a shopping list.
 - not Steve
 - not sometimes
- Nothing will be left on the floor in the bedroom.
 - not the table
 - not the living room
- On weekdays, we will go to bed at 11:00 P.M.
 - not weekends
 - not at 9:00 P.M.
- We will wait three years before buying a house.
 - not two years
 - not a car

6. Karen will make a list of groceries every week.
 - a. not Steve
 - b. not whenever we remember
7. We will spend at least 15 minutes a day talking with each other.
 - a. not less than 15 minutes
 - b. not our relatives
8. Steve will figure out directions before we start a trip.
 - a. not Karen
 - b. not after we start
9. We will eat healthy food that's low in fat and sugar.
 - a. not junk food
 - b. both fat and sugar
10. We will update this agreement every year.
 - a. not our lawyers
 - b. not every two years

- 2** *Work with a partner. Student A says the sentences from Exercise 1, using word stress to show either meaning a or meaning b. Student B listens and guesses the meaning of the sentences. Then switch roles and repeat.*

Example

Karen will do the grocery shopping.

- a. not Steve
- b. not the laundry

STUDENT A: Karen will do **the grocery shopping**.

STUDENT B: That means "not the laundry," right?

STUDENT A: Yes.

- 3** *Work with a partner. Each of the following sentences has two sets of words that are contrasted with each other. Read the sentences and circle the first set of words that are contrasted. Then underline the second set. Take turns reading the sentences aloud, using contrastive stress.*

1. (Steve's) been married twice, and (Karen's) been married once.
2. Many of the rules deal with money; only a few deal with other situations.
3. Steve takes care of the car and Karen does the housework.
4. Getting married is easy, but living together afterward is more difficult.
5. On weekends, Karen gets up early and Steve gets up late.
6. When it comes to food, Steve likes Japanese and Karen likes Mexican.
7. One couple got marriage counseling, while the other couple got a divorce.
8. Most couples make verbal agreements; only a few want written agreements.

FUNCTION: Transitions in Oral Presentations

We use transitions to make oral presentations clear. Transitions can be used to introduce main ideas and supporting points.

A. Transitions for Introducing Main Ideas

1 Read the introductions to oral presentations. Underline the main idea that will be discussed in each presentation. Then circle the transitions used to introduce the main idea. Report your answers to the class.

1. Some people think that prenuptial agreements are a crazy idea, but in my opinion they can help couples think about the realities of marriage.

Today I'd like to talk about the advantages of prenuptial agreements.

2. There's a new trend in love and marriage: prenuptial agreements. You may have heard of them, but do you really know what they are? I'm going to define prenuptial agreements and explain why they're becoming popular.

3. Prenuptial agreements may seem like a good idea for Hollywood movie stars. They go through two or three marriages in a lifetime. But for regular people like you and me, these contracts are a mistake. The question that I will discuss today is: "What's the problem with prenuptial agreements?"

B. Transitions for Introducing Supporting Points

2 Read the lists of transitions for introducing supporting points.

TRANSITIONS FOR INTRODUCING SUPPORTING POINTS

Points of Equal Importance	Points from Most to Least Important
One reason is . . .	The most important reason is . . .
Another reason is . . .	Another important reason is . . .
And last but not least! ¹ . . .	A final reason is . . .

¹last but not least: the last point is not less important than the others

- 3 Look at the presentation outlines. Decide whether the supporting points are equally important or not. Fill in the blanks with transitions for introducing the main idea and the supporting points. Read your answers to a partner.

A. Main idea: _____ the benefits of prenuptial agreements.

Supporting point 1: _____ it encourages couples to think carefully before they get married.

Supporting point 2: _____ it helps couples talk about things that are important to them.

Supporting point 3: _____ it makes expectations clearer.

B. Main idea: _____: "What is wrong with prenuptial agreements?"

Supporting point 1: _____ it shows that couples don't trust each other.

Supporting point 2: _____ it doesn't allow people to change and grow.

Supporting point 3: _____ it makes couples think about divorce before they even get married.

PRODUCTION: Oral Presentation

In this activity, you will **give a 3–5-minute presentation on a controversial topic related to marriage**. Try to use the vocabulary, grammar, pronunciation, and transitions for introducing main ideas and supporting points that you learned in the unit.*

Follow the steps.

Step 1: Choose a topic for your presentation. You may choose one of the following topics or think of your own topic.

- living together before marriage
- the rights of unmarried couples
- using dating services to find a spouse (Internet sites, personal ads, speed dating)
- arranged marriages vs. love marriages
- mixed marriages (religion, age, language, culture, race)

*For Alternative Speaking Topics, see page 149.

- types of families (blended¹, single parent)
- living situations in marriage (long-distance marriages, living with relatives)
- divorce
- Other: _____

Write a sentence stating your opinion about the topic: _____

Example

Topic: *Prenuptial Agreements*

Opinion: *I think prenuptial agreements are a good way to prepare for marriage.*

Step 2: Plan your presentation using the outline. Practice giving your presentation to a friend or in front of a mirror.

Introduction (1/2 to 1 minute)

- Introduce the topic
- Give background information
- State your opinion

Body (2–3 minutes)

Give two or three reasons for your opinion

- State each reason
- Explain each reason using details and examples

Conclusion (1/2 minute)

- Restate your opinion
- Make a concluding statement (e.g., summary of reasons, prediction for the future, quotation, question)

Step 3: Give your presentation to the class. When presenting, look at the audience and use your outline as a guide. Speak loudly and clearly.

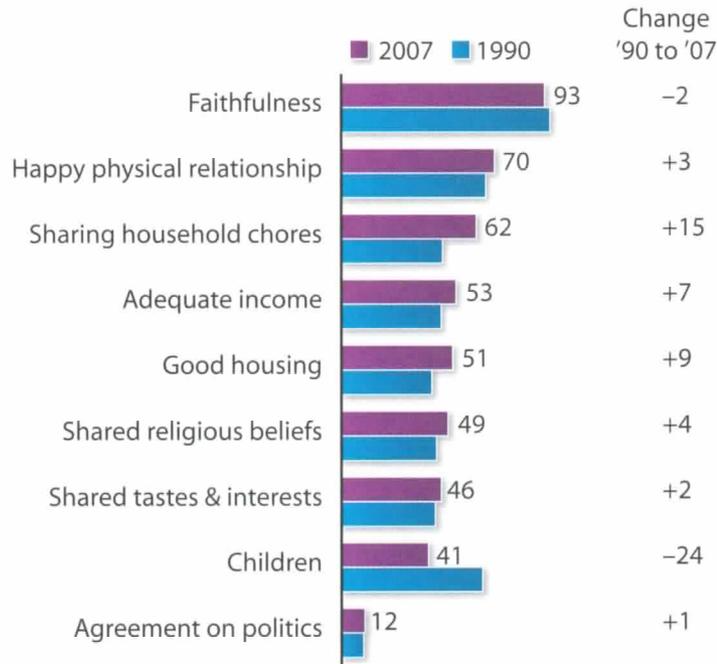
¹**blended family:** a family formed when two families are joined by marriage; a stepfamily

ALTERNATIVE SPEAKING TOPICS

Look at the graph and discuss the topics. Use the vocabulary and grammar from the unit.

What Makes a Marriage Work?

Percent saying each is very important for a successful marriage



Question wording: Here is a list of things which some people think make for a successful marriage. Please tell me, for each one, whether you think it is very important, rather important, or not very important.

Source: 1990 survey by World Values; 2007 survey by Pew Research Center.

<http://pewresearch.org/pbs/526/marriage-parenthood>

1. According to the survey, what do Americans feel is most important for a successful marriage? What is least important?
2. How do you think people in your country would answer the questions?
3. In your opinion, what two things listed on the chart are most important for a successful marriage? What two are least important?

RESEARCH TOPICS, see page 195.