

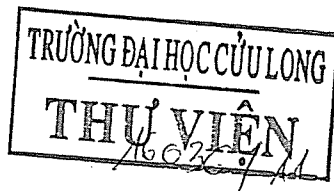
SILVER EDITION

Interactions

ACCESS

READING

Pamela Hartmann
James Mentel



Lawrence J. Zwier
Contributor, Focus on Testing

Pamela Hartmann
Reading Strand Leader



NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH



NHÀ XUẤT BẢN
McGRAW-HILL

Interactions Access Reading, Silver Edition

Published by McGraw-Hill ESL/ELT, a business unit of The McGraw-Hill Companies, Inc. 1221 Avenue of the Americas, New York, NY 10020. Copyright © 2007 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

ISBN 13: 978-0-07-125816-6

ISBN 10: 0-07-125816-7

This edition under ISBN: 978-0-07-131160-1 is specially reprinted in Vietnam by McGraw-Hill Education Asia and Ho Chi Minh City General Publishing House is the exclusive distributor of this edition in Vietnam.

Ấn phẩm này được in lại và phát hành độc quyền tại Việt Nam dưới sự hợp tác giữa McGraw-Hill Education Asia và Nhà xuất bản Tổng hợp Thành phố Hồ Chí Minh với ISBN: 978-0-07-131160-1.

INTERACTIONS ACCESS READING

Chịu trách nhiệm xuất bản:
NGUYỄN THỊ THANH HƯƠNG

Biên tập:
NGUYỄN LIÊN

NHÀ XUẤT BẢN TỔNG HỢP THÀNH PHỐ HỒ CHÍ MINH
62 Nguyễn Thị Minh Khai, Q.1

ĐT: 38225340 - 38296764 - 38247225 - 38296713 - 38223637

Fax: 38222726 - Email: tonghop@nxbhcm.com.vn

www.nxbhcm.com.vn - www.dulichmuasam.com

In lần thứ nhất, số lượng 2000 cuốn. Khổ 20 x 25,5 cm
Tại: CÔNG TY CỔ PHẦN IN KHUYẾN HỌC PHÍA NAM
128/7/7 Trần Quốc Thảo, Quận 3, TP. Hồ Chí Minh
GPXB số: 808-09/CXB/31-112/THTPHCM ngày 08/09/2009
In xong và nộp lưu chiểu tháng 12/2009.

A Special Thank You

The Interactions/Mosaic Silver Edition team wishes to thank our extended team: teachers, students, administrators, and teacher trainers, all of whom contributed invaluable to the making of this edition.

Macarena Aguilar, **North Harris College**, Houston, Texas ■ Mohamad Al-Alam, **Imam Mohammad University**, Riyadh, Saudi Arabia ■ Faisal M. Al Mohanna Abaalkhail, **King Saud University**, Riyadh, Saudi Arabia; Amal Al-Toaimy, **Women's College, Prince Sultan University**, Riyadh, Saudi Arabia ■ Douglas Arroliga, **Ave Maria University**, Managua, Nicaragua ■ Fairlie Atkinson, **Sungkyunkwan University**, Seoul, Korea ■ Jose R. Bahamonde, **Miami-Dade Community College**, Miami, Florida ■ John Ball, **Universidad de las Americas**, Mexico City, Mexico ■ Steven Bell, **Universidad la Salle**, Mexico City, Mexico ■ Damian Benstead, **Sungkyunkwan University**, Seoul, Korea ■ Paul Cameron, **National Chengchi University**, Taipei, Taiwan R.O.C. ■ Sun Chang, **Soongsil University**, Seoul, Korea ■ Grace Chao, **Soochow University**, Taipei, Taiwan R.O.C. ■ Chien Ping Chen, **Hua Fan University**, Taipei, Taiwan R.O.C. ■ Selma Chen, **Chihlee Institute of Technology**, Taipei, Taiwan R.O.C. ■ Sylvia Chiu, **Soochow University**, Taipei, Taiwan R.O.C. ■ Mary Colonna, **Columbia University**, New York, New York ■ Lee Culver, **Miami-Dade Community College**, Miami, Florida ■ Joy Durighello, **City College of San Francisco**, San Francisco, California ■ Isabel Del Valle, **ULATINA**, San Jose, Costa Rica ■ Linda Emerson, **Sogang University**, Seoul, Korea ■ Esther Entin, **Miami-Dade Community College**, Miami, Florida ■ Glenn Farrier, **Gakushuin Women's College**, Tokyo, Japan ■ Su Wei Feng, Taipei, Taiwan R.O.C. ■ Judith Garcia, **Miami-Dade Community College**, Miami, Florida ■ Maxine Gillway, **United Arab Emirates University**, Al Ain, United Arab Emirates ■ Colin Gullberg, **Soochow University**, Taipei, Taiwan R.O.C. ■ Natasha Haugnes, **Academy of Art University**, San Francisco, California ■ Barbara Hockman, **City College of San Francisco**, San Francisco, California ■ Jinyoung Hong, **Sogang University**, Seoul, Korea ■ Sherry Hsieh, **Christ's College**, Taipei, Taiwan R.O.C. ■ Yu-shen Hsu, **Soochow University**, Taipei, Taiwan R.O.C. ■ Cheung Kai-Chong, **Shih-Shin University**, Taipei, Taiwan R.O.C. ■ Leslie Kanberg, **City College of San Francisco**, San Francisco, California ■ Gregory Keech, **City College of San Francisco**, San Francisco, California ■ Susan Kelly, **Sogang University**, Seoul, Korea ■ Myoungsuk Kim, **Soongsil University**, Seoul, Korea ■ Youngsuk Kim, **Soongsil University**, Seoul, Korea ■ Roy Langdon, **Sungkyunkwan University**, Seoul, Korea ■ Rocio Lara, **University of Costa Rica**, San Jose, Costa Rica ■ Insung Lee, **Soongsil University**, Seoul, Korea ■ Andy Leung, **National Tsing Hua University**, Taipei, Taiwan R.O.C. ■ Elisa Li Chan, **University of Costa Rica**, San Jose, Costa Rica ■ Elizabeth Lorenzo, **Universidad Internacional de las Americas**, San Jose, Costa Rica ■

Cheryl Magnant, **Sungkyunkwan University**, Seoul, Korea ■ Narciso Maldonado Iuit, **Escuela Tecnica Electricista**, Mexico City, Mexico ■ Shaun Manning, **Hankuk University of Foreign Studies**, Seoul, Korea ■ Yoshiko Matsubayashi, **Tokyo International University**, Saitama, Japan ■ Scott Miles, **Sogang University**, Seoul, Korea ■ William Mooney, **Chinese Culture University**, Taipei, Taiwan R.O.C. ■ Jeff Moore, **Sungkyunkwan University**, Seoul, Korea ■ Mavelin de Moreno, **Lehnsen Roosevelt School**, Guatemala City, Guatemala ■ Ahmed Motala, **University of Sharjah**, Sharjah, United Arab Emirates ■ Carlos Navarro, **University of Costa Rica**, San Jose, Costa Rica ■ Dan Neal, **Chih Chien University**, Taipei, Taiwan R.O.C. ■ Margarita Novo, **University of Costa Rica**, San Jose, Costa Rica ■ Karen O'Neill, **San Jose State University**, San Jose, California ■ Linda O'Roke, **City College of San Francisco**, San Francisco, California ■ Martha Padilla, **Colegio de Bachilleres de Sinaloa**, Culiacan, Mexico ■ Allen Quesada, **University of Costa Rica**, San Jose, Costa Rica ■ Jim Rogge, **Broward Community College**, Ft. Lauderdale, Florida ■ Marge Ryder, **City College of San Francisco**, San Francisco, California ■ Gerardo Salas, **University of Costa Rica**, San Jose, Costa Rica ■ Shigeo Sato, **Tamagawa University**, Tokyo, Japan ■ Lynn Schneider, **City College of San Francisco**, San Francisco, California ■ Devan Scoble, **Sungkyunkwan University**, Seoul, Korea ■ Maryjane Scott, **Soongsil University**, Seoul, Korea ■ Ghaida Shaban, **Makassed Philanthropic School**, Beirut, Lebanon ■ Maha Shalok, **Makassed Philanthropic School**, Beirut, Lebanon ■ John Shannon, **University of Sharjah**, Sharjah, United Arab Emirates ■ Elsa Sheng, **National Technology College of Taipei**, Taipei, Taiwan R.O.C. ■ Ye-Wei Sheng, **National Taipei College of Business**, Taipei, Taiwan R.O.C. ■ Emilia Sobaja, **University of Costa Rica**, San Jose, Costa Rica ■ You-Souk Yoon, **Sungkyunkwan University**, Seoul, Korea ■ Shanda Stromfield, **San Jose State University**, San Jose, California ■ Richard Swingle, **Kansai Gaidai College**, Osaka, Japan ■ Carol Sung, **Christ's College**, Taipei, Taiwan R.O.C. ■ Jeng-Yih Tim Hsu, **National Kaohsiung First University of Science and Technology**, Kaohsiung, Taiwan R.O.C. ■ Shinichiro Torikai, **Rikkyo University**, Tokyo, Japan ■ Sungsoon Wang, **Sogang University**, Seoul, Korea ■ Kathleen Wolf, **City College of San Francisco**, San Francisco, California ■ Sean Wray, **Waseda University International**, Tokyo, Japan ■ Belinda Yanda, **Academy of Art University**, San Francisco, California ■ Su Huei Yang, **National Taipei College of Business**, Taipei, Taiwan R.O.C. ■ Tzu Yun Yu, **Chungyu Institute of Technology**, Taipei, Taiwan R.O.C.

Author Acknowledgements

This edition is dedicated to Beatrice Hartmann,
an inspiration and buoy.

Photo Credits

Page v (t to b): Jose Fuste Raga/CORBIS, H. Sitton/CORBIS, Franco Vogt/CORBIS, Royalty-Free/CORBIS, Corinne Malet/PhotoAlto, Philippe Psaila/Photo Researchers, Reuters/CORBIS, Digital Vision/PunchStock, H. Sitton/CORBIS, Frans Lanting/ CORBIS; viii: H. Sitton/CORBIS; ix (tl): Jules Frazier/Getty Images; ix (tr): Royalty-Free/CORBIS; ix (b): PhotoLink/Getty Images; x (t): The Fat Kitchen by Steen, Jan Havicksz. (1625/26-79) © Cheltenham Art Gallery & Museums, Gloucestershire, UK/The Bridgeman Art Library; x (b): JupiterImages; xi: Andersen Ross/Getty Images; xii (t to b): Jose Fuste Raga/CORBIS, H. Sitton/CORBIS, Franco Vogt/CORBIS, Tony Freeman/Photoedit; xiv (t to b): Corinne Malet/PhotoAlto, Philippe Psaila/Photo Researchers, Reuters/CORBIS, Digital Vision/PunchStock; xvi (t to b): H. Sitton/ CORBIS, Frans Lanting/ CORBIS; 3: Jose Fuste Raga/CORBIS; 10: Tony Freeman/ PhotoEdit; 11: The McGraw-Hill Companies/Luke David; 15: Getty Images; 21: H. Sitton/CORBIS; 25 (t): Amazon.com; 25 (b): Tannen Maury/The Image Works; 28 (l): TRBfoto/Getty Images; 28 (r): Brand X Pictures/PunchStock; 29 (both): Royalty-Free/ CORBIS; 39: Franco Vogt/CORBIS; 40: Corbis/PunchStock; 42: Novastock/ PhotoEdit; 43 (t): Tina Manley/Alamy; 43 (b): White Rock/Getty Images; 44: Andersen Ross/Getty Images; 47 (t): PhotoLink/Getty Images; 47 (bl): Digital Vision/Getty Images; 47 (br): Don Tremain/Getty Images; 50: Ken Usami/Getty Images; 57: Royalty-Free/CORBIS; 58 (t to b): Ryan McVay/Getty Images, Getty Images, Royalty-Free /CORBIS, Karl Weatherly/Getty Images, Nancy R. Cohen/Getty Images, Getty Images/Digital Vision, The McGraw-Hill Companies/Joe DeGrandis, Nick Koudis/Getty Images; 60 (tl): PhotoLink/Getty Images; 60 (tr): Ross Anania/Getty Images; 60 (b): PhotoLink/Getty Images; 65: Getty Images/Digital Vision; 71 (t to b) : Dynamic Graphics/JupiterImages, Laurent/Dielundama/Photo Researchers, image100/age fotostock, PhotoLink/Getty Images, Getty Images, Corbis/JupiterImages; 77: Corinne Malet/PhotoAlto; 95: Philippe Psaila/Photo Researchers; 96: Corbis/PictureQuest; 99: Royalty-Free/CORBIS; 104: Ryan McVay/Getty Images; 113: Lucas Jackson/Reuters/CORBIS; 114 (tl): Photo by Tim McCabe, USDA Natural Resources Conservation Service; 114 (tr): image100/ PunchStock; 114 (b): Brand X Pictures/PunchStock; 116:: Jim Sugar/CORBIS; 117: Reuters/CORBIS; 120 (l): Karen Hunt/CORBIS; 120 (r): Charles O'Rear/CORBIS; 131: Digital Vision/PunchStock; 134 (t): The Fat Kitchen by Steen, Jan Havicksz. (1625/26-79) © Cheltenham Art Gallery & Museums, Gloucestershire, UK/The Bridgeman Art Library; 134 (b): JupiterImages; 138 (l to r): Creatas/PunchStock, Royalty-Free/CORBIS, image100/PunchStock; 139: Product of Hotlix © 2006 www.hotlix.com-Graphic design & photography www.yrigollen.com; 144: Creatas/PunchStock; 149: H. Sitton/CORBIS; 150 (tl): PhotoLink/Getty Images; 150 (tr): Royalty-Free/CORBIS; 150 (bl): Digital Vision; 150 (br): Ryan McVay/Getty Images; 153: James L. Amos/CORBIS; 154 (t): Creatas/PunchStock; 154 (b): David R. Frazier/Photo Researchers; 155: Wolfgang Kaehler/CORBIS; 158 (l): Royalty-Free/CORBIS; 158 (tr): Digital Vision; 158 (br): Hisham F. Ibrahim/Getty Images; 162 (t): Steve Mason/Getty Images; 162 (b): Robert Holmes/CORBIS; 163 (t): Pixtal/Superstock; 163 (b): eStock Photo/Jupiterimages; 169: Frans Lanting/CORBIS; 170 (tl): Jules Frazier/Getty Images; 170 (tr): Royalty-Free/ CORBIS; 170 (b): PhotoLink/Getty Images; 173: Royalty-Free/CORBIS; 178: Brand X Pictures/PunchStock; 179 (tl): Josh Westrich/CORBIS; 179 (tr): C Squared Studios/ Getty Images; 179 (b): Photodisc/Getty Images.

Table of Contents

Welcome to Interactions/Mosaic Silver Edition.....	vi
Scope and Sequence	xii



Chapter 1	Neighborhoods, Cities, and Towns.....	2
------------------	---------------------------------------	---



Chapter 2	Shopping and e-Commerce	20
------------------	-------------------------------	----



Chapter 3	Friends and Family	38
------------------	--------------------------	----



Chapter 4	Health Care.....	56
------------------	------------------	----



Chapter 5	Men and Women.....	76
------------------	--------------------	----



Chapter 6	Sleep and Dreams	94
------------------	------------------------	----



Chapter 7	Work and Lifestyles	112
------------------	---------------------------	-----



Chapter 8	Food and Nutrition	130
------------------	--------------------------	-----



Chapter 9	Great Destinations	148
------------------	--------------------------	-----



Chapter 10	Our Planet.....	168
-------------------	-----------------	-----

Welcome to Interactions/Mosaic Silver Edition

Interactions/Mosaic Silver Edition is a fully-integrated, 18-book academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the four language skill strands. Chapter themes articulate across the four skill strands to systematically recycle content, vocabulary, and grammar.

NEW to the Silver Edition:

- **World's most popular and comprehensive academic skills series**—thoroughly updated for today's global learners
- **Full-color design** showcases compelling instructional photos to strengthen the educational experience
- **Enhanced focus on vocabulary building, test taking, and critical thinking skills** promotes academic achievement
- **New Self-Assessment Logs** encourage students to evaluate their learning
- **New “Best Practices” approach** in Teacher's Edition promotes excellence in language teaching

Interactions/Mosaic

Best Practices

Our Interactions/Mosaic Silver Edition team has produced an edition that focuses on Best Practices, principles that contribute to excellent language teaching and learning. Our team of writers, editors, and teacher consultants has identified the following six interconnected Best Practices:

Making Use of Academic Content

Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss academic topics, and study content-based and thematic materials.

Organizing Information

Students learn to organize thoughts and notes through a variety of graphic organizers that accommodate diverse learning and thinking styles.

Scaffolding Instruction

A scaffold is a physical structure that facilitates construction of a building. Similarly, scaffolding instruction is a tool used to facilitate language learning in the form of predictable and flexible tasks. Some examples include oral or written modeling by the teacher or students, placing information in a larger framework, and reinterpretation.

Activating Prior Knowledge

Students can better understand new spoken or written material when they connect to the content. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge.

Interacting with Others

Activities that promote human interaction in pair work, small group work, and whole class activities present opportunities for real world contact and real world use of language.

Cultivating Critical Thinking

Strategies for critical thinking are taught explicitly. Students learn tools that promote critical thinking skills crucial to success in the academic world.

Highlights of Interactions Access Reading Silver Edition

Full-color design showcases compelling instructional photos to strengthen the educational experience.

Interacting with Others

Questions and topical quotes stimulate interest, activate prior knowledge, and launch the topic of the unit.

Chapter

2

Shopping and e-Commerce



Connecting to the Topic

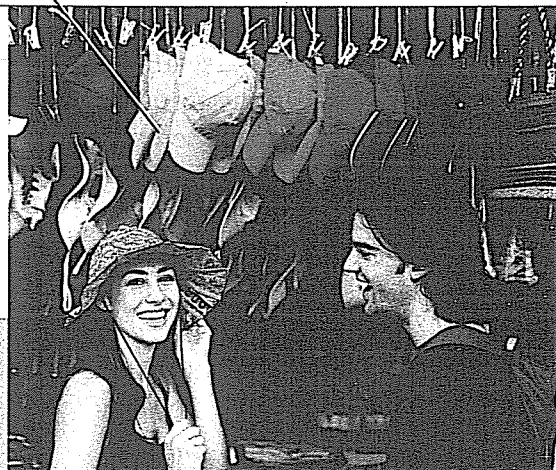
- 1 What are the people in the photo shopping for? What are they saying to each other?
- 2 What do you like to shop for?
- 3 Where do you usually shop?

In This Chapter

Where do you like to shop? In Part 1 of this chapter, you will read about shopping on the Internet and the future of shopping. Which website was one of the first to sell products online? Read about that and the person who started it in Part 2. If you shop online, it's important to create safe passwords. In Part 3, you will learn about creating a safe password for websites. Then in Part 4, you will have a chance to work more with new vocabulary.

“The safe way to double your money is to fold it over once and put it in your pocket.”

—Frank McKinney Hubbard
American writer, humorist (1868–1930)



Activating Prior Knowledge

Prereading activities place the reading in context and allow the student to read actively.

Enhanced focus on vocabulary building promotes academic achievement.

Part 1 Reading Skills and Strategies

The Ocean in Trouble



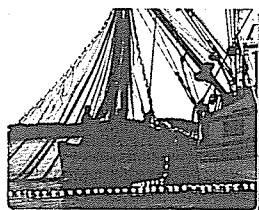
Before You Read Thinking About the Topic Look at the photos and answer the questions.



▲ Seafood for restaurants



▲ Fishers repairing their nets



▲ Commercial fishing trawler with its nets

1. Describe each photo. What do you see?
2. Which countries have a lot of coastline, lakes, and rivers? Do you think fishing is important in those places?
3. Do you eat a lot of seafood? Do you think people eat more seafood now than they ate in the past? If so, why?
4. Do you know of any problems for the fishing industry?



24 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check () the words that you know.

Nouns	Verbs	Adjectives	Preposition
☐ amount	☐ catch	☐ extinct	☐ but
☐ areas	☐ create	☐ fake	
☐ crabs	☐ destroy		
☐ damage	☐ drag		
☐ danger	☐ influence		
☐ dolphins	☐ police		
☐ environmentalists	☐ pressure		
☐ methods	☐ prove		
☐ nets	☐ reproduce		
☐ overfishing	☐ urged		
☐ trawlers	☐ warning		
☐ whales			
☐ zones			

25 Finding the Meaning of Words from Context Find the meanings of the underlined words. Look at the sentence or phrase before or after the word for help.

1. George loves to eat, and he likes all kinds of food. He'll eat anything but insects because he thinks they're disgusting.
 - (A) however
 - (B) except for
 - (C) and
2. The large boat dragged another small boat behind it through the water.
 - (A) pulled
 - (B) pushed
 - (C) repaired
3. Our great-grandparents sometimes saw that species, but now we can't because it's extinct, like the dinosaurs.
 - (A) hard to find
 - (B) completely dead
 - (C) only in zoos
4. After the people of the city pressured the government, the government built a new road.
 - (A) caused worry to
 - (B) caused stress to
 - (C) put a lot of stress on

Making Use of Academic Content
Magazine articles, textbook passages, essays, and website articles explore stimulating topics.

Enhanced focus on test taking skills
promotes academic achievement.

New Foods, New Diets

Diet of the Past

A On March 26, 1662, Samuel Pepys and four friends had lunch at his home in London, England. They ate beef, cheese, two kinds of fish, and six chickens. Today, we might wonder, "What? No fruits? No vegetables?" More than 300 years ago, people in Europe ate differently from today. They looked different, too. In famous paintings by Titian, Rubens, and other artists, people weren't thin; they were overweight. But people 300 years ago thought, "How attractive!"—not, "How ugly!"



A People in a 16th century painting

Today's Diet

B Today, people are learning more about health. Many people are changing their ways of eating. They're eating a lot of fruits and vegetables. Many of the vegetables are raw. They aren't cooked because cooking takes away some vitamins, such as vitamins A, B, and C. People are eating less sugar. They're eating low-fat foods. They're not eating much red meat. They're drinking less cola and coffee.

Trying to Be Thin

C People these days want to be slim, not fat. Sometimes people in North America go a little crazy to lose pounds. Thousands of them join gyms and diet groups, go to special diet doctors, or spend a lot of money at diet centers. Each year Americans spend more than \$46 billion on diets and diet products.



A People in a modern health club

More People Are Overweight

D However, there is an irony—a surprising, opposite result—to all this dieting. While many people are becoming thin, other people are becoming overweight. More people are *overweight* than in the past! In many countries, there is a serious problem with obesity—in other words, a condition of being very overweight. There are two main reasons. First, these days, many people often go to fast-food restaurants. (They didn't in the past.) At these restaurants, many of the foods (such as fried potatoes and meat) are high in fat. Some of the dairy products (such as cheese) are high in fat, and others (such as ice cream) are high in fat and sugar. This seems similar to Samuel Pepys's party, doesn't it? Second, dieting doesn't often work. Sometimes people lose

weight fast, but they usually gain it back again. Almost 95 percent of all people gain back weight after a diet. One problem with obesity is easy to see: overweight people have more sicknesses, such as heart disease and diabetes.

E Sometimes people go crazy over food. Sometimes they eat very little because they want to be slim. Other times they eat lots of bad foods because these foods taste good. When will people learn? Too much food, too little food, and the wrong foods are all bad ideas.

Culture Note

Vegetarians

Vegetarians are people who don't eat meat. Some vegetarians don't eat dairy products, either. In what countries or cultures is it easy to be a vegetarian? In what countries or cultures is it hard? If you are a vegetarian, why did you decide to be one? If you are not a vegetarian, would you consider becoming one?

After You Read

66 Identifying the Topics Read the topics below. Which paragraph is about each topic? Write the letter of the paragraph next to its topic.

- _____ spending a lot of time and money on diets
- _____ how people in Europe ate in the past
- _____ conclusion
- _____ a serious problem with weight in some countries
- _____ foods for good health

67 Working with New Words Write the vocabulary words for the meanings below. For help, look back at the boldfaced words in the reading.

Paragraph	Meaning	Vocabulary Word
A	two famous painters	
D	a surprising, opposite result	
D	at the same time	
D	a condition of being very overweight	
D	a word for products from milk	
D	a sickness	

Organizing Information

Graphic organizers provide tools for organizing information and ideas.

alone. The number of single-parent families is going up, too. In Denmark, 60 percent of all first-born children have parents who are not married.

The world is changing, and families are changing, too. There are many new types of families, but most seem to be getting smaller.



▲ A single-parent family

After You Read

6 Identifying the Main Ideas Complete the sentences. Choose the best answer.

- The main idea is that _____.
 (A) in North Africa, families are big, but in Europe, they're small
 (B) families around the world are changing
 (C) there is more divorce today than in the past
- The writer thinks that new families are _____.
 (A) good because they are small
 (B) different from families in the past
 (C) bad because people don't live together

UNDERSTANDING PRONOUNS

Pronouns are words such as *he, she, it, they, this, that, these, or those*. Pronouns take the place of nouns. Look before the pronoun to find the noun that it replaces. That will help you to understand the pronoun's meaning.

Example My grandfather lived with us. He is there in the photo, on the right. (He refers to "My grandfather.")

7 Understanding Pronouns Find the meaning of each underlined pronoun. Highlight it. Then draw an arrow from the pronoun to its meaning.

- Fifty to a hundred people lived together in a group of houses. These were all family members.
- One generation ago, the average Mexican woman had seven children. Today, she has an average of only 2.5 children.
- Many men and women spend a lot of time at work. They don't spend much time together as a family.
- They don't spend much time together as a family. This can be very difficult.

- Many young women don't want this kind of marriage. They get a job and live with their parents.
- Many Europeans don't get a divorce, but they don't get married, either.

Strategy

Understanding Organization in an Article or Essay

An essay has a main topic and a main idea. (The topic of the first reading in this chapter is *families*. The main idea is that *families are getting smaller*.) Essays also have subtopics—smaller parts of the main topic. Each subtopic has a main idea, too. Many articles and essays are organized in this way:

Paragraph A: Introduction of the topic and the main idea of the article or essay

Paragraph B: Subtopic, main idea, and details

Paragraph C: Another subtopic, main idea, and details

Paragraph D: Another subtopic, main idea, and details

Paragraph E: Another subtopic, main idea, and details

Paragraph F: Conclusion (restates the main idea of the essay)

8 Understanding Organization in an Essay: Using a Graphic Organizer Fill in this graphic organizer with the topic and the main idea from each paragraph of the reading on pages 42–44. Use your words or copy from the reading.

Paragraph	Topic	Main Idea
A	families	All over the world, families are getting smaller.
B		
C		Mexican families are getting smaller.
D		
E		
F	families	



9 Thinking Critically: Finding Reasons Discuss the following questions. Make a list of possible reasons for each. Then share your answers with the class.

- Why are families in some countries smaller than in the past?
- Why are there more single-parent families now?

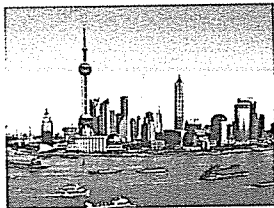
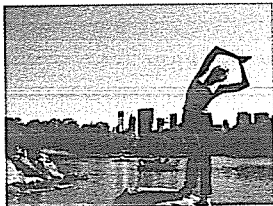
Scaffolding Instruction

Instruction and practice with new language structures helps students increase their reading fluency.

Cultivating Critical Thinking

Enhanced focus on critical thinking skills promotes academic achievement.

Scope and Sequence

Chapter	Reading Selections	Reading Skills and Strategies
1 Neighborhoods, Cities, and Towns pg. 2 	<i>Monster Cities</i> <i>My Neighborhood</i>	Prereading: Thinking about the topic Scanning Previewing vocabulary Identifying the main idea Identifying details in a reading Following textbook directions Guessing words from context Reading a map
2 Shopping and e-Commerce pg. 20 	<i>Internet Shopping</i> <i>Predicting the Future of Shopping</i>	Prereading: Thinking about the topic Previewing vocabulary Understanding new words: using punctuation clues Understanding quotation marks Identifying the topic and main idea of a paragraph Summarizing
3 Friends and Family pg. 38 	<i>Changing Families</i> <i>Our Family Reunion</i> <i>Adventures in a New Country (Internet blog)</i>	Prereading: Thinking about the topic Skimming Previewing vocabulary Recognizing organization in an essay Identifying main ideas and details Making predictions Reading an Internet blog
4 Health Care pg. 56 	<i>Health News for Body and Mind</i> <i>Are You Healthy? (Questionnaire)</i>	Prereading: Thinking about the topic Previewing vocabulary Understanding italics Understanding the main ideas Making predictions Reading and answering a questionnaire

Critical Thinking Skills**Vocabulary Building****Language Skills**

Synthesizing and discussing ideas
from a reading
Compare personal experiences

Previewing vocabulary
Understanding new words with
is or *are*
Categorizing new words
Working with prepositions
Identifying opposites

Understanding large numbers
Working with prepositions

Analyzing predictions from the
past and about the future
Identifying a good summary
Synthesizing and discussing ideas
from a reading
Safely using passwords on
websites

Previewing vocabulary
Understanding new words from
examples
Understanding new words:
using punctuation clues

Reviewing verb tenses

Finding reasons
Making predictions
Synthesizing and discussing ideas
from a reading
Using a graphic organizer to
organize ideas in an essay

Previewing vocabulary
Understanding new words:
using pictures
Using a dictionary: alphabetical
order
Understanding pronouns
Using *get* and *have*

Interviewing other students
Understanding pronouns

Analyzing and comparing answers
Finding important details
Synthesizing and discussing ideas
from a reading

Previewing vocabulary
Finding meaning after *which* or
who
Identifying and matching
vocabulary words and
definitions
Understanding pronouns
Changing nouns to adjectives
Identifying body parts
Identifying opposites

Giving advice
Understanding guide words
in a dictionary
Describing illnesses
Understanding pronouns

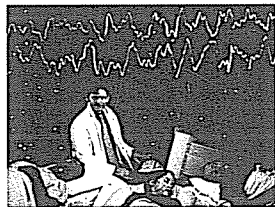
5 Men and Women pg. 76



Men's Talk and Women's Talk in the United States
He Said/She Said: A U.S. Couple

Prereading: Thinking about the topic
Previewing vocabulary
Understanding new words in a reading
Reading faster: reading in phrases
Identifying the main ideas and details
Identifying a good summary
Making predictions

6 Sleep and Dreams pg. 94



The Purpose of Sleep and Dreams
A Dream Narrative

Prereading: Thinking about the topic
Previewing vocabulary
Finding the meaning of new words: meaning after *or*
Identifying details
Thinking about the topic
Identifying the main idea

7 Work and Lifestyles pg. 112



Volunteering
My Special Year

Prereading: Thinking about the topic
Previewing vocabulary
Finding the meaning of new words: looking at colons
Understanding sentences with the word *that*
Finding the main ideas and important details
Checking vocabulary

8 Food and Nutrition pg. 130



New Foods, New Diets
Eating Bugs

Prereading: Thinking about the topic
Previewing a reading
Previewing vocabulary
Identifying the main ideas in a reading
Using opposites to understand a new word
Identifying the topic in a paragraph
Finding details

Critical Thinking Skills**Vocabulary Building****Language Skills**

Understanding humor
Understanding mood
Making predictions
Analyzing different perspectives

Previewing vocabulary
Checking vocabulary

Interviewing other students
Discussing ideas from the reading
Understanding language and sexism
Using gender-neutral possessive adjectives

Understanding mood
Finding the meaning of new words from context
Searching for and analyzing information on the Internet

Previewing vocabulary
Understanding words from their parts
Finding the meaning of words: meaning after *or*
Previewing vocabulary
Understanding pronouns

Interviewing students
Discussing ideas from the reading
Understanding pronouns

Organizing details using a T-chart
Making inferences
Reading and analyzing a chart

Previewing vocabulary
Understanding words from their parts: suffixes

Understanding sentences with the word *that*

Organizing details using a graphic organizer
Reading and analyzing a chart
Analyzing information

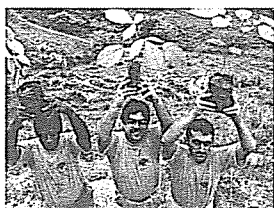
Previewing vocabulary
Using opposites to understand a new word
Figuring out words with more than one meaning

Interviewing other students

9 Great
Destinations pg. 148

Adventure Vacations
Your Travel Personality
(Questionnaire)
Tours and Traveling

Prereading: Thinking about the topic
Previewing the reading
Previewing vocabulary
Finding the main idea and details
Making predictions
Reading a website and analyzing
information

10 Our Planet pg. 168

The Ocean in Trouble
Repairing the Environment

Prereading: Thinking about the topic
Previewing vocabulary
Finding the meaning of words from
context
Identifying the main idea and details
Reading a paragraph that includes
a chart

Critical Thinking Skills**Vocabulary Building****Language Skills**

Reaching a conclusion: paying attention to evidence

Synthesizing and discussing ideas from a reading

Reading a website and analyzing information

Identifying support for opinions

Previewing vocabulary

Understanding words for directions

Understanding words from their prefixes

Using *go* + verb + *-ing* for activities

Understanding words for directions

Stating and explaining opinions

Understanding relationships between ideas

Using a graphic organizer show relationships

Making inferences

Discussing and synthesizing the reading

Reading and analyzing a graph

Reading and analyzing a pie chart

Comparing facts and figures

Previewing vocabulary

Understanding words from their parts: *over* in a word

Understanding words that can be more than one part of speech

Interviewing other students

Using facts and figures

Neighborhoods, Cities, and Towns

In This Chapter

Do you live in a big or a small city? In Part 1 of this chapter, you will read about very big cities around the world. You will discuss likes and dislikes about cities. In Part 2, you will read about a student's neighborhood and discuss your own. You will practice reading a map of a large, famous city in Part 3. Last, in Part 4, you will practice Chapter 1 vocabulary, work with opposites and pronouns, and do a crossword puzzle.

“What is the city but the people?”

—William Shakespeare
English playwright (1564–1616)



Connecting to the Topic

- 1 What do you see in this photo?
- 2 Name ten adjectives to describe this city.
- 3 Do you like big or small cities? Explain why.



Part 1 Reading Skills and Strategies

Monster Cities

Before You Read



1 Thinking About the Topic Discuss these questions with a partner.

1. Look at the picture below. What do you see?
2. Describe your home city or town. What do you like about it?
3. What do you like about cities? What do you dislike?



▲ Do you live in a monster city?

Strategy

Scanning

You can scan a reading to find information quickly. Follow these steps to scan:

- Know the information that you want to find.
- Look for that information.
- Move your eyes quickly across the words. Don't read every word.

You will practice scanning throughout the book when you look for specific information and details.



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ cities (city)
- ☐ countries (country)
- ☐ crime
- ☐ density
- ☐ megacity
- ☐ monster

☐ people

☐ population

Verbs

- ☐ growing
- ☐ move
- ☐ work

Adjectives

- ☐ afraid
- ☐ busy
- ☐ crowded
- ☐ different
- ☐ dirty
- ☐ large
- ☐ small
- ☐ terrible
- ☐ wonderful

Strategy

Understanding New Words: Look for *Is* and *Are*

You do not always need to use a dictionary to find the meaning of a new word. Sometimes the meaning of a new word comes after the word *is* or *are* in the sentence.

Example

Population **is** the number of people in a city or country.
(Population = the number of people in a city or country.)

3 Understanding New Words with *Is* The meanings of these words are in the next article. Find the words and circle their meanings.

monster

megacity

density

Read



4 Reading an Article Read the following article. Then do the exercises.

Monster Cities

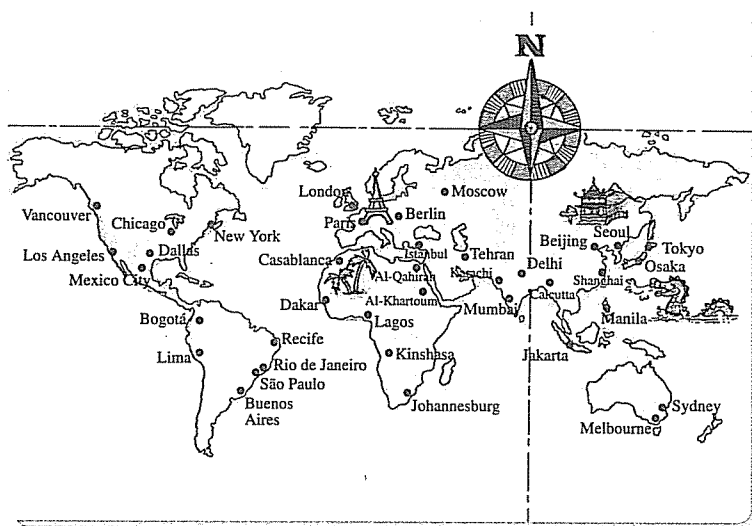
A Are big cities wonderful places? Are they terrible? There are **different** ideas about this. William H. Whyte writes books about cities. He is happy in a **crowded** city. He loves **busy** streets with many stores and many **people**. He likes the life in city parks and restaurants.

B Many people don't like big cities. They see the **large population** of cities, and they are **afraid**. Many cities are **growing** very fast. They are "**monster**" cities. (A monster is a big, terrible thing.) In some **countries**, there are no jobs in **small towns**. People go to cities to **work**. For example, 300,000 people go to São Paulo, Brazil, every year. In China, about 183,000 people **move** to Beijing from the countryside every year. São Paulo and Beijing are both **megacities**.

C A **megacity** is a very, very big city. It includes the main city and the cities and towns around it. Mexico City is a megacity. It has a population of about 8,600,000 in the city itself, but there are more than 21,000,000 people in the megacity. Tokyo is another megacity, with over 8,200,000 people in Tokyo, but over 31,000,000 in Tokyo and the cities around it. London is another megacity. There are about 7,400,000 people in London, and about 18,400,000 in London and the surrounding towns and cities.

D There are problems in all cities. There are big (or *mega*) problems in a megacity. In many U.S. cities, there are many people with no jobs and no homes. The air is **dirty**. There are too many cars. A terrible problem is crime. Many people are afraid of crime. People want to feel safe.

E **Population density** is the number of people in one square mile (2.59 square kilometers). Population density is a big problem in many cities. In Miami, Florida, the density is only 7,748. In Bangkok, Thailand, there are 58,397 people per square mile. Is this crowded? Yes! But other cities are more crowded. Do you think William H. Whyte likes Hong Kong? The population density there is 247,501!



▲ Map of megacities

After You Read

5 Identifying the Main Ideas Complete the sentences. Choose the best answer for each blank.

- "Monster Cities" is about _____.
 - (A) the large number of small cities
 - (B) the number of people in U.S. cities
 - (C) the problems of very big cities

2. Mexico City, Tokyo, and Hong Kong are three _____.
- (A) small cities
 - (B) very big, crowded cities
 - (C) cities with no crime or dirty air

6 Checking Vocabulary Write a word for each definition. Use words from the reading.

1. a big, terrible thing = _____
2. a city together with other areas around the city = _____
3. the number of people in one square mile = _____

7 Making Good Guesses Complete the sentence. Choose the best answer.

The word *monster* is in the title ("Monster Cities") because _____.

- (A) the writer is happy in big cities
- (B) some cities are growing too fast, and this is causing terrible problems
- (C) there are people with no jobs and no homes, and they are unhappy



8 Discussing Ideas From the Reading Answer these questions with a partner.

1. Is your city large or small?
2. What is the population?
3. What is nice about your city?
4. What is a problem in your city?
5. Do you like your city? Why or why not?
6. Look at the map on page 6. How many megacities are in Asia? In Africa? In Europe? In the Americas?

UNDERSTANDING LARGE NUMBERS

Look at the words for large numbers below. Read the words out loud with a partner.

150	one hundred fifty
200	two hundred
3,000	three thousand
4,500	four thousand five hundred
5,350	five thousand three hundred fifty
6,475	six thousand four hundred seventy-five
70,000	seventy thousand
80,950	eighty thousand nine hundred fifty
100,000	one hundred thousand
950,632	nine hundred fifty thousand six hundred thirty-two
1,000,000	one million
15,700,000	fifteen million seven hundred thousand
23,570,600	twenty-three million five hundred seventy thousand six hundred



9 Understanding Large Numbers: Information Gap Follow these directions:

Step 1: Work with a partner. One of you is Student A. One is Student B.

Step 2: Student A looks at this page. Student B looks at page 9.

Step 3: Follow the directions on your page.

Student A

Step 1: Ask your partner the questions below.

Step 2: Write your partner's answers in the chart.

Questions

1. What is the population of Shanghai (the megacity)?
2. What is the population of Mumbai (the city)?
3. What is the population of Seoul (the megacity)?
4. What is the population of Dubai (the city)?
5. What is the population of Mexico City (the megacity)?
6. What is the population of New York (the city)?
7. What is the population of London (the megacity)?

Populations of Large Cities		
City, Country	The City (2004)	The Megacity
Shanghai, China	9,005,600	
Mumbai (Bombay), India		17,012,900
Buenos Aires, Argentina	12,116,400	13,076,300
Seoul, Korea	9,630,600	
Dubai, United Arab Emirates		1,511,700
Jakarta, Indonesia	8,827,900	17,891,000
Mexico City, Mexico	8,681,400	
Tokyo, Japan	8,240,100	31,139,900
New York, U.S.A.		21,766,731
London, U.K.	7,417,700	

Student B

Step 1: Ask your partner the questions below.

Step 2: Write your partner's answers in the chart.

Questions

1. What is the population of Shanghai (the city)?
2. What is the population of Buenos Aires (the megacity)?
3. What is the population of Dubai (the megacity)?
4. What is the population of Jakarta (the city)?
5. What is the population of Mexico City (the city)?
6. What is the population of Tokyo (the city)?
7. What is the population of New York (the megacity)?

Populations of Large Cities		
City, Country	The City (2004)	The Megacity
Shanghai, China		12,039,900
Mumbai (Bombay), India	12,383,100	17,012,900
Buenos Aires, Argentina	12,116,400	
Seoul, Korea	9,630,600	19,969,100
Dubai, United Arab Emirates	906,100	
Jakarta, Indonesia		17,891,000
Mexico City, Mexico		21,233,900
Tokyo, Japan		31,139,900
New York, U.S.A.	8,085,742	
London, U.K.	7,417,700	11,219,000

Part 2 Reading Skills and Strategies

My Neighborhood in the United States

Before You Read

- 1 **Thinking About the Topic** Look at the photo on page 10. What kind of neighborhood is this? Busy? Interesting? Crowded? What country do you think it is in?



▲ Does this look like your neighborhood?



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ address
- ☐ building
- ☐ corner
- ☐ neighborhood
- ☐ neighbors
- ☐ oak tree
- ☐ olive tree

Verb

- ☐ live

Prepositions

- ☐ across
- ☐ from
- ☐ in
- ☐ in front of
- ☐ on

Read



3 Reading an Essay Read the following essay. Then do the exercises.

My Neighborhood

- A My name is Elena Sanchez. I'm from Mexico, but now I live in California. I'm a student here in English language classes at a small college.
- B I live in an apartment building. It's on the corner of Olive Street and Sycamore Avenue. My address is 2201 Olive Street. There's a big olive tree in front of the building. There's a park across the street. There are a lot of oak trees in the park. The trees are beautiful in the summer.



▲ A neighborhood store in California

- C A lot of my **neighbors** are from different countries. The people next to me are from Indonesia. The family across from the Indonesian family is from Colombia. 10
- D The stores in this **neighborhood** are always busy. There's a Korean drugstore and an Armenian flower shop. A Chinese church is next to the flower shop. There are three restaurants on Olive Street: one Mexican, one Japanese, and one Moroccan-Italian-American! 15
- E I like my neighborhood, but I ask myself one question. Where are the Americans? 20



Culture Note

Neighborhoods in Large Cities

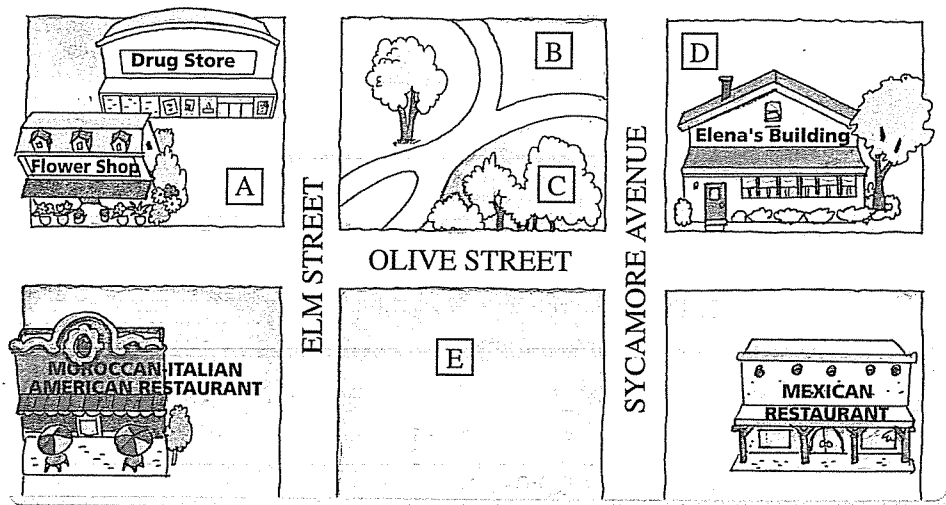
Many large cities in North America have neighborhoods with many people from other countries. Two examples are Chinatown in New York City and Koreatown in Los Angeles. Do large cities in your home country have different neighborhoods? What kinds of people live in those neighborhoods?

After You Read

- 4 **Identifying the Main Idea** What is the main idea of the essay? Choose one answer.

- (A) Elena studies English in a college in California.
- (B) The people in Elena's neighborhood are from many countries.
- (C) There are restaurants with food from many countries in Elena's neighborhood.

- 5 **Understanding Details** Read Elena's story again. Then look at the map of her neighborhood. Answer the question on page 12.



▲ Elena's neighborhood

Where are these places? Write the letters from the map on the lines.

1. the Indonesian family's house D
2. the Japanese restaurant _____
3. the Chinese church _____
4. the park _____
5. the Colombian family's house _____

DIRECTIONS IN TEXTBOOKS

Read the following directions and look at the examples. You will find directions like these in your textbook exercises.

Directions	Example
1. Circle the word.	<u>building</u>
2. Copy the word.	street <i>street</i>
3. Underline the word.	<u>building</u>
4. Circle the letter of the answer.	Which word is a country? a. Texas <u>b. Mexico</u> c. park
5. Fill in the blank.	My name <u>is</u> Elena.
6. Write your name on the line.	<u>Elena Vasquez</u>
7. Correct the mistakes.	She's from ^M mexico .
8. Choose the best answer.	Which place is a city? <u>A</u> Seoul <u>B</u> Indonesia <u>C</u> Japan

6 Following Textbook Directions Now follow these textbook directions.

1. Circle the name of a city.
Brazil Indonesia Tokyo Egypt
2. Find the name of a person below and copy it.
Mexico _____ California _____
the USA _____ Elena _____
3. Underline the word for a building.
I'm at a restaurant now.
4. Circle the letter of a kind of restaurant in Elena's neighborhood.
a. Chinese b. Mexican c. Korean d. Indonesian
5. Write the name of your country on the line. _____
6. Correct the mistakes.
I live in colomba.

7. Choose the name of a country.

- (A) Armenian
- (B) Italian
- (C) Japan
- (D) Moroccan

7 Building Vocabulary Write the words from the box in the correct places on the chart.

American	flower shop	Korean
apartment building	Indonesia	Mexican
Armenian	Indonesian	Moroccan
church	Italian	oak
Colombia	Japan	olive
drugstore	Japanese	restaurant

Countries	<i>Indonesia.</i>
Trees	<i>oak.</i>
Words that mean <i>from a country or of a country</i>	<i>Italian.</i>
Buildings	<i>restaurant.</i>

8 Completing Sentences Fill in each blank with a word from the box.

building	different	neighbors
crowded	front	neighborhood

- This store is always _____. There are always lots and lots of people.
- There is a big apartment _____ on the corner.
- There are two schools in my _____.
- My _____ are from Mexico. They're nice people.
- There are two big trees in _____ of my house.
- People in my neighborhood are from _____ countries.



9 Discussing the Reading Discuss these questions with a group.

1. What stores are in your neighborhood?
2. Are there people from different countries in your neighborhood? What countries are they from?
3. Draw a map of your neighborhood. Describe it to your group.

10 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use some of the vocabulary that you have learned in this chapter.

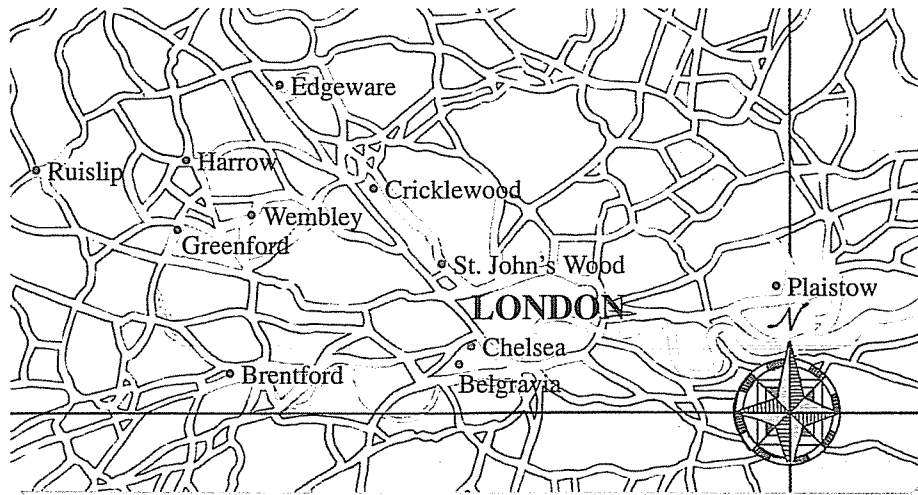
- your neighborhood (Describe it.)
- big cities (Do you like them? Why or why not?)
- your favorite city (Describe it.)
- some problems in your city (Describe them.)
- why the population is so big in one city (Choose one city.)

Part 3 Practical English

Maps

1 Reading a Map Look at the map below. Answer these questions.

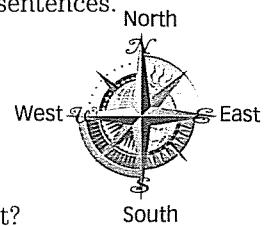
1. What is the name of this big city? _____
2. What country is this city in? _____
3. What do you call people who live in this country? _____



▲ London is a megacity.

4. Find the town of Wembly on the map. Then complete these sentences.

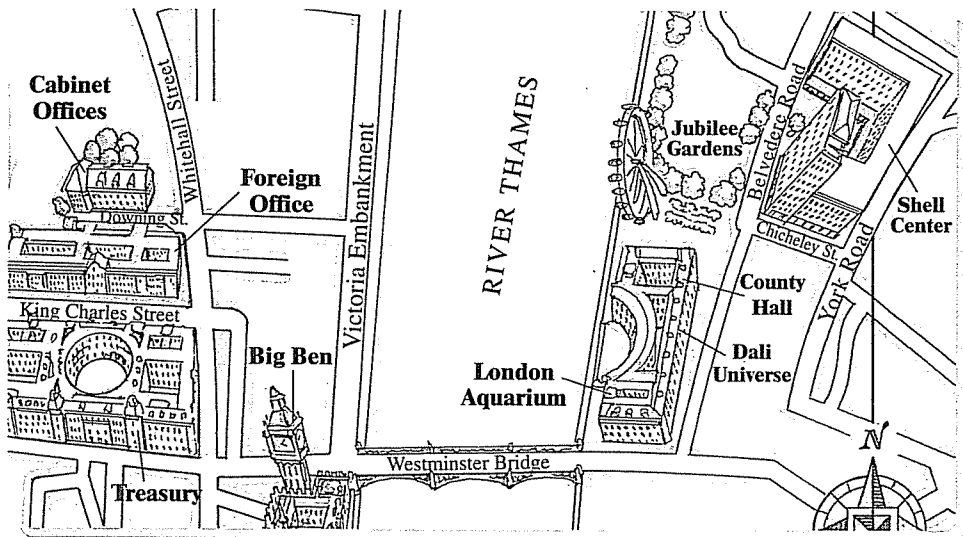
- Wembly is west of Cricklewood.
- Wembly is _____ of Greenford.
- Wembly is _____ of Edgware.
- Wembly is _____ of Ruislip.



5. Now read this description of a city on the map. What city is it?

This city is north of Belgravia, east of Chelsea, and southeast of St. Johns Wood. This city is called _____.

2 Reading a Map: A Closer Look Look at the map of a part of London below. Read the descriptions below the map. Write the place in the blank.



▲ A closer look at London

- It's at the end of Victoria Embankment south of the Westminster Bridge. It's on the west side of the Thames River. Big Ben
- It's on King Charles Street, across from the Treasury. It's west of the Department of Health & DWP building. _____
- It's on Downing Street, north of the Foreign Office. _____
- It's part of County Hall, next to Dali Universe, on the east side of the Thames River, just north of Westminster Bridge. _____
- It's across from the Shell Center, on the Thames River, on Belvedere Road. It's just north of County Hall. _____

Part 4

Vocabulary Practice

1 Working with Prepositions This chapter uses a lot of prepositions. Fill in the blanks with one of the four prepositions in the box below.

across from in on

1. I live in Mexico.
2. I am _____ Hong Kong, but I live in Singapore.
3. The park is _____ the street from the market.
4. He is _____ Guatemala but he lives _____ the United States now.
5. Maria lives _____ Olive Street, _____ a big apartment building.
6. Tokyo is _____ Japan.
7. Many people _____ El Salvador live _____ my street, here in Los Angeles.
8. Many Armenians live _____ this neighborhood.
9. This is the most crowded neighborhood _____ New York.
10. Jung lives _____ a house _____ the street _____ from my apartment building.

2 Identifying Opposites Read the words in Column A. Write the opposite of each word in the blank in Column B. Use the words from the box.

afraid dirty love small
 busy grow monster terrible

Column A

1. large
2. wonderful
3. empty or quiet
4. relaxed, not scared
5. average person or thing
6. clean
7. hate
8. get smaller

Column B

small



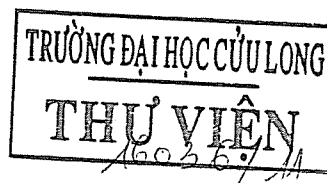
3 Listening: Focusing on Prepositions Listen and fill in the words from the reading on page 10. Then check your work. All of the missing words are prepositions.

My name is Elena Sanchez. I'm _____ Mexico, but now I live
 _____ California. I'm a student here in English language classes
 _____ a small college.
 I live _____ an apartment building. It's _____ the corner
 of Olive Street and Sycamore Avenue. My address is 2201 Olive Street. There's
 a big olive tree _____ front _____ the building. There's a park
 _____ the street. There are a lot of oak trees _____ the
 park. The trees are beautiful _____ the summer.

4 Focusing on High-Frequency Words Read the paragraph below and fill in each blank with a word from the box. When you finish, check your answers on page 6.

population people growing cities move work

Many people don't like big _____. They see the large
 _____ of cities, and they are afraid. Many cities
 are _____ very fast. They are "monster" cities.
 (A monster is a big, terrible thing.) In some countries, there are no
 jobs in small towns. People go to cities to _____. For
 example, 300,000 _____ go to São Paulo, Brazil, every
 year. In China, about 183,000 people _____ to Beijing
 from the countryside every year. São Paulo and Beijing are both megacities.



5 Building Vocabulary Complete the crossword puzzle with words from the box. Read the clues and write the words in the puzzle. These words are from Chapter 1.

address
copy
crowded
density

Japanese
monster
people
population

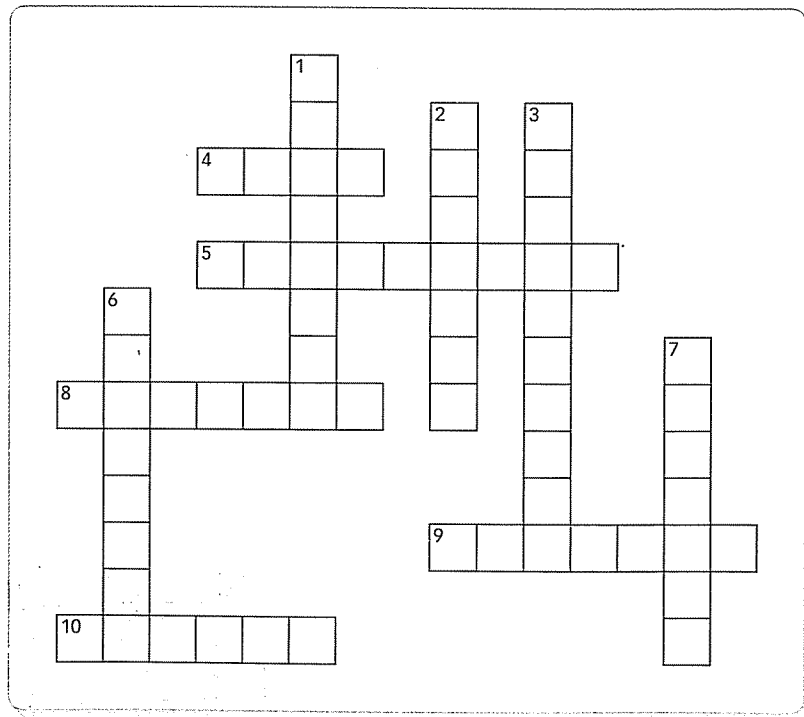
terrible
wonderful

Across

4. write the same thing (v.)
5. very, very good (adj.)
8. having lots of people in one place (adj.)
9. the number of people in one square mile (n.)
10. men, women, and children (n.)

Down

1. from Japan (adj.)
2. where you live; for example, 1432 Main Street (n.)
3. the number of people who live in a city (n.)
6. very, very bad (adj.)
7. "Look! There's a _____. I'm afraid." (n.)



KEY: *adj.* = adjective; *adv.* = adverb; *n.* = noun; *prep.* = preposition; *v.* = verb

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you know. Look through the chapter or ask your instructor about the other strategies and words.

Reading and Vocabulary-Building Strategies

- ☐ Scanning
- ☐ Previewing vocabulary
- ☐ Understanding new words: look for *is* and *are*
- ☐ Identifying the main ideas
- ☐ Understanding large numbers
- ☐ Understanding details
- ☐ Following textbook directions
- ☐ Reading a map
- ☐ Working with prepositions
- ☐ Identifying opposites

Target Vocabulary

Nouns

- ☐ address*
- ☐ building*
- ☐ cities (city)*
- ☐ countries (country)*
- ☐ density
- ☐ megacity
- ☐ monster
- ☐ neighbors*
- ☐ neighborhood

- ☐ oak trees
- ☐ olive tree
- ☐ people*
- ☐ population*
- ☐ tree*
- ☐ work*

Verbs

- ☐ growing*
- ☐ live*
- ☐ move*
- ☐ work*

Adjectives

- ☐ afraid
- ☐ busy
- ☐ crowded*
- ☐ different*
- ☐ dirty
- ☐ large*
- ☐ small*
- ☐ terrible
- ☐ wonderful*

Prepositions

- ☐ across
- ☐ from
- ☐ in
- ☐ in front of
- ☐ on

*These words are among the 1,000 most-frequently used words in English.

Shopping and e-Commerce

In This Chapter

Where do you like to shop? In Part 1 of this chapter, you will read about shopping on the Internet and the future of shopping. Which website was one of the first to sell products online? Read about that and the person who started it in Part 2. If you shop online, it's important to create safe passwords. In Part 3, you will learn about creating a safe password for websites. Then in Part 4, you will have a chance to work more with new vocabulary.

“ The safe way to double your money is to fold it over once and put it in your pocket. ”

—Frank McKinney Hubbard
American writer, humorist (1868–1930)



Connecting to the Topic

- 1 What are the people in the photo shopping for? What are they saying to each other?
- 2 What do you like to shop for?
- 3 Where do you usually shop?



Part 1

Reading Skills and Strategies

Internet Shopping



Before You Read

1 Thinking About the Topic Ask different classmates the questions below. Write their answers in this chart. For students who answer yes to a question, ask them the second question in the box.

Question	Yes	No
1. Do you have a computer? How often do you use it?		
2. Do you use the Internet? What do you use it for?		
3. Did you know about the Internet ten years ago? When did you start using the Internet?		
4. Do you shop on the Internet? What do you buy on the Internet?		

REVIEWING VERB TENSES

Regular verbs (such as *shop*, *start*, or *use*) end in *-ed* in the past tense, but many common verbs (such as *know*) are irregular in the past tense.

Tense	Time	Subject	Verb Phrase
Past	Five years ago,	I	used the Internet.
		you	
Present	Today,	he/she/it	use the Internet.
		we	
		you	uses the Internet.
		they	
		we	use the Internet.
		you	
		they	

Tense	Time	Subject	Verb Phrase
Future	Soon,	I you	am going to use the Internet. will use the Internet.
		he/she/it	is going to use it. will use it.
		we you	are going to use it. will use it.



2 Reviewing the Irregular Past Tense Read the verbs in the chart below. Fill in the past tense of each verb. (Check a dictionary for verbs that you don't know.) With a partner, write one sentence with each past tense verb.

Verb	Irregular Past Tense
be	<i>was, were</i>
begin	
buy	
drive	
have	
know	
quit	
sell	
think	

3 Reviewing the Future Tense Now write one future sentence with each verb from the chart above. Use *be going to*.

FYI Note

In natural spoken English, the pronunciation of *going to* is usually *gonna*.



4 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ categories (category)
- ☐ customers
- ☐ garage
- ☐ home improvement products
- ☐ information
- ☐ mall
- ☐ money
- ☐ prediction
- ☐ products
- ☐ profit
- ☐ scientists
- ☐ site
- ☐ stores
- ☐ percent
- ☐ virtual shopping mall

Verbs

- ☐ drove (drive)
- ☐ predict
- ☐ quit
- ☐ search
- ☐ sell

Adjectives

- ☐ gourmet
- ☐ huge
- ☐ online

Strategy

Understanding New Words: Using Punctuation Clues

You do not always need to use a dictionary to find the meaning of a new word in a reading. Sometimes you can find the meaning of a new word in parentheses () or after a dash —.

Examples

They sell products in many **categories** (groups of similar things).

(*categories* = groups of similar things)

People can **search for**—look for—a book on the Internet.

(*search for* = look for)

5 Understanding New Words: Using Punctuation Clues The meanings of these words are in the next article. Find the words and circle their meanings.

online

customers

home improvement products

virtual shopping mall

gourmet

Read



6 Reading an Article Read the following article. Don't use your dictionary. If you don't know some words, try to figure out their meaning. Then do the exercises.

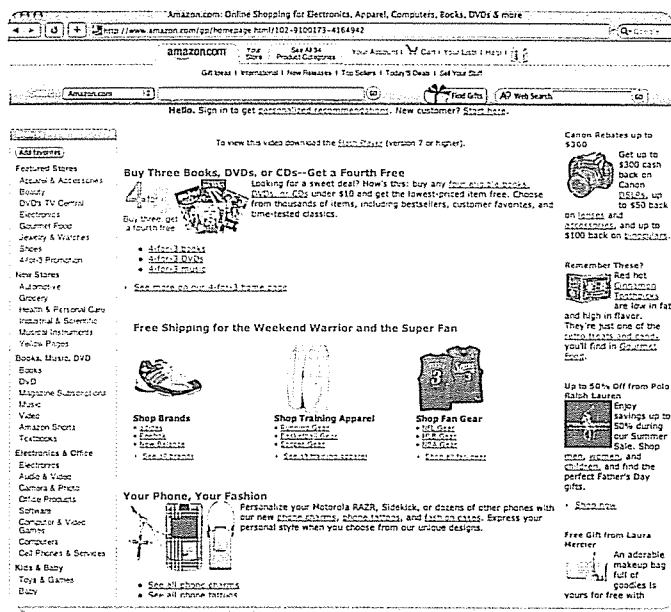
Internet Shopping

A Twenty-five years ago, very few people used the Internet. Only **scientists** and people in the government knew about the Internet and how to use it. This is changing very fast. Now almost everyone knows about the Internet, and many people are **online** (on the Internet) every day. When people think about the Internet, they often think about **information**. But now, more and more, when people think about the Internet, they think about shopping.

B Amazon.com was one of the first companies to try to sell **products** on the Internet. Jeff Bezos started the company. One day he made a **prediction** about the future. He saw that the World Wide Web was growing 2,000

5

10



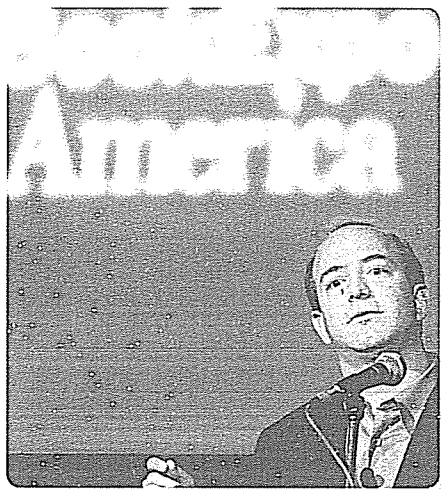
▲ Amazon.com web page

percent a year. He predicted that it was going to continue to grow, and he thought that shopping was going to move to the Internet. People were going to shop online. He quit his good job and drove across the country to Seattle, Washington. There he started an online bookstore called Amazon.com. Bezos had very little money. The company began in a garage (a building for a car), and at first there were very few customers (people who buy things).

At the Amazon.com site, people can search for a book about a subject, find many different books about that subject, read what other people think about the books,

order them by credit card, and get them in the mail in two days. This kind of bookstore was a new idea, but the business grew. In a few years, Amazon.com had 10 million customers and sold 18 million different items in categories including books, CDs, toys, electronics, videos, DVDs, home improvement products (things that you use to fix up a house), software, and video games. Today, at a "virtual shopping mall"—a group of online stores—you can buy anything from gourmet food—special, usually expensive food—to vacations.

Fifteen years ago, many people said, "Online shopping is crazy. Nobody can make money in an online company." They were wrong. Today, Jeff Bezos is a billionaire. More and more people are shopping online, and online companies are making a profit. It is a huge business. But some people predict, "Online business isn't going to grow any more." They say, "customers are afraid of online crime, and they will stop shopping on the Internet." Are these people right? Nobody knows, but we'll soon find out.



▲ Jeff Bezos giving a speech

After You Read

7 Identifying the Main Ideas Complete the sentences. Choose the best answer.

1. The title of the article is "Internet Shopping." Another possible title is _____.
☐ (A) "Internet Games"
☐ (B) "Shopping on the Internet"
☐ (C) "Information and the Internet"
2. The main idea of Paragraph A is _____.
☐ (A) now more and more people use the Internet
☐ (B) twenty-five years ago, very few people used the Internet
☐ (C) scientists were first to use the Internet
3. The main idea of Paragraph B is _____.
☐ (A) the Web was growing 2,000 percent a year
☐ (B) Amazon.com is an example of a company that sells on the Internet
☐ (C) Jeff Bezos quit his good job and moved to Seattle, Washington
4. The main idea of Paragraph C is _____.
☐ (A) people can order books by credit card
☐ (B) Amazon.com grew
☐ (C) people can search for a book on Amazon.com
5. Paragraph D is about _____.
☐ (A) online shopping today and in the future
☐ (B) Jeff Bezos
☐ (C) people's fears about online shopping

8 Building Vocabulary Write a word for each definition. Use words from the reading.

1. on the Internet = _____
2. people who buy things = _____
3. things that you use to fix up a house = _____
4. a group of online stores = _____
5. special, usually expensive food = _____ food

9 Making Good Guesses Read the sentences. Choose the best answer.

1. We bought the house for \$100,000. We sold it for \$110,000. We made a \$10,000 profit.
A profit is probably _____.
☐ (A) money that you lose in business
☐ (B) money that you make in business
☐ (C) money that you pay for a house

2. Jeff Bezos had very little money. The company began in a garage, and at first there were very few customers.

A garage is probably a _____.

- (A) big, expensive house
(B) place to play baseball
(C) small, inexpensive building

UNDERSTANDING QUOTATION MARKS

Use quotation marks (" ") to tell exactly what someone says.

Example Jonathon said, "Our online business is growing every year."

10 Understanding Quotation Marks Look in Paragraph D. What do some people predict? What do they say? Look for sentences in quotation marks. Copy the quotes here.



11 Discussing the Reading Discuss the following questions. Then share your answers with the class.

1. Do you or your friends spend a lot of time online? Is this good or bad?
2. Do you think Internet shopping is going to get bigger and more important in every country? Will some people stop going to stores?

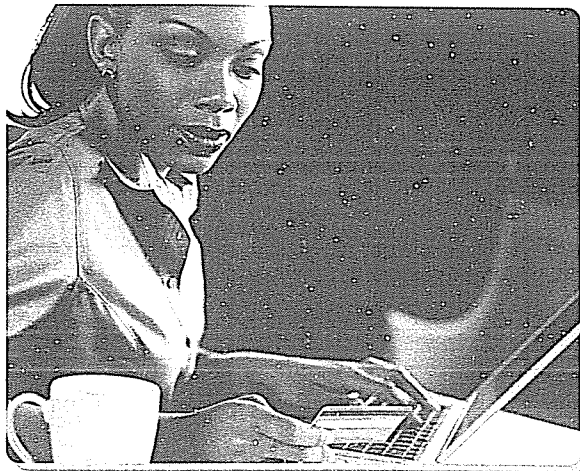
Part 2: Reading Skills and Strategies

Predicting the Future of Shopping

Before You Read

1 Thinking Ahead Look at the photos on page 28. Answer these questions.

1. What do you think the online shopper is buying?
2. What do you think the three women bought at the mall?
3. In your opinion, which photo shows the future of shopping? Why?



▲ Shopping online, from home



▲ Shopping at a mall



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ bags
- ☐ computers
- ☐ entertainment
- ☐ eye scan
- ☐ gym
- ☐ purchases

Verbs

- ☐ carry
- ☐ choose
- ☐ put
- ☐ socialize

Adjectives

- ☐ easy
- ☐ second

Adverb

- ☐ alone

Strategy

Understanding New Words from Examples

Sometimes you can guess the meaning of a new word from examples. Often these examples follow the words *such as*.

Example

Martha made many small purchases, **such as** books, CDs, and a couple of pens.

3 Understanding New Words from Examples The meaning of these words is in the next article. Find the words and circle their meanings.

socialize

purchases

entertainment



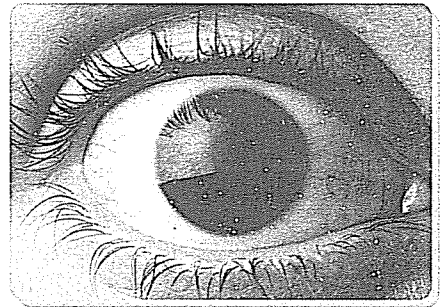
4 Reading an Article Read the following article. Then do the exercises.

Predicting the Future of Shopping

A **T**here are different ideas about shopping in the future. Some people say, "Everybody is going to shop online, from home. There won't be any more real stores or shopping malls." But other people have a different picture of the future. They say, "There will still be shopping malls. In the future, many people will work at home, **alone**, on their **computers**. They'll want to go out to stores for their shopping. They'll want to **socialize**—be with other people." Maybe they're right.

B But the stores of the future will probably be different from stores today. Shopping in stores will be easy. First, people won't need to carry many **bags** from store to store. In stores, they will only choose products. They won't carry them home. The stores will deliver most of their **purchases**, such as clothes and books, to their houses. **Second**, people won't need to carry money or credit cards with them. An **eye scan** will identify their eyes and **put** their purchase on their credit card.

C Shopping malls will probably also be different from today. They won't only have big department stores and many small stores. Malls will still be places for shopping and for **entertainment** such as movies. But in malls of the future, busy people will also do other things. They will go to the doctor, the dentist, and the post office. They will go to the gym, too. Everybody agrees about one thing: shopping will be different in the future.



▲ In an eye scan, a computer identifies you from your eyes.



▲ People at the gym in a mall

After You Read

Strategy

Identifying the Topic and Main Idea of a Paragraph

A paragraph is about one main *topic* (subject). The topic is a *noun* or a *noun phrase* (one or more words about a person, place, or thing). A paragraph has one *main idea*—a sentence about the topic. The main idea is often the first sentence. For example, the *Internet* might be the topic of a paragraph, and the main idea might be: *The Internet is a great way to shop.*

5 Identifying the Topic and Main Idea Read the topics below. Write the letter of the paragraph (A, B, or C) next to each topic. Next, find the main idea of each paragraph. Underline the main idea in each paragraph in the reading.

- _____ shopping in stores
- _____ malls in the future
- _____ ideas about shopping in the future

Strategy

Summarizing

A *summary* has the main information of a paragraph or an article. It also has important details, but it doesn't have small details. Look at these two summaries of "Internet Shopping" in Part 1. Answer these questions: *Which summary is good? Why?*

- A. Twenty-five years ago, most people didn't know about the Internet. Only scientists and the government used it. Today almost everyone finds information and shops online. Jeff Bezos began Amazon.com in a garage. The business grew fast. Soon it had 10 million customers and sold 18 million different items. At this online store, people can buy books, CDs, toys, electronics, gourmet food, and almost anything.
- B. Many people are now shopping on the Internet. One example is the online store Amazon.com. Jeff Bezos began this site with books, but now it sells many different products. Amazon.com has a lot of customers, and it is making money.

Answer: The second summary is good. It has the main idea and important details. It doesn't have small details. The first summary is not good. It has small details.



6 Identifying a Good Summary Which is a good summary of the article "Predicting the Future of Shopping"? Why is it good? Why is the other not good?

- A. In the future, shopping will be different. It will be easy to shop in stores. People won't need to carry bags, money, or credit cards. In shopping malls, people will shop, find entertainment, and do practical things.
- B. In the future, people will work alone at home. They will want to go out and shop in stores. They will want to be with other people. Stores will be places to choose products. There will be eye scans in stores. Shopping malls are going to have stores, movies, doctors, dentists, post offices, and gyms.



7 Thinking Critically Predicting the future is a very difficult thing to do. Most people have a hard time doing this. Below are famous predictions from the past. What was wrong with each one? Discuss them with a group.

1. "I think there is a world market for maybe five computers."
—A computer company executive, 1943
2. "No one is going to want a computer in their home."
—A president of a large computer company, 1977
3. "Airplanes are interesting toys, but they have no military value."
—A French professor of war, 1910
4. "Man will never reach the moon."
—A scientist, 1952
5. "For most people, smoking is good for their health."
—A doctor, quoted in a national magazine, 1963

8 Discussing the Future Below are some predictions about the next 50 years. Do you agree with them? On each line, write *likely* (will probably happen), *possible* (might happen), or *not likely* (probably won't happen). Then discuss your answers with a small group.

1. Every family will have a robot—a smart machine—to clean their house.

2. Scientists are going to have a cure for cancer in ten years. _____
3. Everyone in the world is going to use the Internet every day. _____
4. A very bad disease is going to kill 50 percent of all human beings. _____
5. No one is going to read books or magazines. They are going to listen to them on digital equipment such as computers and DVD players. _____
6. No one in the world is going to smoke cigarettes. _____
7. Religion is going to become more important for people. _____
8. Everyone in the world is going to be able to speak English. _____
9. China is going to be the richest country in the world. _____

9 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use some of the vocabulary that you have learned in this chapter.

- online shopping
- shopping malls
- your prediction about shopping in the future

Part 3 Practical English

Passwords on Websites



Using the Internet

Safely Using Passwords on Websites

Many websites ask you to enter your username and password to use their sites. Your password is important. You should choose it carefully and protect it.

Follow these rules when you choose a password:

1. Don't use passwords with information that someone can easily find out, such as your name, address, phone number, or date of birth.
2. Use passwords of at least six characters with both upper- and lower-case letters, numbers, and symbols, for example, 2le@rN.
3. Use a different password for each site you register with.
4. If you need to write down your passwords, keep them in a safe place.
5. Never tell anyone your password.
6. For important accounts, such as bank websites or websites where you use a credit card, change your passwords frequently. Some people recommend every two months.

username
password

▲ A website sign-in box

1 Answering Questions About Passwords Read the questions below and choose the correct answer.

1. Which password is probably the best?

- (A) jim07031981
- (B) mypassword01
- (C) &YeS\$66

2. When you register with a website, you usually _____.
- (A) pay money
 - (B) fill out a form
 - (C) change your password
3. When you think of a password, it's a good idea to _____.
- (A) use your last name to help you remember
 - (B) use both symbols (such as \$ and #) and letters
 - (C) use your birth date

2 Creating a Password Write a new password below. Do not use your birth date, address, or name for the password. At the end of the week, see if you can remember it. (Because it's now written in your book, don't use this password on a website.) Write your name or your nickname in the username box.

username

password

▲ What's an example of a safe password?

Part 4

Vocabulary Practice

1 Answering True or False Read these sentences. Check (✓) True or False. New words from this chapter are underlined.

	True	False
1. You put a car in a <u>garage</u> .	☐	☐
2. When you have a <u>profit</u> , you have lost money.	☐	☐
3. When you are <u>online</u> , you are using the Internet.	☐	☐
4. You can drive or walk to a <u>mall</u> .	☐	☐
5. You can drive or walk to a <u>virtual shopping mall</u> .	☐	☐
6. Some people make <u>predictions</u> about the past.	☐	☐
7. When people work at home, they often work <u>alone</u> .	☐	☐



2 Listening: Fill in the Missing Words Listen and fill in the words. Some of the words are new and some of the words are not new. Then check your work on page 24.

Twenty-five years _____¹, very few people used the
_____². Only scientists and people in the government
_____³ about the Internet and how to use it. This is
changing very fast. Now almost everyone _____⁴ about
the Internet, and many people are _____⁵ (on the
Internet) every day. When people _____⁶ about the
Internet, they often think about _____⁷. But now, more
and more, when people think _____⁸ the Internet, they
think about shopping.

3 Using New Words Write the correct word from the box in the sentences.

categories	online	profit	socialize
information	predict	scientists	summary

1. We sell products in many categories: electronics, sports equipment, and home improvement products.
2. _____ are trying to find a cure for cancer.
3. He never goes to the mall—he does all his shopping _____.
4. I go to parties and see friends a lot because I like to _____.
5. People often try to _____ the future, but they are often wrong.
6. When you study for a test, it helps to write a short _____ of what you read.
7. I use the Internet when I need _____ about something.
8. He sold the company and he made a huge _____ —twenty million dollars.

4 Focusing on High-Frequency Words Read the paragraph on the next page and fill in each blank with a word from the box. Then check your answers on page 29.

carry	easy	money	second
choose	eye	put	stores

Stores of the future will probably be different from

 1 today. Shopping in stores will be

 2 First, people won't need to

 3 many bags from store to store. In stores,
 they will only _____
 4 products. They won't carry
 them home. The stores will deliver most of their purchases, such
 as clothes and books, to their houses. _____
 5 people
 won't need to carry _____
 6 or credit cards with them.
 An _____
 7 scan will identify their eyes and

 8 their purchase on their credit card.

5 Building Vocabulary Complete the crossword puzzle with words from the box. These words are from Chapter 2. (Hint: Look for the easy answers first and fill in those words. This will help you with the more difficult words.)

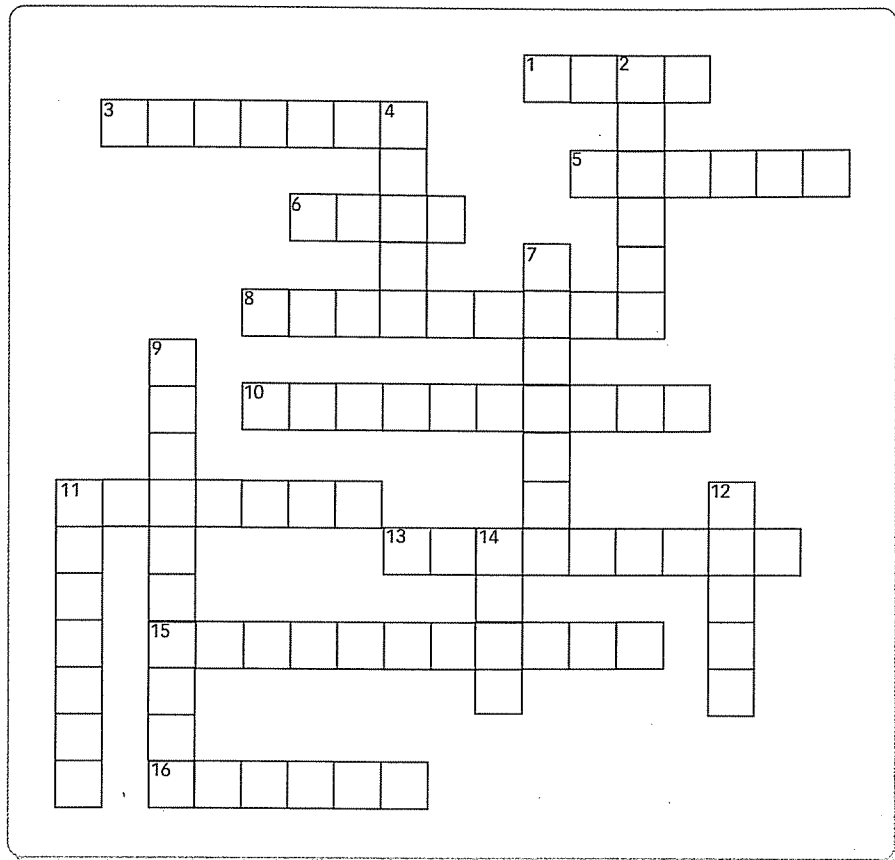
bookstore	garage	percent	scientists
categories	gourmet	product	search
customers	huge	profit	site
drove	information	quit	think

Across

1. very big (adj.)
3. something you sell (n.)
5. money you can keep (n.)
6. to stop doing something (v.)
8. a place that sells books (n.)
10. groups of things (n.)
11. tell about the future (v.)
13. people who buy things (n.)
15. something you need to know (n.)
16. look for (v.)

Down

2. a place to park your car (n.)
4. something you do with your brain; (some people do this more than other people) (v.)
7. a word used to talk about food: It means "special, very good" (adj.)
9. people who work in science—biologists, physicists, geologists, medical researchers (n.)
11. a word that means this symbol: % (n.)
12. used a car (past tense) (v.)
14. a place on the Internet (n.)



KEY: *adj.* = adjective; *adv.* = adverb; *n.* = noun; *prep.* = preposition; *v.* = verb

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you know. Look through the chapter or ask your instructor about the other strategies and words.

Reading and Vocabulary-Building Strategies

- ☐ Reviewing verb tenses
- ☐ Previewing vocabulary
- ☐ Understanding new words: using punctuation clues
- ☐ Identifying the main ideas
- ☐ Understanding quotation marks
- ☐ Understanding new words from examples
- ☐ Identifying the topic and main idea of a paragraph
- ☐ Summarizing
- ☐ Creating passwords for websites

Target Vocabulary

Nouns

- | | |
|--|--|
| ☐ categories (category) | ☐ money* |
| ☐ customers | ☐ prediction |
| ☐ entertainment | ☐ products* |
| ☐ eye scan | ☐ profit* |
| ☐ garage | ☐ purchases |
| ☐ home improvement products | ☐ scientists* |
| ☐ information | ☐ site |
| ☐ Internet | ☐ stores* |
| ☐ mall | ☐ virtual shopping mall |

Verbs

- ☐ choose*
- ☐ drove (drive)*
- ☐ predict
- ☐ put*
- ☐ quit
- ☐ search
- ☐ sell*
- ☐ socialize

Adjectives

- ☐ easy*
- ☐ gourmet
- ☐ huge
- ☐ online
- ☐ second*

Adverb

- ☐ alone*

* These words are among the 1,000 most-frequently used words in English.

Friends and Family

In This Chapter

You will read how families in several countries are changing. Are families growing? Are they getting smaller? In Part 1, you will have the chance to learn about and discuss the changing size and look of families. In Part 2, you will read a young woman's story about her large family reunion. Then you will read a foreign student's blog in Part 3. Through her blog, she shares her culture and her feelings about being away from home. Part 4 provides you with the opportunity to practice new vocabulary.

“Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one.”

—Jane Howard
U.S. journalist, writer (1935–1996)



Connecting to the Topic

- 1 What are these people doing?
- 2 What do you think they are talking about?
- 3 What do you do when you are with friends and family?
What do you talk about?



Part 1 Reading Skills and Strategies

Changing Families

Before You Read



1 Thinking About the Topic Look at the photo. Then answer these questions about it. Make a guess if you aren't sure of the answers.

1. What country do you think this family is from?
2. What are their relationships to each other?
3. Do they live in a city or in the countryside?
4. What do they do for work?



▲ "Cheese!"

2 Interviewing Other Students Walk around the room with your book and a pencil and ask five students these questions. Write their answers in the chart below. If a student doesn't know an answer, just put a question mark (?).

Example

Maria, choose one of your grandfathers. How many brothers or sisters does he, or did he have?

How many brothers and sisters did (does) each of these people have?					
Student's Name	One of Your Grandfathers	One of Your Grandmothers	Your Father	Your Mother	You

In your chart, you have three generations (people from three age groups) in the students' families. Are families getting bigger, getting smaller, or staying the same? Share your answers.



3 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ basics
- ☐ children (child)
- ☐ divorces
- ☐ generations
- ☐ extended families (family)

- ☐ marriage
- ☐ nuclear families
- ☐ single-parent families
- ☐ traditional family
- ☐ women

Adjectives

- ☐ average
- ☐ first-born
- ☐ married

Adverbs

- ☐ either
- ☐ too

Strategy

Skimming

You can skim a reading to identify the topic and main idea. When you skim, you can also try to predict or guess what the reading is about. Skimming a reading before you fully read it can help you to better understand it. Follow these steps to skim:

- Read the title and any subheadings.
- Look at photos and diagrams.
- Read the first and last line of each paragraph.
- Read quickly. Don't read every word.

You will practice skimming when you find main ideas and do previewing and predicting activities.

Strategy

Understanding New Words: Using Pictures

You do not always need to use a dictionary to find the meaning of a new word. Sometimes pictures can help you to find the meaning of a new word. Look at the photo below. Read the caption. What do you think *divorce* means?



▲ Divorce is common in some countries.

4 **Understanding New Words: Using Pictures** Before you read the next article, look at the photos to find the meaning of these words. Write the meanings on the lines.

1. extended family: _____

2. nuclear family: _____

3. single-parent family: _____

Read



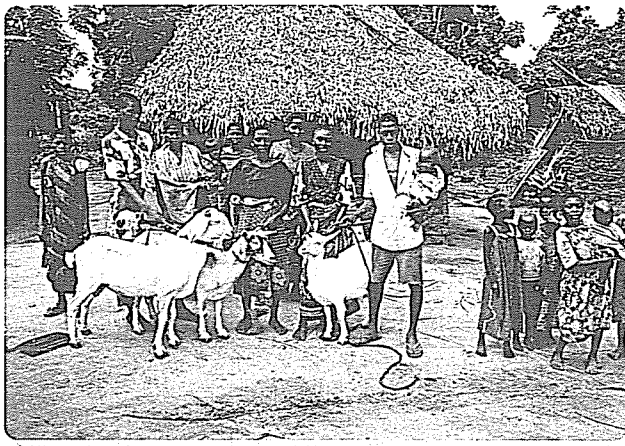
5 **Reading an Article** Read the following article. Then do the exercises.

Changing Families

A Families in almost every country are changing. This is true in rich countries and poor ones. It is true in Africa, the Americas, Asia, and Europe. All over the world, families are getting smaller.

B In North Africa, in the past, many people lived in **extended families**. Fifty to a hundred people lived together in a group of houses. These were all family members—grandparents, aunts, uncles, cousins, children, and

5



▲ An extended family



▲ A nuclear family

grandchildren. But now this traditional family is breaking into smaller groups.

c The traditional family in Mexico was also big. One generation ago, the average Mexican woman had seven children. Today, she has an average of only 2.5 children. Now, without so many children, families don't need to spend so much money on basics, such as food, clothing, and housing.

d The traditional Japanese family was also an extended family—a son, his parents, his wife, his children, and his unmarried brothers and sisters. Three generations lived together. But this tradition is changing. Now most families are nuclear families—parents and their children—and most Japanese parents have only one or two children. These families have new problems. Many men and women spend a lot of time at work. They don't spend much time together as a family. This can be very difficult. Some young women don't want this kind of marriage. They get a job and live with their parents. They say, "I don't need to get married."

e In Europe, in traditional families, the woman stayed home with the

children, and the man had a job. But families all over Europe are changing. The number of divorces is going up. In Germany, 41 percent of all marriages end in divorce. In Finland, that number is 56 percent. Many Europeans don't get a divorce, but they don't get married, either. In much of Europe, many people live alone. In France, more than 26 percent of women between age 30 and 34 live alone, and more than 27 percent of men of the same age live

Percent of Divorces	
Armenia	18%
Canada	45%
France	43%
Russian Federation	65%
Sweden	64%
Turkey	6%
United States	49%

▲ The number of divorces differs around the world.

alone. The number of **single-parent families** is going up, too. In Denmark, 60 percent of all **first-born** children have parents who are not married.

F The world is changing, and families are changing, too. There are many new types of families, but most seem to be getting smaller.

55



▲ A single-parent family

After You Read

6 Identifying the Main Ideas Complete the sentences. Choose the best answer.

- The main idea is that _____.
 - (A) in North Africa, families are big, but in Europe, they're small
 - (B) families around the world are changing
 - (C) there is more divorce today than in the past
- The writer thinks that new families are _____.
 - (A) good because they are small
 - (B) different from families in the past
 - (C) bad because people don't live together

UNDERSTANDING PRONOUNS

Pronouns are words such as *he, she, it, they, this, that, these, or those*. Pronouns take the place of nouns. Look before the pronoun to find the noun that it replaces. That will help you to understand the pronoun's meaning.

Example My grandfather lived with us. **He** is there in the photo, on the right.
(*He* refers to "My grandfather.")

7 Understanding Pronouns Find the meaning of each underlined pronoun. Highlight it. Then draw an arrow from the pronoun to its meaning.

- Fifty to a hundred people lived together in a group of houses. These were all family members.
- One generation ago, the average Mexican woman had seven children. Today, she has an average of only 2.5 children.
- Many men and women spend a lot of time at work. They don't spend much time together as a family.
- They don't spend much time together as a family. This can be very difficult.

5. Many young women don't want this kind of marriage. They get a job and live with their parents.
6. Many Europeans don't get a divorce, but they don't get *married*, either.

Strategy

Understanding Organization in an Article or Essay

An essay has a main topic and a main idea. (The topic of the first reading in this chapter is *families*. The main idea is that *families are getting smaller*.) Essays also have subtopics—smaller parts of the main topic. Each subtopic has a main idea, too. Many articles and essays are organized in this way:

Paragraph A: Introduction of the topic and the main idea of the article or essay

Paragraph B: Subtopic, main idea, and details

Paragraph C: Another subtopic, main idea, and details

Paragraph D: Another subtopic, main idea, and details

Paragraph E: Another subtopic, main idea, and details

Paragraph F: Conclusion (restates the main idea of the essay)

8 Understanding Organization in an Essay: Using a Graphic Organizer Fill in this graphic organizer with the topic and the main idea from each paragraph of the reading on pages 42–44. Use your words or copy from the reading.

Paragraph	Topic	Main Idea
A	<i>families</i>	<i>All over the world, families are getting smaller.</i>
B		
C		<i>Mexican families are getting smaller.</i>
D		
E		
F	<i>families</i>	



9 Thinking Critically: Finding Reasons Discuss the following questions. Make a list of possible reasons for each. Then share your answers with the class.

1. Why are families in some countries smaller than in the past?
2. Why are there more single-parent families now?

Part 2

Reading Skills and Strategies

Our Family Reunion

Before You Read



1 Making Predictions Look at the photos in the next essay. Who are these people? What is happening in each picture? What are they saying to each other?



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- | | | |
|---|------------------------------------|-------------------------------------|
| ☐ aunts | ☐ problems | ☐ uncles |
| ☐ barbecue | ☐ relatives | ☐ volleyball |
| ☐ branches | ☐ reunion | ☐ weddings |
| ☐ great-grandparents | ☐ team | |

Verbs

- | |
|--------------------------------------|
| ☐ alternate |
| ☐ argue |
| ☐ drew (draw) |

Read



3 Reading an Essay Read the following essay. As you read, use the pictures to help with new words. Then do the exercises.

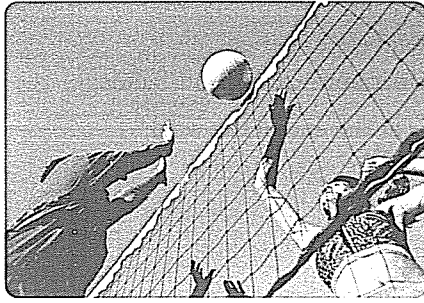
Our Family Reunion

A **T**hese are pictures of my family. I took the pictures last summer. We don't live together. We live in different cities, different states, and two countries. But we often talk to each other on the phone or send email. Every summer all the **relatives** come together for a week. This is our family **reunion**, and it's so much fun.

B There are two **branches** in our family—one branch from Mexico and one from the United States. People come to the reunion from California, Arizona, New York, and Florida. Other people come from Mexico City and Puerto Vallarta. We **alternate** the reunion place—one year in Mexico and the next year in Arizona. My **great-grandparents** lived in Puerto Vallarta, and my grandparents now live in Arizona.

5

10

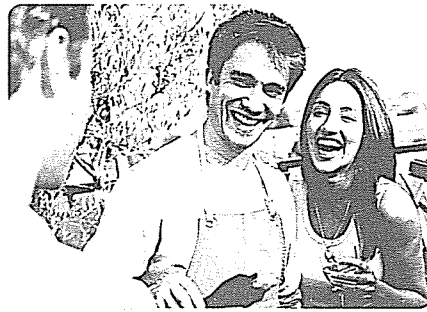


▲ Playing volleyball

c At the reunion, we have a picnic one day. We play baseball, swim, and eat a lot. We play volleyball, too. The women and girls are on one team, and the men and boys are on the other. One day some of us go shopping. One night we always have a big barbecue. We sit around a fire, tell stories, and eat a lot. Some of my aunts and uncles sing and play music. On the last night, we have a dinner dance at a nice hotel. We listen to music, dance, and eat a lot. Our family really likes to eat.

D We don't only eat. We visit with each other all week. We talk about problems. We plan weddings and cry about divorces. Sometimes we argue. All bring their new babies, new wives and husbands, and new girlfriends and boyfriends.

E It's good to have a big family. But at the end of the week, I'm always very tired! I'm happy to be alone.



▲ At the barbecue



▲ My cousin's wedding

After You Read

4 Identifying Main Ideas and Details Answer the following questions about the story. Choose the best answer.

1. How often does the family have a reunion?

- (A) each month
- (B) every year
- (C) every five years

2. How long is the reunion?

- (A) one week
- (B) two weeks
- (C) one year

3. In the writer's opinion, what's most important about a family reunion?
- (A) It's a chance to eat a lot.
 - (B) It brings family members together.
 - (C) Everyone brings their new wives or husbands.
4. How does the writer feel at the end of the week?
- (A) unhappy
 - (B) hungry
 - (C) tired



Culture Note

Friends as "Family"

In many families in the United States and Canada, family members live far from each other—in different cities or states—but their friends live nearby. For some of these people, their friends are very, very important. Their friends are almost a second, new "family." Does this sometimes happen in your country?

USING A DICTIONARY—ALPHABETICAL ORDER

Sometimes you need to use a dictionary. The words in a dictionary are in alphabetical order—A to Z. It's important to know how to alphabetize quickly. You need to look at the first letter of each word to put words in alphabetical order.

Examples

These words are in alphabetical order.

alcohol
diet
food
walk

If the first letter is the same, you need to look at the second letter, too.

candy
couple
cup

If the first and second letters are the same, you need to look at the third letter, and so on.

coffee
cola
company

5 Using a Dictionary—Alphabetical Order Finish writing the 26 letters of the English alphabet in order. Write as fast as you can.

a b _____

Put the words in alphabetical order by numbering them. The first word is 1; the second word is 2, and so on.

1. _____ every
 _____ elderly
 _____ exercise
 1 _____ eggs
2. _____ golf
 _____ gold
 _____ glass
 _____ gray
3. _____ remember
 _____ relatives
 _____ reusable
 _____ reunion
4. _____ full _____ environment
 _____ marriage _____ change
 _____ world _____ fire
5. _____ together _____ traditional _____ guy
 _____ visit _____ group _____ very
 _____ trees _____ volleyball _____ groceries
6. _____ special _____ cultural _____ hotel
 _____ almost _____ reunion _____ alone
 _____ cry _____ aunt _____ come
 _____ husband _____ safe _____ shirt

Now go back to the readings that begin on pages 42 and 46. Circle any words that you don't know. Look for them in a dictionary and read their meanings.

6 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use some of the vocabulary that you have learned in this chapter.

- ▣ how families are changing in your country
- ▣ your family
- ▣ your own family reunion

Part 3 Practical English

Internet Blogs

Reading Tip

Blogs are online journals. People write about their thoughts, their lives. They sometimes put pictures online for family, friends, or other people. People can add comments.

1 Reading a Blog Read Su's blog below. She is from Taiwan and is living in the U.S.

File Edit View Favorites Tools Help

Address <http://www.EttyKitt.com>

Adventures in a New Country

I was a teacher in Taiwan, but the man I married lives in a small town in New Hampshire, so I came here to be with him. Join me as I learn about the U.S., try to study for graduate school, and adjust to marriage.

Posted by Su | 11:04:53 AM



▲ That's me!

Chinese New Year Blues

This will be my first Chinese New Year away from my family. It's hard. When I arrived here in New Hampshire in the summer, I was still very excited about being in a new country, being with my husband, and experiencing all the new sights, sounds, and adventures. Now I have a new thing to be overwhelmed by—New Hampshire winter! It's so cold!

I miss all things Chinese. Especially now because it's just a week or so away from Chinese New Year (CNY), which is probably the biggest Chinese cultural celebration anywhere. This town, having an Asian population of just 0.18 percent (that's me and a family that owns a Chinese restaurant), is not the place to be if you're feeling the CNY blues.

Here everything is WHITE with snow, while back home in Taiwan everything is RED RED and more RED, Family members that are back home already for the big CNY reunion are helping to decorate the house and maybe even preparing CNY cookies. I miss the color red and my family.

Reading Tip

overwhelmed =
very excited

Reading Tip

the blues = sad
feelings

Reading Tip

cool = good,
interesting

Readers talk to Su

Clint said ...

25

New Year celebrations in Taiwan sound really **cool**. You should post some recipes for traditional CNY food. Then we could all celebrate together. By the way, in what ways is the Chinese calendar different from ours? I'd really like to know.

Christine said ...

30

You should decorate your house with lots of red! I know it's not the same as being with family, but it would be cool to share it with others!

Melinda said ...

35

I know how you feel, Su. I live in France, and there are just some things about my home in Texas that I really miss. For me, it's really hard to be away from home on Thanksgiving. That's my favorite American holiday. I miss a lot of the foods and sights and smells. Although I really want to go back for a visit, I'm happy here. It sounds like you're happy to be where you are, too. :-)

2 Understanding What You Read Choose the correct answers below.

- Su uses CNY as an abbreviation for _____.
 (A) City of New York
 (B) Chinese-Americans in New York
 (C) the Chinese New Year
- There are _____ in the small town in New Hampshire.
 (A) a lot of Chinese people
 (B) very few Chinese people
 (C) many Asians
- In Taiwan, Su's family is probably _____.
 (A) making special cookies
 (B) celebrating Christmas
 (C) living in an apartment
- The color of Chinese New Year's decorations is often _____.
 (A) blue
 (B) red
 (C) we don't know

3 Adding Comments to the Blog Write a comment to Su. Then read your comment to a group or a partner.

_____ said ...

(your name)

Part 4

Vocabulary Practice

USING *GET* AND *HAVE*

The verbs *get* and *have* can be confusing. *Get* is used with some nouns. *Have* is used with other nouns.

1 Using *Get* and *Have* Read the sentences below. Write the correct form of the verb *get* or *have* in each blank. You can find the answers in the readings in this chapter.

- When I have problems, I talk with my best friend.
- I don't like my job. I have to go out and _____ a new job.
- Molly said, "I don't need to _____ married."
- Most Japanese parents _____ only one or two children.
- Her parents _____ a divorce when she was 12.
- Our extended family _____ a family reunion last summer.
- I would like to _____ a picnic at the next reunion.

2 Building Vocabulary Below are words from this chapter. Circle the word that does not belong in each group.

- | | | | |
|------------------|----------|----------------|----------|
| 1. wedding | divorce | <u>average</u> | marriage |
| 2. reunion | picnic | team | barbecue |
| 3. baseball | team | volleyball | football |
| 4. uncle | aunt | neighbor | relative |
| 5. single-parent | problems | traditional | extended |



3 Focusing on High-Frequency Words Listen and fill in each blank with a word from the box. Some of the words are new and some of the words are not new. Then check your answers on page 43.

changing	extended	get	much
children	families	marriage	problems

The traditional Japanese family was also an _____
 family—a son, his parents, his wife, his _____, and
 his unmarried brothers and sisters. Three generations lived together. But

this tradition is ³_____. Now most ⁴_____ are nuclear families—parents and their children—and most Japanese parents have only one or two children. These families have new ⁵_____. Many men and women spend a lot of time at work. They don't spend ⁶_____ time together as a family. This can be very difficult. Many young women don't want this kind of ⁷_____. They get a job and live with their parents. They say, "I don't need to ⁸_____ married."

4 Writing Sentences with New Vocabulary Use these words from Chapter 3 to make your own sentences.

1. traditional / family

The traditional family is changing.

2. percent / divorces

3. family / average

4. children / have

5. use / computer / Internet

5 Building Vocabulary Complete the crossword puzzle with words from the box. These words are from Chapters 1, 2, and 3.

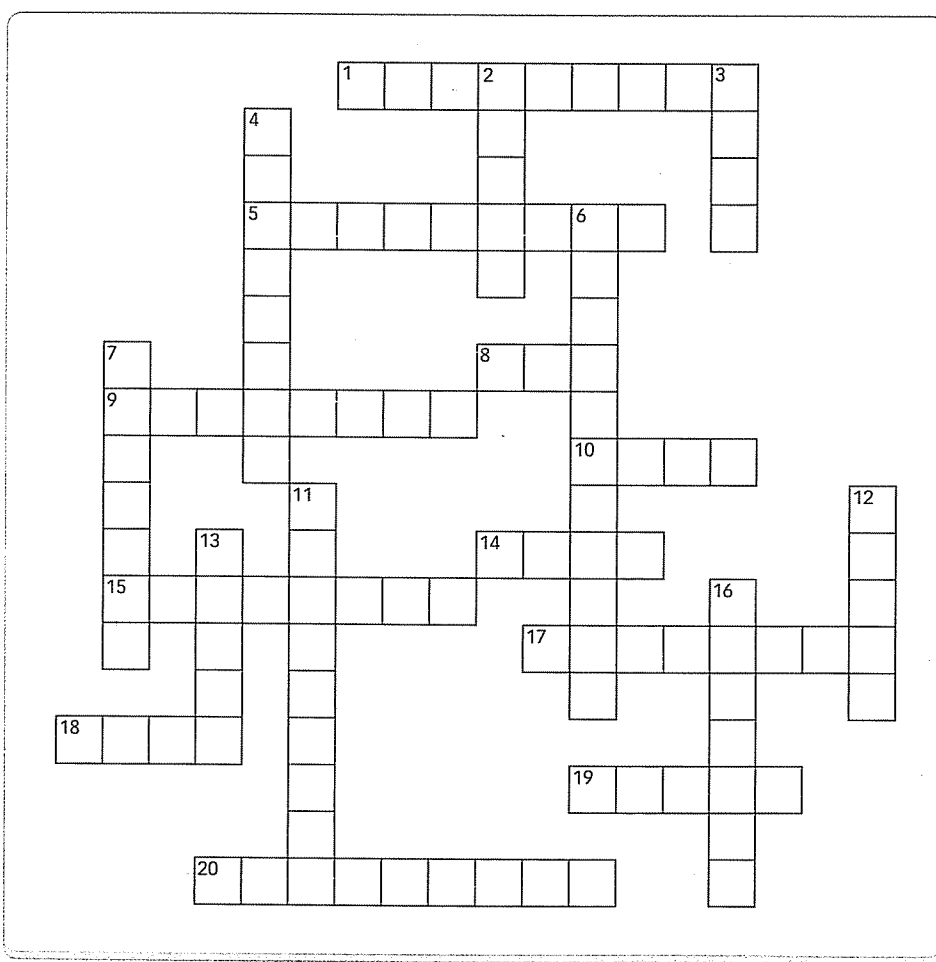
alone	branches	Internet	small
alternate	computer	mall	sold
barbecue	countries	percent	team
blog	customers	red	traditional
blues	divorce	relatives	women

Across

1. examples: children, aunts, uncles, grandfathers, grandmothers (n.)
5. use one, then the other, then the first, then the other again (v.)
8. color of Chinese New Year (adj.)
9. place you go when you go online (n.)
10. group of people playing a sport (n.)
14. journal on a website (n.)
15. what you use to go online (n.)
17. food cooked outside (n.)
18. place with many shops and stores (n.)
19. opposite of *men* (n.)
20. people who buy things (n.)

Down

2. without other people (adv.)
3. past tense of "sell" (v.)
4. parts of a family or of a tree (n.)
6. the same way as in the past (adj.)
7. when marriage ends (n.)
11. nations, such as Japan, Mexico, and China (n.)
12. sad feelings (n.)
13. opposite of *large* (adj.)
16. % (n.)



KEY: *adj.* = adjective; *adv.* = adverb; *n.* = noun; *prep.* = preposition; *v.* = verb

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you know. Look through the chapter or ask your instructor about the other strategies and words.

Reading and Vocabulary-Building Strategies

- ☐ Previewing vocabulary
- ☐ Skimming
- ☐ Understanding new words: using pictures
- ☐ Identifying the main ideas and details
- ☐ Understanding pronouns
- ☐ Understanding organization in an essay: using a graphic organizer
- ☐ Predicting
- ☐ Using a dictionary—alphabetical order
- ☐ Using *get* and *have*
- ☐ Reading an Internet blog
- ☐ Writing sentences with new vocabulary

Target Vocabulary

Nouns

- | | | |
|--|---|---|
| ☐ aunts | ☐ families (family)* | ☐ traditional family |
| ☐ average* | ☐ marriage* | ☐ uncles |
| ☐ barbecue | ☐ nuclear families | ☐ volleyball |
| ☐ blog | ☐ problems* | ☐ weddings |
| ☐ the blues | ☐ relatives* | ☐ women (woman)* |
| ☐ branches* | ☐ reunion | |
| ☐ children (child)* | ☐ single-parent families | |
| ☐ divorces | | |
| ☐ extended families | ☐ team | |

- ☐ get*
- ☐ have

Adjectives

- ☐ extended* (family)
- ☐ first-born
- ☐ married*
- ☐ much*

Verbs

- ☐ alternate
- ☐ changing*

*These words are among the 1,000 most-frequently used words in English.

Health Care

In This Chapter

Are you healthy? In this chapter, you will read about ways to stay healthy. In Part 1, you will read about foods, drinks, and lifestyles that will help you stay healthy. Both physical and mental health will be discussed. You will fill out a short questionnaire in Part 2 that will help you to answer the question, "Am I healthy?" In Part 3, you will learn language about the body, illnesses, and going to the doctor. In Part 4, you will have a chance to practice new vocabulary.

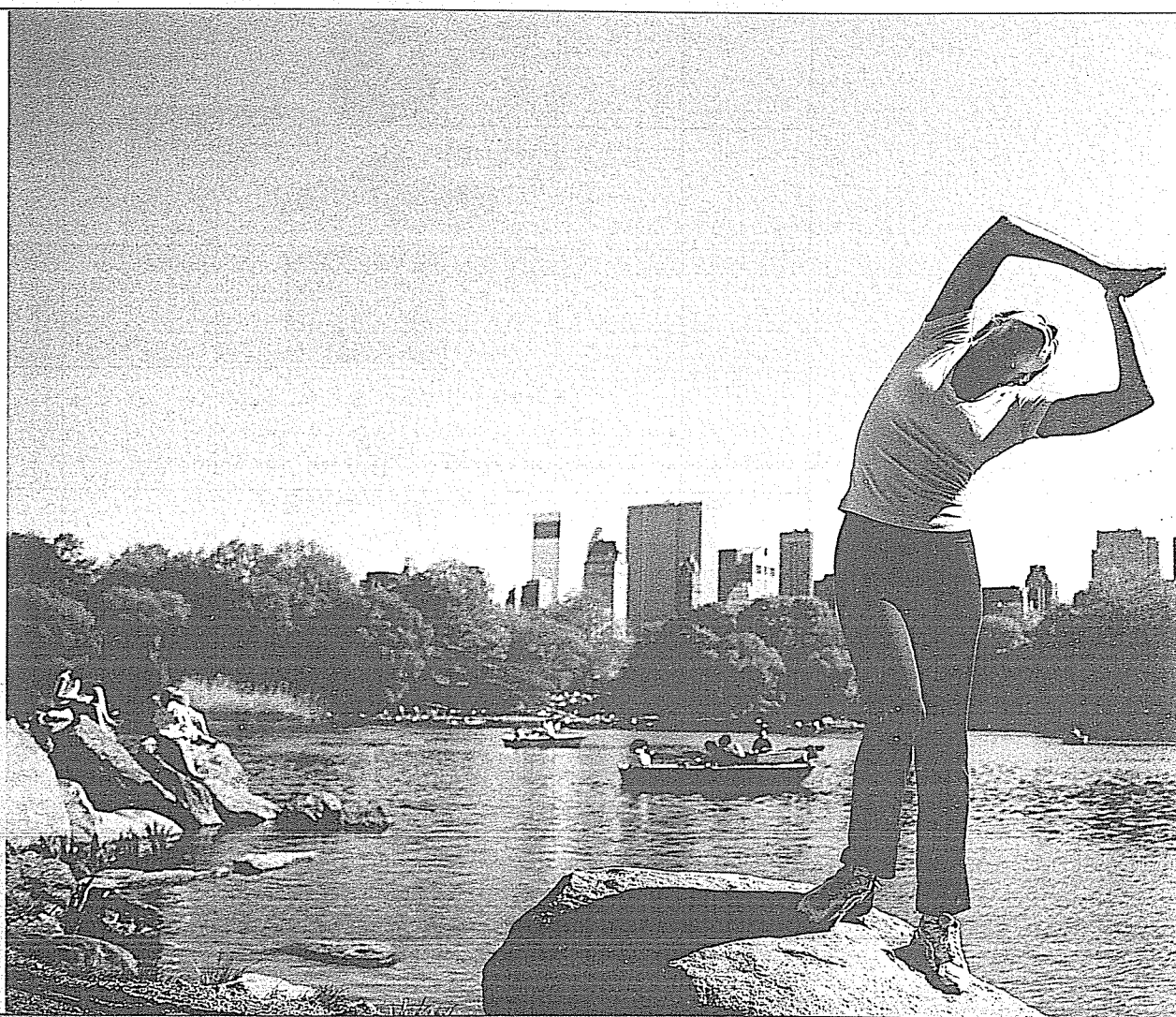
“Prevention is better than cure.”

—Desiderius Erasmus
Dutch humanist and theologian (1466–1536)



Connecting to the Topic

- 1 What is the woman doing? What are the other people doing?
- 2 Why are they doing these things? Are these things healthy?
- 3 What are five healthy things that people do? What are five unhealthy things?



Part 1

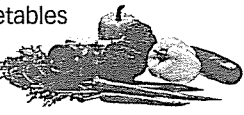
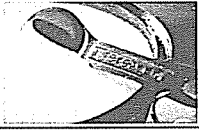
Reading Skills and Strategies

Health News for Body and Mind

Before You Read

1 Thinking About the Topic Look at this chart. Which things are good for your health? Which are bad? Check (✓) *Good* or *Bad* in one of the first two columns.

Then make another decision. Are they good for your physical health (your body) or your mental health? Check (✓) *Physical Health*, *Mental Health*, both, or neither.

Good	Bad	Item	Good for Physical Health	Good for Mental Health
		fruit 		
		vegetables 		
		exercise 		
		water 		
		sugar 		
		chocolate 		
		problems and worry 		
		sleep 		



2 Comparing Answers Show your chart to other students. Are your answers the same? Which answers are different?



3 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ antioxidants
- ☐ beverages
- ☐ blood pressure
- ☐ body
- ☐ brain
- ☐ calcium
- ☐ cocoa
- ☐ couch potato
- ☐ diseases
- ☐ DNA
- ☐ junk food
- ☐ sleep
- ☐ stress
- ☐ university
- ☐ wrinkles

Verbs

- ☐ age
- ☐ damage
- ☐ exercise

- ☐ sleep

- ☐ smoke

- ☐ solves

Adjectives

- ☐ bilingual
- ☐ chronic
- ☐ difficult
- ☐ healthy
- ☐ mental
- ☐ physical

- ☐ sleep-deprived

- ☐ surprising

Adverb

- ☐ often

Strategy

Finding Meaning After *Which* or *Who*

You do not always need to use a dictionary to find the meaning of a new word. Sometimes the meaning of a new word comes after a comma and the word *which* or *who*.

Example

Too much **stress**, which is worry about problems in life, is not good for health.

A **dentist**, who takes care of people's teeth, has an interesting profession.

4 Finding Meaning After *Which* or *Who* The meanings of these words are in the next reading. Find the words and circle their meanings.

chronic

sleep-deprived

bilingual

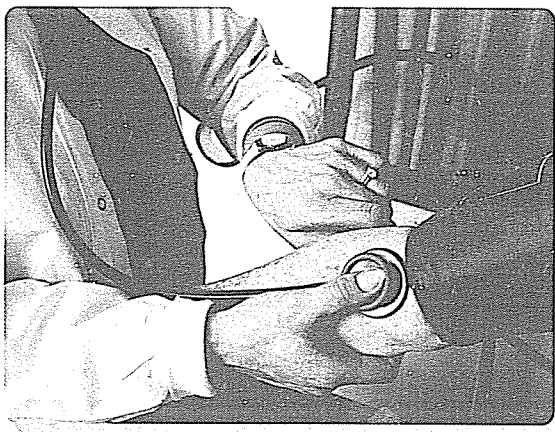
Read



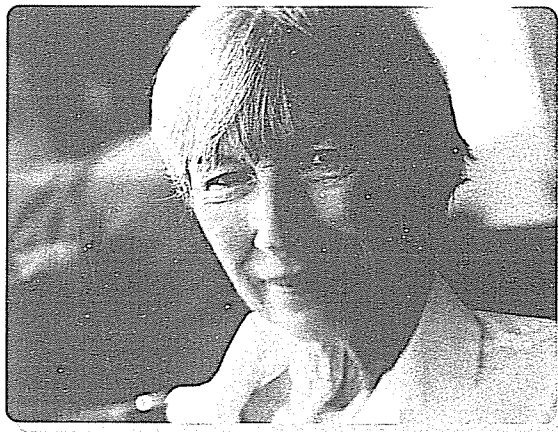
5 Reading an Article Read the following article. Don't use your dictionary. If you don't know some words, try to figure out their meanings. Then do the exercises.

Health News for Body and Mind

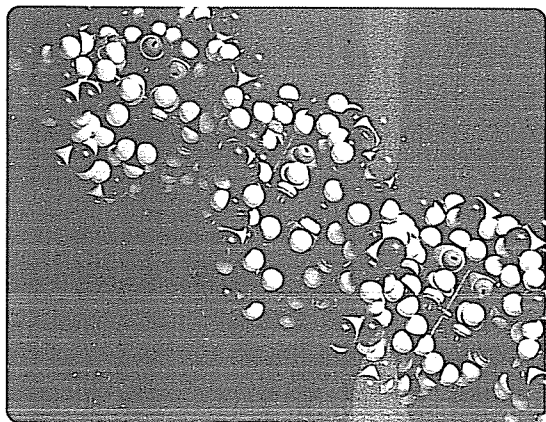
A Nobody wants to be sick. Everyone wants to be healthy, and most people want to have a long life, too. But a healthy body is not enough. We all want both physical and mental health. What can we do to stay well? Most of us know some things to do. It's a good idea to exercise (for example, in a gym), eat fruit, vegetables, and fish, and drink lots of water. We also know things *not* to do; it's a bad idea to eat a lot of junk food, such as chips, ice cream, candy, donuts, and other foods with sugar or fat. It's a bad idea to be a couch potato—a person who watches a lot of TV and doesn't exercise. It's a terrible idea to smoke. But scientists now have new information about *other* ways to stay healthy. Some of it is surprising.



▲ High blood pressure is bad for health. (Normal blood pressure is 120/80.)



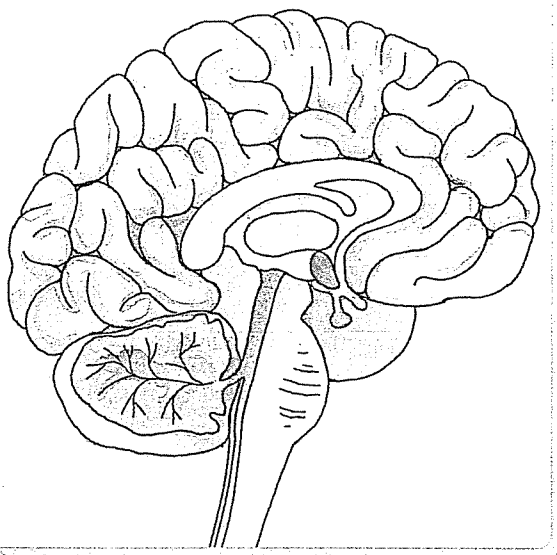
▲ Gray hair and wrinkles are natural effects of aging.



▲ A model of DNA

Drink Cocoa

B Several beverages are good for the health. Orange juice has vitamin C. Milk has calcium. Black tea and green tea are good for health, too. They have antioxidants; these fight diseases such as cancer and heart disease. Most people know this. But most people *don't* know about cocoa—hot chocolate. They enjoy the sweet, chocolaty beverage, but they don't know about its antioxidants. It has more antioxidants than tea!



▲ The brain solves problems.

Relax

- c Too much stress, which is worry about problems in life, is not good for physical health. For example, it makes your **blood pressure** go up. Now we know more. Some stress is **chronic**, which means that it lasts a long time—for many months or years. Chronic stress can make people old. As people get older, they get gray hair and **wrinkles** in their skin, and their eyesight and hearing become worse. This is normal. But chronic stress makes people **age—grow old—faster**. A scientist at the University of California, San Francisco, studies stress. She can now identify *how* stress makes people age. It can **damage** (hurt) the body's DNA. The lesson from this is clear. We need to learn to relax.

Sleep

- D One easy and cheap way to help both your physical and mental health is just to sleep eight hours or more every night, but more and more people are not sleeping enough. According to the World Health Organization, over half the people in the world may be **sleep-deprived**, which means they don't get enough sleep. Sleep-deprived people often have medical problems, such as high blood pressure, diabetes (a problem with sugar in the blood), and heart problems. It is also more **difficult** for them to make decisions. Clearly, we need to find time to get more sleep. But there is another reason. A new study from Germany found that sleep makes people *smarter*. The study shows that the **brain** continues to work during sleep and helps the sleeper to work on problems. You didn't do your homework last night? Maybe you can tell your teacher that you were working hard in your sleep!

Learn Languages

- E How many languages do you speak? There might be good news for you. A study from a **university** in Canada found something interesting. **Bilingual** people, who speak two languages very well, do better on tests than people who speak only one language. It seems to be mental "exercise" to hold two languages in your brain. Ellen Bialystock of York University says it's "like going to a brain gym."

Conclusion

- F To have good physical and mental health, we need to eat right, relax, sleep enough, and exercise (both the body and the brain). There is a lot of new information about health. Some of it is surprising. We need to know about it.

After You Read

6 Understanding the Main Ideas According to the reading, what is good for your health? Write *G* for *Good*. What is bad for your health? Write *B* for *Bad*.

1. _____ cocoa
2. _____ stress
3. _____ sleep
4. _____ speaking two languages

7 Identifying Vocabulary Write the word or term for the meanings below. For help, look back at the boldfaced words in the reading.

	Meaning	Word or Term
1.	person who watches a lot of TV and doesn't exercise	<i>couch potato</i>
2.	examples: chips, ice cream, candy, donuts, and other foods with sugar or fat	
3.	something in milk that is good for the health	
4.	example: cancer	
5.	problems and worry about your life	
6.	lasting a long time (months or years)	
7.	get old	
8.	without enough sleep	
9.	speaking two languages	



8 Finding Important Details Work with classmates to fill in a chart like this with information from Paragraphs B–E. How many details can you find?

What is good for your health?	Why?
<i>orange juice</i>	<i>It has vitamin C.</i>
What is bad for your health?	Why?

9 Understanding Pronouns Find and highlight the meaning of each underlined pronoun. Then draw an arrow from the pronoun to its meaning.

1. Many people don't know about cocoa. It has more antioxidants than tea.
2. They have antioxidants; these fight diseases.
3. Some stress is chronic, which means it lasts a long time.

4. A scientist at the University of California studies stress. She can now identify how stress makes people age.
5. Green tea and black tea are good for the health. They have antioxidants.

Strategy

Understanding italics

Italics are slanted letters, *like these*. Writers use them for different reasons. One reason is for words that are important. When people read out loud, these words sound a little louder and higher than other words.



- 10 Understanding Italics** Go back to the reading. How many words can you find in italics? Read those sentences out loud to a partner.

CHANGING NOUNS TO ADJECTIVES

Sometimes we can change a noun to an adjective by adding a -y to the singular form of the noun. For example, to change the noun *health* into an adjective, we add a -y. *Healthy* means "in good health."

Example

She's in good **health**. (noun)

She's a **healthy** person. (adjective)

If the noun ends in a vowel, you have to drop the vowel before adding -y.

Example

I love **chocolate**. (noun)

I love this **chocolaty** dessert. (adjective)

- 11 Changing Nouns to Adjectives** Complete the following sentences with the appropriate adjective. Change a noun in the sentence to an adjective.

1. If a person is very smart (has a good *brain*), she is brainy.
2. If you have a lot of luck, you are _____.
3. If something has a lot of dirt, it's _____.
4. If you need sleep, you are _____.
5. A drink is cold because it has ice in it. It is an _____ drink.



- 12 Discussing the Reading** Discuss the following questions.

1. According to new studies, what diseases can cocoa fight?
2. What can you do to get old more slowly?
3. What can you do to be smarter?

Part 2 Reading Skills and Strategies

Are You Healthy?

Before You Read

1 Making Predictions Before you do the questionnaire in the next activity, answer this question:

How is your health? Check (✓) one.

_____ great _____ good _____ okay _____ bad _____ terrible



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ alcohol
- ☐ breakfast
- ☐ cigarettes
- ☐ pounds

Adjective

- ☐ overweight

Adverbs

- ☐ never
- ☐ seldom
- ☐ sometimes
- ☐ usually

Read



3 Reading and Answering a Questionnaire Read the questions in this questionnaire. Choose your answers. This will help you to answer the question, "Am I healthy?"

Am I Healthy?

1. Do you eat a healthful breakfast every day?

- (A) yes
- (B) usually
- (C) no

2. Do you eat fruits and vegetables every day?

- (A) yes, 5 or more
- (B) yes, 1 or 2
- (C) no

3. Do you smoke?
- ☐ (A) never
 - ☐ (B) yes, 1–10 cigarettes every day
 - ☐ (C) yes, more than 10 cigarettes every day

4. Do you drink cola?
- ☐ (A) no
 - ☐ (B) yes, 1–2 glasses every day
 - ☐ (C) yes, 3–10 glasses every day

5. Do you eat junk food?
- ☐ (A) never
 - ☐ (B) sometimes
 - ☐ (C) often

6. How much do you sleep every night?
- ☐ (A) 8–9 hours
 - ☐ (B) 6–7 hours
 - ☐ (C) 3–5 hours

7. Are you overweight?
- ☐ (A) no
 - ☐ (B) yes, 5–19 pounds
 - ☐ (C) yes, 20–50 pounds

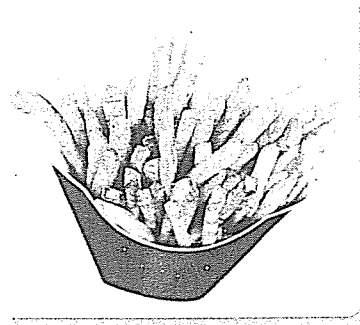
8. How much stress do you have?
- ☐ (A) very little
 - ☐ (B) some
 - ☐ (C) a lot, every day

9. How far do you walk every day?
- ☐ (A) 1–5 miles
 - ☐ (B) $\frac{1}{2}$ –1 mile
 - ☐ (C) 0 miles

10. How often do you exercise?
- ☐ (A) often
 - ☐ (B) 1 time every week
 - ☐ (C) seldom or never

11. How much alcohol (beverages like beer and wine) do you drink every week?
- ☐ (A) 0–7 glasses
 - ☐ (B) 8–12 glasses
 - ☐ (C) 13 or more glasses

12. Do you worry, or are you unhappy?
- ☐ (A) seldom
 - ☐ (B) sometimes
 - ☐ (C) often



▲ Do you eat junk food?

Next, add up your score.

Every answer *a* = 3 points.

Every answer *b* = 2 points.

Every answer *c* = 0 points.

YOUR SCORE: _____

Am I healthy?

30–36 points = You're probably very healthy.

25–29 points = You might need to make some changes.

0–24 points = You might not be very healthy.



Culture Note

Smoking

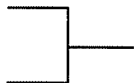
In some countries, people are trying to stop smoking. In other countries, more people (especially young people) are beginning to smoke. What is the situation where you live? What is the situation in another country that you know well?

After You Read

GIVING ADVICE

To give another person advice, you can use the modal *should*.

should



+ the simple form of the verb

should not

Example

You **shouldn't** worry so much. You **should** try to relax.



4 **Discussing the Reading: Giving Advice** Work with a partner. Look at your partner's answers to the questions on the health test. Give your partner advice. Use *should* and *shouldn't*.

Example

You should eat a good breakfast every day.

Strategy

Using a Dictionary—Guide Words

Sometimes you can't understand a new word without a dictionary. If you want to find a word fast, you need to use guide words. Guide words are at the top of every dictionary page, usually in the left and right corners.

Example

Look at the dictionary page below. The guide words are *picnic* and *pig*. The first word on this page is *picnic*. The last word is *pig*. The words are in alphabetical order between these two guide words. Look at the guide words, and you'll know if your new word is on this page.

picnic

386

pig

picnic (4) [pik'nik], *n.* a meal planned for eating outdoors. **Ex.** *They ate their picnic beside the river.* —*v.* have a picnic. **Ex.** *We picnicked in the woods.* —**pic'nick'er**, *n.* **Ex.** *After lunch, the picnickers made up teams for a game of baseball.*

picture (1) [pik'čər], *n.* 1. a painting, drawing, or photograph. **Ex.** *That picture of the President is seen often in the newspaper.* 2. that which strongly resembles another; an image. **Ex.** *She is the picture of her mother.* 3. a description. **Ex.** *The author gives a lively picture of his life as a sailor.* 4. a motion picture; movie. **Ex.** *The whole family enjoyed the picture we saw last night.* —*v.* describe. **Ex.** *The speaker pictured the scene in colorful words.* —**pic'tor'i-al**, *adj.*

pie (2) [pay'], *n.* a baked dish consisting of a thin shell, and sometimes a cover, made of flour and cooking oil and filled with fruit, meat, etc. **Ex.** *She put the pie in the oven to bake.*

piece (1) [piys'], *n.* 1. an amount or a part considered as an individual unit. **Ex.** *Please give me a piece of writing paper.* 2. a part taken away from something larger. **Ex.** *She cut the pie into six pieces.* 3. a coin. **Ex.** *Can you change this fifty-cent piece?* —*v.* join together; make whole. **Ex.** *She pieced together the broken dish.* —**go to pieces**, become upset or excited. **Ex.** *He goes to pieces when I disagree with him.*

piecemeal [piys'miyl'], *adv.* one part at a time; piece by piece. **Ex.** *He put the machine together piecemeal in his spare time.*

piecework [piys'wərk'], *n.* work paid for by the piece finished instead of by the hour, day, etc. **Ex.** *She does piecework at home.*

pier (3) [pi:r'], *n.* a structure built over the water and used as a landing place for ships and boats. **Ex.** *The ship is at pier seven.*

pierce (4) [pi:rs'], *v.* 1. break into or through. **Ex.** *The knife had pierced the wall.* 2. make a hole or opening in. **Ex.** *Many girls have their ears pierced for earrings.* 3. force a way through. **Ex.** *They tried to pierce the enemy's defense.* 4. deeply or sharply affect the senses or feelings. **Ex.** *They were pierced by the icy winds.*

pig (2) [pig'], *n.* a farm animal with a broad nose and fat body, raised for its meat.



PIG

5 Using a Dictionary—Guide Words Use your dictionary. Find the following pages quickly. What are the guide words? Write them on the blanks. If there are no guide words, write the first and last words on the page.

1. page 32 _____
2. page 196 _____
3. page 15 _____
4. page 203 _____
5. page 78 _____

6 Understanding Guide Words Read the vocabulary words and the guide words below. For each number answer this question: *Could you find this vocabulary word between the guide words?* Write *yes* or *no* on each line below.

Vocabulary Words	Guide Words
1. <u>no</u> speak	sleep–smoke
2. _____ beverage	bed–big
3. _____ new	never–night
4. _____ mental	most–mother
5. _____ overweight	old–pitcher
6. _____ damage	dance–difficult
7. _____ solve	sick–sometimes
8. _____ wrinkle	walk–weight

7 Using a Dictionary Find these words in your dictionary. Use the guide words in the dictionary for help. Write the page number and the guide words for each word.

Word	Page	Guide Words	Word	Page	Guide Words
elbow			cough		
headache			throat		
stomach			thumb		
pain			cold		

8 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use some of the vocabulary that you have learned in this chapter.

- ▣ things that you do that are good for your health
- ▣ something that you do that is not good for your health
- ▣ something that you learned about health in this chapter

Part 3

Practical English

Going to the Doctor

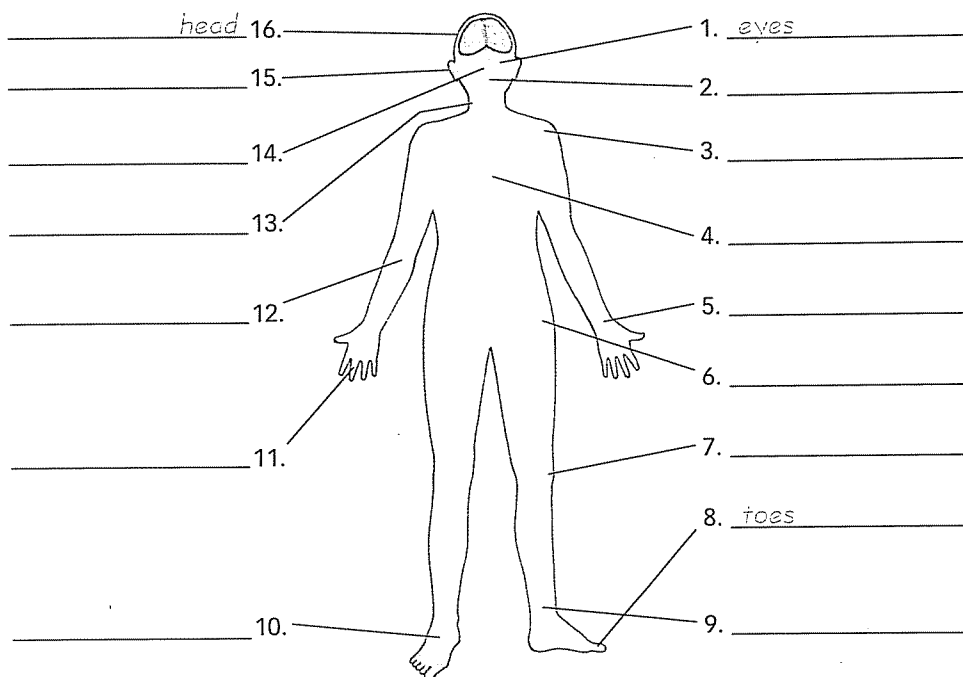
1 Identifying Body Parts Read the body parts in the box. Then read the sentences and look at the picture. Write the body part in each blank and next to the correct number in the picture.

ankle
chest
chin
ears

elbow
eyes
fingers
foot

head
hip
knee
neck

nose
shoulder
toes
wrist



1. You use me to see. I'm your eyes.
2. I'm below your mouth. I'm your _____.
3. I'm between your neck and your arm. I'm your _____.
4. I'm the part of your body where your heart is. I'm your _____.
5. I connect your hand and your arm. I'm your _____.
6. I connect your leg to your body. I'm your _____.
7. I'm in the middle of your leg. I'm your _____.

8. There are ten of me—five on each foot. I'm your toes.
9. I connect your foot and your leg. I'm your _____.
10. Five toes are on me. I'm your _____.
11. You have ten of me on your hands, and they help you write. I'm your _____.
12. I'm in the middle of your arm. I'm your _____.
13. I connect your head to your body. I'm your _____.
14. I smell things. I'm your _____.
15. I hear things. I'm your _____.
16. Your ears are on my right and left sides. I'm your head.

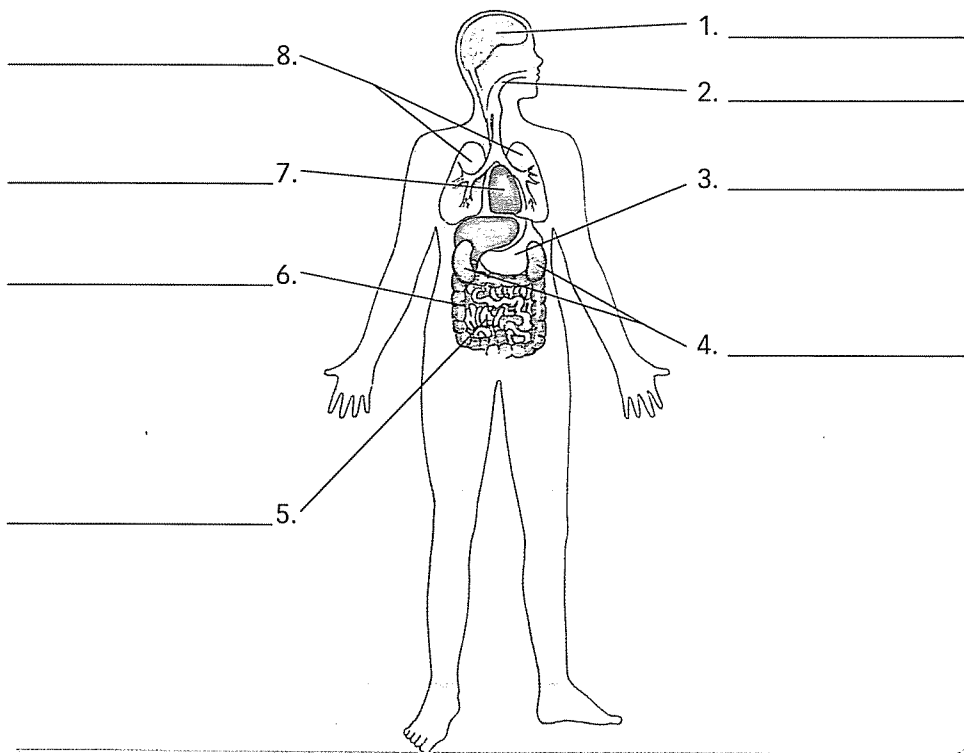
2 Identifying Body Parts: Inside Look at the picture of the body. Then look at the words in the box. Write the names of the body parts on the blank lines. If you don't know the names, you can look in a dictionary.

brain
heart

kidneys
large intestine

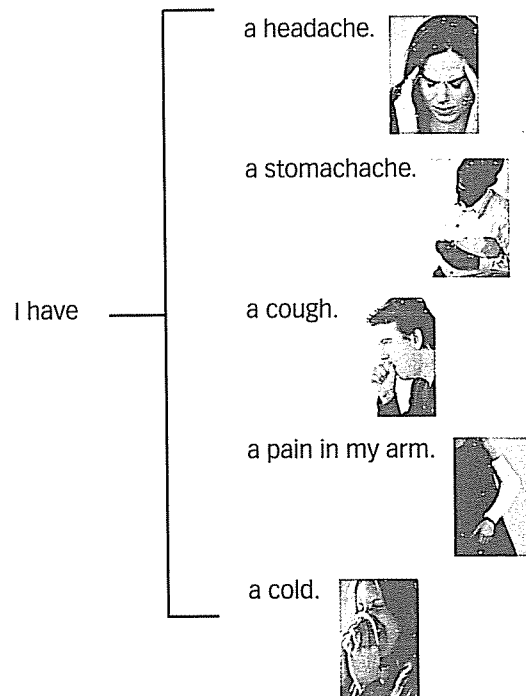
lungs
small intestine

stomach
throat

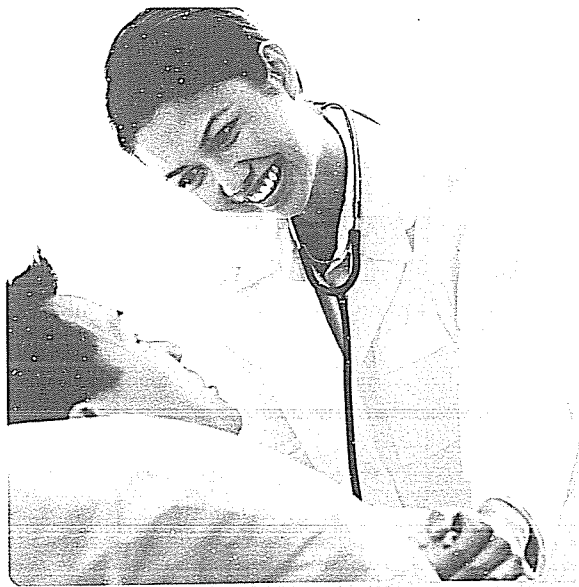


DESCRIBING ILLNESSES

Sometimes people get sick. Here are some illnesses that people sometimes have.



3 Describing Illnesses Look at the photo below. What do you think the people are saying? Work with a partner and create a short conversation. The doctor can ask questions like these: "How are you feeling?" or "What's wrong?" The patient can answer by completing this sentence: "I have _____."



▲ "How are you feeling?"

4 Matching Meaning We use the word *heart* in many expressions in English. Can you guess the meaning of the expressions below?

- | | |
|--|---|
| 1. <u>c</u> The museum is right <i>in the heart of</i> the new downtown. | a. He is very sad. |
| 2. _____ His wife asked for a divorce. <i>His heart is breaking</i> . | b. a problem with your heart |
| 3. _____ A <i>heart attack</i> is a very serious medical emergency. | c. in the middle of |
| 4. _____ She never liked fish before, but now she loves fish. She had <i>a change of heart</i> about fish. | d. the way she feels inside, not the way she looks on the outside |
| 5. _____ I love you. You <i>make my heart sing</i> . | e. in your true feelings |
| 6. _____ He doesn't like anyone. He <i>has a cold heart</i> . | f. give me happiness |
| 7. _____ In this argument, <i>in your heart of hearts</i> , you know I'm right. | g. is mean |
| 8. _____ My grandmother loves to play with children. She's really a kid <i>at heart</i> . | h. a new feeling or idea |

Part 4 Vocabulary Practice

1 Building Vocabulary Read the words below. Which word does not fit? Circle it.

- | | | | |
|----------------|------------|------------|--------------|
| 1. beverage | tea | cocoa | <u>blood</u> |
| 2. headache | pain | healthy | disease |
| 3. brain | foot | kidneys | heart |
| 4. pounds | usually | overweight | food |
| 5. sometimes | chronic | seldom | never |
| 6. alcohol | drink | eat | wine |
| 7. never | usually | often | daily |
| 8. lungs | cigarettes | sleep | smoke |
| 9. stomachache | wrinkle | physical | sick |

2 Identifying Opposites Draw a line to the word that has the opposite meaning.

- | | |
|---------------|-----------------|
| 1. small | a. old |
| 2. healthy | b. relaxation |
| 3. new | c. underweight |
| 4. overweight | d. wake |
| 5. stress | e. kindergarten |
| 6. never | f. easy |
| 7. breakfast | g. sick |
| 8. university | h. large |
| 9. mental | i. physical |
| 10. difficult | j. always |
| 11. sleep | k. dinner |



3 Focusing on High-Frequency Words: Listening Listen and fill in the words from the reading on page 61. Then check your work.

How many _____¹ do you speak? There might be good news for you. A study from a _____² in Canada found something interesting. _____³ people, who speak two languages very well, do better on tests than people who _____⁴ only one language. It seems to be _____⁵ “exercise” to hold two languages in your brain. Ellen Bialystock of York University says it’s “like going to a _____⁶ gym.”

To have good physical and mental health, we need to _____⁷ right, relax, _____⁸ enough, and _____⁹ (both the _____¹⁰ and the brain). There is a lot of new information about health. Some of it is _____¹¹. We need to know about it.

4 Building Vocabulary Complete the crossword puzzle. These words are from Chapter 4.

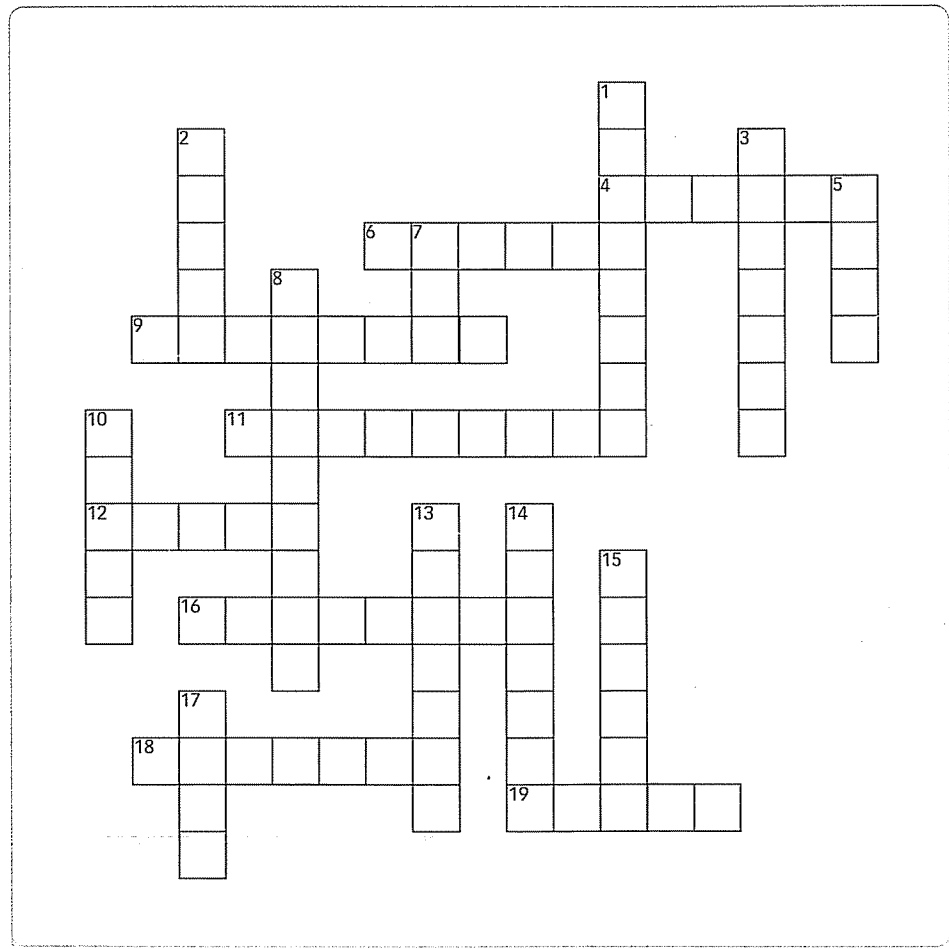
age	chin	damage	intestine
beverages	chronic	diseases	junk food
chest	cocoa	healthy	kidneys
mental	sick	stomach	wrinkles
never	solve	stress	

Across

4. worry (n.)
6. hurt, harm, or break something (v.)
9. lines on your skin (n.)
11. drinks of all kinds (n.)
12. Your heart is inside this. (n.)
16. unhealthful things to eat (two words) (n.)
18. always there; lasting a long time (adj.)
19. When you do this to a problem, the problem is fixed. (v.)

Down

1. cancer, AIDS, heart problems, diabetes (n.)
2. not even once (adv.)
3. opposite of sick (adj.)
5. opposite of healthy (adj.)
7. get older (v.)
8. You have both a large and a small one of these. (n.)
10. a hot chocolate drink (n.)
13. where your food goes first when you eat (n.)
14. There are two of these, on the right and left, near your stomach. (n.)
15. happening in the mind (adj.)
17. This is below your mouth. (n.)



KEY: *adj.* = adjective; *adv.* = adverb; *n.* = noun; *prep.* = preposition; *v.* = verb

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you know. Look through the chapter or ask your instructor about the other strategies and words.

Reading and Vocabulary-Building Strategies

- ☐ Finding meaning after *which* or *who*
- ☐ Identifying vocabulary
- ☐ Finding important details
- ☐ Understanding pronouns
- ☐ Understanding italics
- ☐ Changing nouns to adjectives
- ☐ Giving advice
- ☐ Using a dictionary: understanding guide words
- ☐ Identifying body parts
- ☐ Describing illnesses
- ☐ Identifying opposites

Target Vocabulary

Nouns

- | | |
|---------------------------------------|--|
| ☐ alcohol | ☐ hip |
| ☐ ankle | ☐ junk food |
| ☐ beverages | ☐ kidneys |
| ☐ blood* | ☐ knee |
| ☐ body* | ☐ large intestine |
| ☐ brain | ☐ lungs |
| ☐ breakfast | ☐ mouth* |
| ☐ calcium | ☐ neck |
| ☐ chest | ☐ nose |
| ☐ chin | ☐ pounds* |
| ☐ cigarettes | ☐ shoulder* |
| ☐ cocoa | ☐ sleep* |
| ☐ couch potato | ☐ small intestine |
| ☐ cough | ☐ stomach |
| ☐ diseases | ☐ stress |
| ☐ ears* | ☐ throat |
| ☐ elbow | ☐ thumb |
| ☐ eyes* | ☐ toes |
| ☐ fingers | ☐ university* |
| ☐ foot | ☐ wrinkles |
| ☐ head* | ☐ wrist |
| ☐ heart* | |

Verbs

- ☐ age*
- ☐ damage
- ☐ exercise*
- ☐ should
- ☐ sleep*
- ☐ smoke
- ☐ solves

Adverbs

- ☐ never*
- ☐ often*
- ☐ seldom
- ☐ sometimes*
- ☐ usually*

Adjectives

- ☐ bilingual
- ☐ chronic
- ☐ difficult*
- ☐ healthy
- ☐ mental
- ☐ overweight
- ☐ physical
- ☐ sleep-deprived
- ☐ surprising*

*These words are among the 1,000 most-frequently used words in English.

Men and Women

In This Chapter

You will read about differences between men's and women's styles of conversation. Who do you think talks more, men or women? What do men say about women? What do women say about men? You'll find the answers to these questions in Parts 1 and 2. In Part 3, you will learn how certain words include or exclude men and women. Part 4 then provides additional opportunities to practice vocabulary.

“Women marry men hoping they will change. Men marry women hoping they will not. So each is inevitably disappointed.”

—Albert Einstein
German-born American physicist (1879–1955)



Connecting to the Topic

- 1 What is their relationship to each other? What are they talking about?
- 2 What is each person feeling? What happened just before this photo?
- 3 What are five issues that couples or roommates have to discuss when they live together?



Part 1

Reading Skills and Strategies

Men's Talk and Women's Talk in the United States

Before You Read

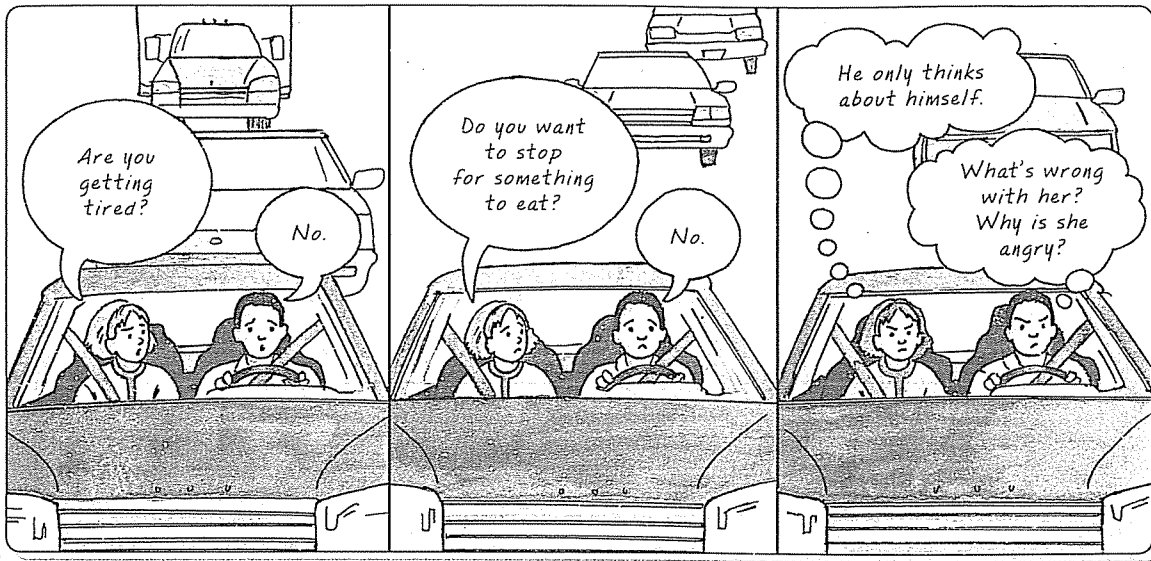
1 Interviewing Other Students Look at the chart below. Walk around the room and ask as many students as possible the two questions. Write their answers in this chart. For Question 1, use symbols to show the number of people who gave each answer. For example, || = 2 people, |||| = 5 people. For question 2, write your classmates' answers in words.

Question 1	Men's Answers		Women's Answers	
	Men talk more.	Women talk more.	Men talk more.	Women talk more.
Who talks more—men or women?				
Question 2	Men's Answers		Women's Answers	
What topics do you like to talk about with your friends or family?				

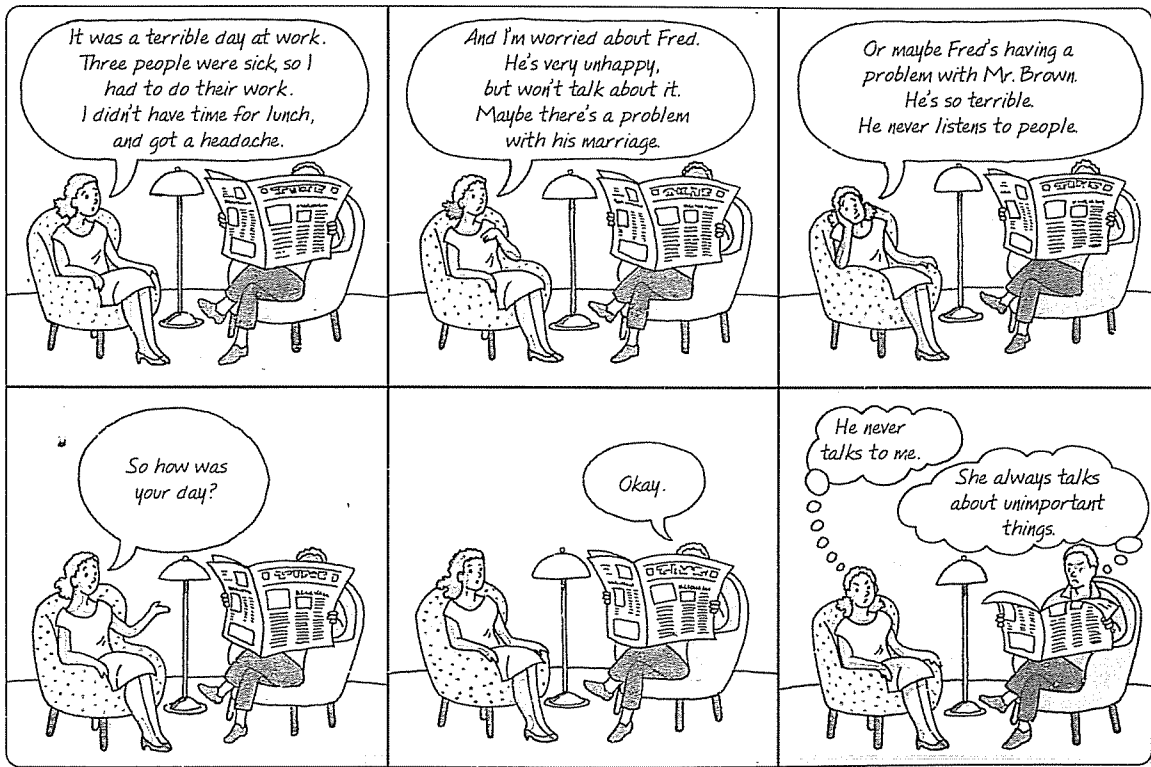


2 Thinking Critically: Understanding Humor Read the cartoons on the next page. Then discuss the following questions.

1. In Cartoon 1, the man doesn't understand something. What is it?
2. In Cartoon 1, the woman is a little angry. Why? What does she want?
3. In Cartoon 2, the woman is unhappy. Why? What does she want?
4. In Cartoon 2, the man is unhappy. Why? What does he want?
5. Do men and women talk in different ways? Give examples.



▲ Cartoon 1



▲ Cartoon 2



3 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ conversations
- ☐ feelings
- ☐ hierarchy
- ☐ orders
- ☐ position
- ☐ suggestions

Verbs

- ☐ apologize
- ☐ argue
- ☐ brag
- ☐ socialize

Adjectives

- ☐ active
- ☐ close
- ☐ equal
- ☐ private
- ☐ public
- ☐ similar

Preposition

- ☐ according to

Strategy

Understanding New Words in a Reading

You do not always need to use a dictionary to find the meaning of a new word. Sometimes the meaning is in the sentence before or after the word.

Example

I apologized to my friend. I said, "I'm really sorry about yesterday."
(*Apologize* means to say you're sorry about something.)

Sometimes the meaning is after the phrase *in other words*.

Example

He has a low place in the hierarchy, **in other words**, the system from low to high.
(*Hierarchy* means the system from low to high.)

4 Understanding New Words in a Reading The meanings of these words are in the next article. Find the words and underline their meanings.

similar
orders

brag
suggestions

equal
active

private
public

Read

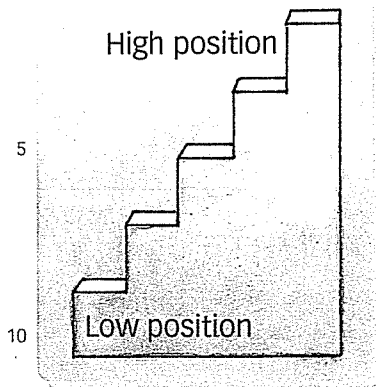


5 Reading an Article Read the following article. Don't use your dictionary. If you don't know some words, try to figure out their meaning. (See the Strategy Box above.) Then do the exercises.

Men's Talk and Women's Talk in the United States

A Marriage is often not easy. Love is often not easy. Sometimes friendship between a man and a woman is not easy. Maybe a man and a woman love or like each other, but they argue. They get angry. Later they apologize, but it happens again and again. What's the problem? Are men and women really very different?

B Deborah Tannen says yes, men and women are very different. Tannen teaches at Georgetown University in Washington, D.C. She writes books about the ways people talk. She believes that men and women talk—and think—in different ways. She tells about some differences in her book, *You Just Don't Understand*.

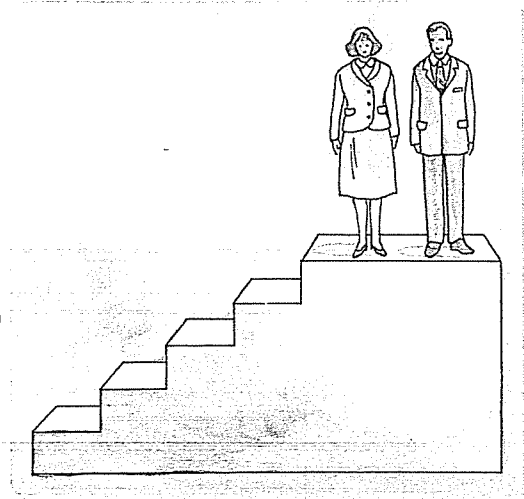


▲ A hierarchy is the system from low to high.

It Begins in Childhood

C The differences, Tannen says, begin when men and women are children. Very young boys and girls are similar to each other. In other words, they like many of the same things and play in the same ways. They aren't very different. But then there is a change. When children in the United States are five or six years old, boys usually play in large groups. One boy gives orders. For example, he says, "Take this," "Go over there," and "Be on this team." He is the leader. Boys also brag. In other words, they say good things about themselves. They do this to have a high position—place—in the hierarchy, in other words, the system from low to high. Position in the group is important to boys.

D Girls in the United States usually play in small groups or with one other girl. A girl's



▲ Equal positions in the hierarchy

“best friend”—her very, very good friend—is important to her. Girls don’t often give orders; they give **suggestions**. For example, they say, “Let’s go over there,” “Maybe we should do this,” and “Do you want to play with that?” Girls don’t usually have a leader, and they don’t often brag. Everyone has an **equal** position. 40

- E Boys and girls play in different ways, too. Much of the time, little girls sit together and *talk*. They have conversations. Little boys are usually active; they *do* things. When children grow up, nothing really changes.

Who Talks More, and Why?

- F Many people believe that women talk more than men do. **According to** Deborah Tannen, this isn’t exactly true. She says women talk more than men only in **private** situations—at home, with family, or with a few friends. In **public** situations—in other words, in a big group or at work, *men* talk more. Tannen says that men and women often talk for different reasons. Men talk to give or get information. They also talk to get or keep a high position among other men. But for women, people and **feelings** are important. Women often talk to **socialize** and show interest and love. They also talk to keep their **close** relationships with friends and family. 45 50

Conclusion

- G Although a man and a woman might speak the same language, sometimes they don’t understand each other. Men’s talk and women’s talk are almost two different languages. But maybe men and women can learn to understand each other if they understand the differences in speech. 55

After You Read

- 6 Identifying the Main Ideas and Details** Read the sentences below. Check (✓) Men or Women for each sentence. You can find the information in the reading.

	Men	Women
1. As children, they play in small groups or with one best friend.		
2. As children, they play in large groups.		
3. High position is important to them.		
4. They want everyone in a group to have a similar position.		
5. They often talk to show interest and love.		
6. They often talk to give and get information.		
7. They talk more in private situations.		
8. They talk more in public situations.		

7 Checking Vocabulary Write the words for the meanings below. For help, look back at the boldfaced words in paragraphs C, D, and F of the reading.

	Meaning	Word
1.	commands such as "Take this," or "Go over there."	
2.	with the same position	
3.	<i>doing</i> things	
4.	ideas about what to do	
5.	almost the same	
6.	say good things about themselves	
7.	in a big group or at work	
8.	at home, with family, or with a few friends	

8 Identifying a Good Summary Read the summaries below. Which is a good summary of the article "Men's Talk and Women's Talk in the United States"? Why is it good? Why are the others not good? Compare your answer with a partner's.

- Marriage is not easy. Men and women may argue. They may apologize later. This problem can happen many times. Men and women can learn to understand each other if they listen to each other.
- Men and women talk and think differently. These differences begin as children. Men often talk to give or get information. Women often talk to show interest and love. These differences can cause problems.
- Deborah Tannen teaches at Georgetown University. She is a writer. She writes about how people talk. She says that men and women are different. She wrote a book called *You Just Don't Understand*.



9 Discussing the Reading Talk about your answers to the following questions.

- When you were a child, did you play in a big group or a small group? Did you have a best friend?
- What are the benefits of having a high position in a group? A low position? An equal position?
- What do (or did) you sometimes argue about with your husband? Wife? Boyfriend? Girlfriend?
- The article is about the United States. Is the situation in other countries similar or different? For example, do men talk to women the same way as they talk to other men? Do women talk to other women differently than they talk to men? Do women and men act differently? Do women and men work at different jobs?

Part 2 Reading Skills and Strategies

He Said/She Said: A U.S. Couple

Before You Read



1 Making Predictions Look at the pictures in the next reading. Where are the man and woman? Who are they talking to? What are they talking about?



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Noun

☐ politics

Verb

☐ fix

Adjectives

☐ lonely

☐ unimportant

☐ uninteresting

Adverb

☐ full time

Read

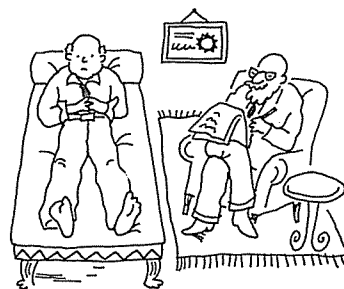


3 Reading Two Views About the Same Thing Read these two paragraphs about the same marriage. One is the husband's view, and the other is the wife's view.

He Said/She Said: A U.S. Couple

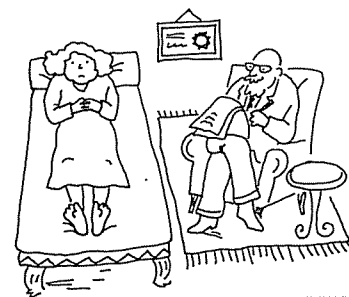
A

Well, Doctor, I'm beginning to worry about my marriage. My wife and I just don't understand each other. She doesn't like to do things with me. She won't play tennis or baseball with me. She doesn't like to fix the car with me. She doesn't work on the house with me—you know, paint the house or fix the roof. She doesn't listen when I talk about interesting things: sports, money, or world politics. Sometimes she gets angry with me about unimportant things. And she talks and talks and talks about uninteresting things. What's wrong with her?



△ "We just don't understand each other."

- B Well, Doctor, I'm beginning to worry about my marriage. My husband and I 15 just don't understand each other. We both work full time, but I do all the work at home—you know, fix dinner, wash clothes, and clean the house. His life is easy; he has only one job. I have 20 two! Sometimes I feel so lonely. When he's home, he reads the newspaper or watches TV. He doesn't talk with me; he talks at me. He only talks with his friends. He doesn't listen if I tell him about my day. He isn't interested in our friends and relatives. Sometimes he 25 gives me orders. Sometimes he tells me about sports or politics, but I don't like it because I feel like a student in school. What's wrong with him?



▲ "I'm beginning to worry about my marriage."



Culture Note

Marriage Problems

Sometimes American couples go to a marriage counselor for help with their marriage. Does this happen in other cultures that you know about? Is it common? If not, what do people do about marriage problems?

After You Read

4 Identifying the Main Idea What is the main idea of the reading?

- (A) The man is unhappy because his wife doesn't like to do things, such as fixing the car with him.
- (B) The wife is unhappy because her husband doesn't talk with her and doesn't listen to her.
- (C) The husband and wife have problems with their marriage because they communicate in different ways.

5 Identifying Details Read the article again. Then answer the two questions below. You may check (✓) more than one answer for each question.

1. The man in the article is unhappy about many things. What does he say?
 - a. _____ His wife doesn't like to do things with him.
 - b. _____ His wife talks about uninteresting things.
 - c. _____ His wife gives him orders.
 - d. _____ His wife doesn't listen when he talks about sports, money, or politics.
2. The woman is also unhappy about many things. What does she say?
 - a. _____ Her husband gets angry about unimportant things.
 - b. _____ She goes to work and does all the work at home, too.
 - c. _____ Her husband doesn't talk with her.
 - d. _____ Her husband gives her orders.

Strategy

Reading Faster

Students usually need to read fast because they have to read many books each year. Also, they can understand more if they read fast. One way to read faster is to read groups of words, or phrases, not one word at a time. Look at the example. Then do the exercise.

Example

Slow readers read one word at a time, like this.

Fast readers usually read words in phrases, like this. This helps them to understand more.

6 Practicing Reading in Phrases Read the following sentences in phrases (groups of words). Read silently; in other words, do not speak.

Men and women sometimes seem to speak different languages. They like to talk about different things. Sometimes they don't listen to each other. A woman makes a suggestion, but her husband doesn't understand. A man tries to help, but his wife doesn't like it. Maybe they should go to language school!

Now read the paragraph. Focus on the phrases, not the separate words:



Men and women sometimes seem to speak different languages. They like to talk about different things. Sometimes they don't listen to each other. A woman makes a suggestion, but her husband doesn't understand. A man tries to help, but his wife doesn't like it. Maybe they should go to language school!



7 Discussing the Reading Talk about your answers to the following questions.

1. Are people in other countries similar to or different from the man and woman in the reading on pages 84–85? In other words, do they say similar things about each other?
2. Choose a country that you know well. List some things about the people there that are different from the couple in the reading. List some things that are similar.

8 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use some of the vocabulary that you have learned in this chapter.

- something that you learned about men's and women's conversation
- things that you like to talk about
- how you and your husband, wife, boyfriend, or girlfriend are different from, or similar to, the people on pages 84–85.

Part 3

Practical English

Using Inclusive Language

UNDERSTANDING LANGUAGE AND SEXISM

Sexism is the belief that one sex, or gender (male or female), is better than the other sex. Language can express or add to sexism. Some common phrases in English traditionally name men first, for example, "men and women," "husbands and wives," and "Mr. and Mrs."

There are also words for jobs that refer only to men—words such as *fireman* and *postman*. These words do not include the idea of women fighting fires or delivering the mail. Therefore, most people now say *fire fighter* and *mail carrier* to include both men and women. To make language more equal, or *gender-neutral*, people are changing many words and the way that we use some language.

1 Matching Words Read the words below. Match the words in Column A with the gender-neutral words in Column B.

Column A (only male or only female)

Column B (either male or female)

- | | |
|--------------------------|--|
| 1. <u>f</u> man-made | a. chair or chairperson |
| 2. _____ mankind | b. salesclerk |
| 3. _____ policeman | c. spouse |
| 4. _____ chairman | d. police officer |
| 5. _____ actress | e. fisher |
| 6. _____ wife or husband | f. synthetic, manufactured, machine-made |
| 7. _____ housewife | g. server in a restaurant |
| 8. _____ salesman | h. humanity, people, human beings |
| 9. _____ waiter/waitress | i. actor |
| 10. _____ fisherman | j. homemaker |

USING GENDER-NEUTRAL POSSESSIVE ADJECTIVES

Possessive adjectives show gender: *his* is used for a male, *hers* is used for a female. But sometimes we don't know if the noun is a male or a female. In such cases, you can say *his or her*. Or you can make the noun plural and use the possessive adjective *their*, which can be male or female.

Examples

Every student should remember **his** book.

(*His* refers to a male. We can use this only when every student is a male.)

Every student should remember **his or her** book.

(Using *his or her* includes both male and female students.)

Students should remember **their** books.

(Using the gender-neutral possessive adjective *their* includes both male and female students.)

2 Using Possessive Adjectives Read the sentences below. Write *his*, *her*, or *his or her* in the blanks. Then rewrite sentences 1, 4, 7, and 9 by changing the subject, verb, and object if necessary and by using the pronoun *their*.

1. A smart student keeps his or her papers in _____ notebook.

Smart students keep their papers in their notebooks.

2. The tall man left _____ book on the table.

3. The woman was angry at _____ husband.

4. A doctor will pay a lot of money for _____ education.

5. Some police officer parked _____ car on the street in front of my house.
6. My teacher, Ms. Smith, always wears _____ glasses in class.
7. Every teacher needs to know _____ subject well.

8. Mr. Jones is my teacher and I love _____ class.
9. Every person can make _____ own decision.

10. A man can change _____ mind, and a woman can change _____ mind, too.

Part 4

Vocabulary Practice

1 Reviewing Vocabulary Read each sentence below and write *true* or *false*. New words from this chapter are underlined.

1. A conversation between a husband and wife is a public event. false
2. If two people are talking, it's a conversation. _____
3. Fire and water are similar in many ways. _____
4. An order is a polite way to ask someone to do something. _____
5. Animals that live in groups may have a hierarchy. _____
6. When you apologize, you say "thank you." _____
7. Spouse is a nonsexist way to talk about a husband or wife. _____

8. If I have ten dollars and Fred has ten dollars, we each have an equal amount of money. _____
9. To say that a woman can be a police officer is an example of sexism.

10. You can use the word actor to talk about men or women who act. _____

Now rewrite the false sentences to make them true.

Example

A conversation between a husband and wife is not a public event. (or A conversation between a husband and wife is a private event.)



2 Listening and Focusing on High-Frequency Words Listen and fill in the blanks in the sentences. Some of the words are new and some of the words are not new. Then check your work on page 82.

Many people _____¹ that women talk more than men do. _____² to Deborah Tannen, this isn't exactly _____³. She says women talk more than men only in _____⁴ situations—at home, with family, or with a few friends. In _____⁵ situations—in other words, in a big group or at work, *men* talk more. Tannen says that men and women often talk for _____⁶ reasons. Men talk to give or get information. They also _____⁷ to get or keep a high position among other men. But for women, people and _____⁸ are important. Women often talk to socialize and _____⁹ interest and love. They also talk to keep their _____¹⁰ relationships with friends and family.

3 **Completing Sentences** Read the words in the box and then read the sentences below. Write the correct word from the box in each of the blanks. Remember to read the whole sentence before you answer. These vocabulary words are from Chapters 1 through 5.

beverages	full time	married	scientists
cancer	garage	online	shopping
divorce	health	politics	uninteresting
families	lonely	quit	

1. Some scientists are doing important studies about _____, diabetes, and other diseases.
2. Many couples don't see each other very often because both people have to work _____. They may feel tired and _____ as a result.
3. Some _____—green and black tea, for example—have antioxidants and are good for your _____.
4. Traditional _____ are having trouble; _____ is going up, and fewer people are getting _____.
5. Jeff Bezos _____ his job and started Amazon.com in a _____.
6. Some people enjoy talking about world _____, but other people find that topic _____.
7. Many people are _____ for books and even cars _____ these days.

4 **Building Vocabulary** Complete the crossword puzzle. These words are from Chapters 1 through 5.

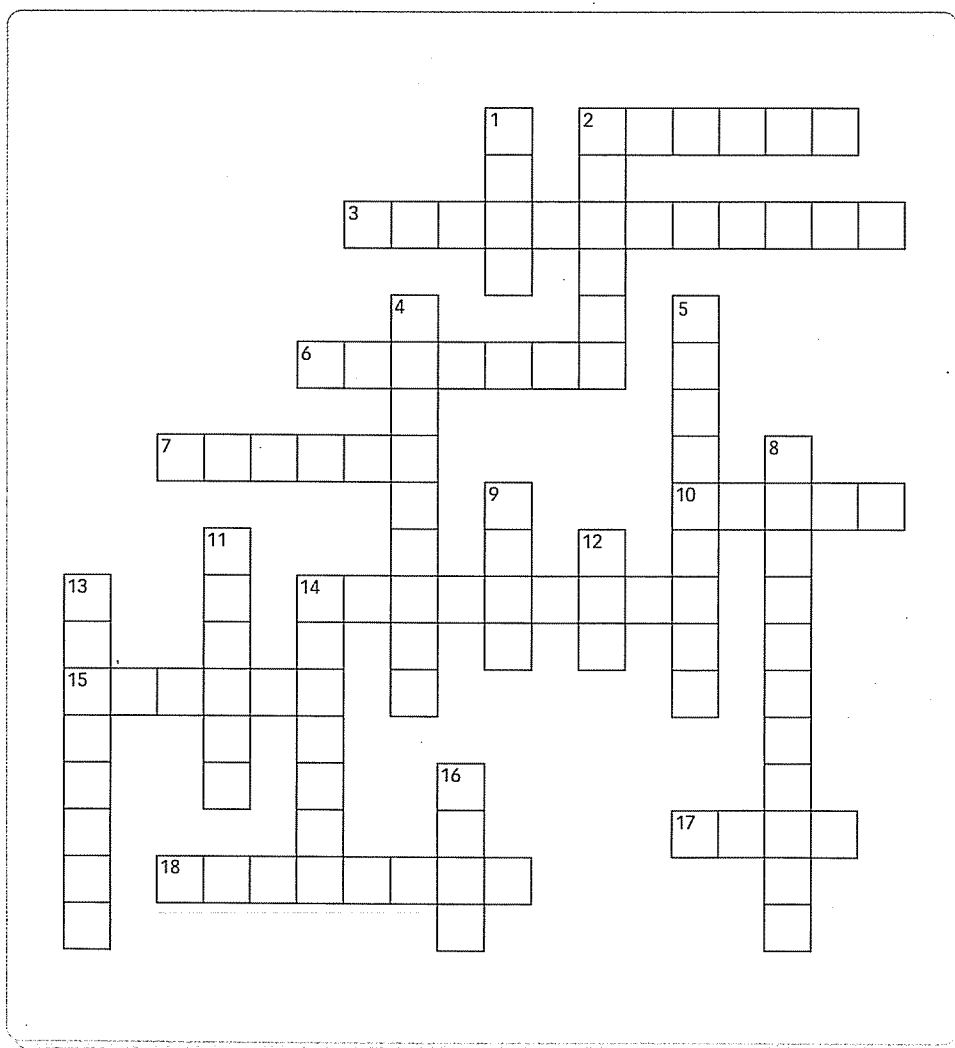
active	equal	marriage	sexism
big	good	phrase	similar
brag	hierarchy	position	socialize
conversation	high	private	suggestions
different	love	public	writer

Across

2. the opposite of *private*; when many people are around (adj.)
3. people talking (n.)
6. the opposite of *public*; when other people are not around (adj.)
7. a person who writes (n.)
10. having the same position (adj.)
14. meet with other people, talk, etc. (v.)
15. the belief that one sex is better than the other (n.)
17. opposite of *bad* (adj.)
18. legal agreement joining two people (n.)

Down

1. opposite of *hate* (v. and n.)
2. a group of words (n.)
4. a system in which there is higher or lower position (n.)
5. opposite of *same* (adj.)
8. ideas to make something better (n.)
9. say very good things about yourself (v.)
11. moving around a lot; doing many things (adj.)
12. opposite of *small* (adj.)
13. place in a social hierarchy (noun)
14. opposite of *different* (adj.)
16. opposite of *low* (adj.)



KEY: *adj.* = adjective; *adv.* = adverb; *n.* = noun; *prep.* = preposition; *v.* = verb

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you know. Look through the chapter or ask your instructor about the other strategies and words.

Reading and Vocabulary-Building Strategies

- ☐ Understanding humor
- ☐ Understanding new words in a reading
- ☐ Identifying the main ideas and details
- ☐ Identifying a good summary
- ☐ Identifying details
- ☐ Reading faster
- ☐ Understanding language and sexism
- ☐ Using possessive adjectives

Target Vocabulary

Nouns

- ☐ conversations
- ☐ feelings*
- ☐ hierarchy
- ☐ orders*
- ☐ politics*
- ☐ position*
- ☐ sexism
- ☐ spouse
- ☐ suggestions*

Verbs

- ☐ apologize
- ☐ brag
- ☐ socialize

Adjectives

- ☐ active*
- ☐ close*
- ☐ equal*
- ☐ lonely
- ☐ private*
- ☐ public*
- ☐ similar
- ☐ uninteresting

Adverb

- ☐ full time

Preposition

- ☐ according to*

*These words are among the 1,000 most-frequently used words in English.