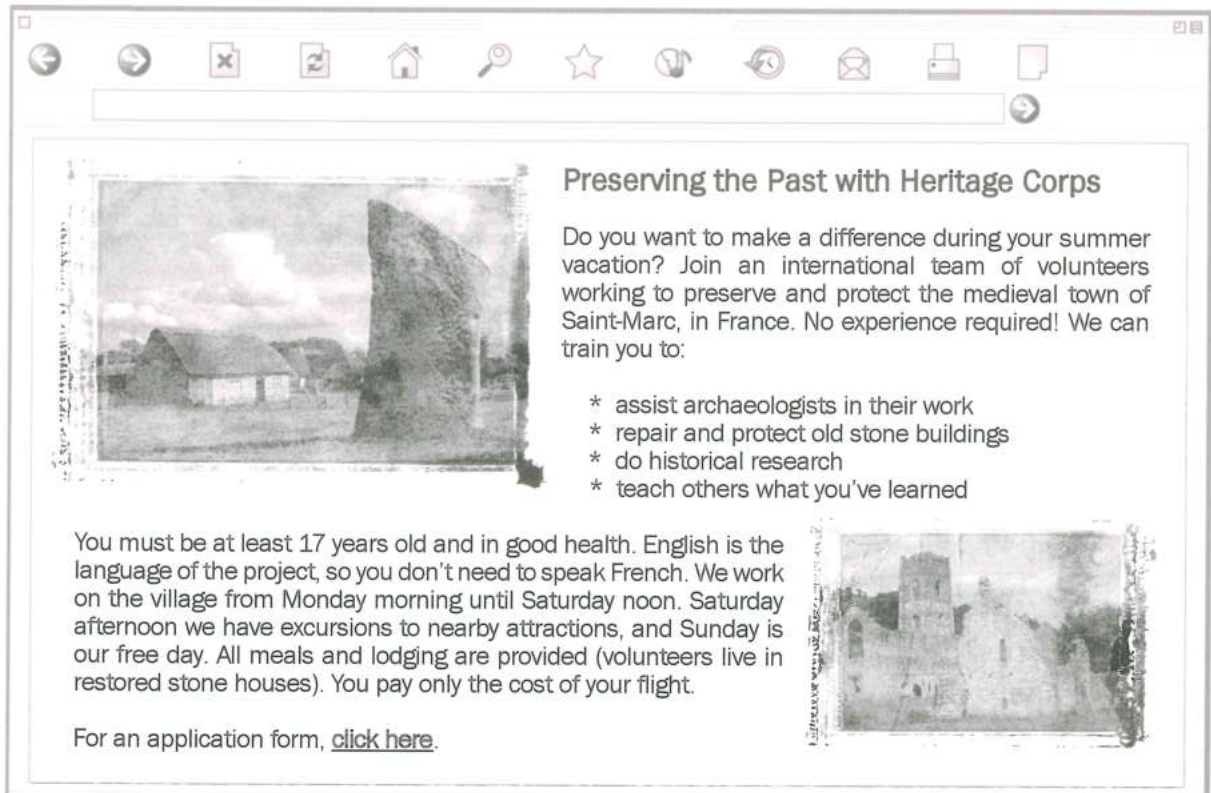




Preserving the past

- a** Read the Web site about the organization and mark the statements *T* for *True* or *F* for *False*. Change the *false* statements to make them *true*.



Preserving the Past with Heritage Corps

Do you want to make a difference during your summer vacation? Join an international team of volunteers working to preserve and protect the medieval town of Saint-Marc, in France. No experience required! We can train you to:

- * assist archaeologists in their work
- * repair and protect old stone buildings
- * do historical research
- * teach others what you've learned

You must be at least 17 years old and in good health. English is the language of the project, so you don't need to speak French. We work on the village from Monday morning until Saturday noon. Saturday afternoon we have excursions to nearby attractions, and Sunday is our free day. All meals and lodging are provided (volunteers live in restored stone houses). You pay only the cost of your flight.

For an application form, [click here](#).

- | | | |
|---|---|---|
| 1. You must speak French to work on this project. | T | F |
| 2. The volunteers work in an old village. | T | F |
| 3. Heritage Corps pays for your plane ticket to France. | T | F |
| 4. Volunteers come from several different countries. | T | F |
| 5. You need experience to work on this project. | T | F |
| 6. Some teenagers can work with Heritage Corps. | T | F |



- b** Discuss the questions in groups.

1. Why do people do volunteer work?
2. What are some well-known organizations that use volunteers?
3. What kinds of volunteer projects are there in your city? Your country?
4. Talk about experiences you or a friend has had doing volunteer work.

- c** Read the application form for new volunteers at Heritage Corps on page 45. Discuss the meaning of the words below with your partner.

- | | |
|-------------------|----------------------------|
| 1. age | 6. zip code |
| 2. gender | 7. date of birth |
| 3. marital status | 8. educational institution |
| 4. employer | 9. major |
| 5. citizenship | 10. degree |

d Complete the application with information about yourself.

<u>Heritage Corps Volunteer Application</u>			
Name: _____			
Last	First	Middle	
Mailing address: _____			
City / State: _____		Zip code: _____	Country: _____
Phone: _____		E-mail address: _____	
Gender: _____	Date of birth: _____	Citizenship: _____	
Marital status: _____			
Name of parent or guardian (if under 18): _____			
List all educational institutions attended, beginning with most recent:			
Institution	City	Dates	Degree/major
_____	_____	_____	_____
_____	_____	_____	_____
List jobs held, beginning with most recent:			
Employer	Position	Dates	Responsibilities
_____	_____	_____	_____
List your hobbies, interests, and activities:			

I certify that all information in this application is accurate and complete to the best of my knowledge.			
Signature _____		Date _____	
Signature of parent or guardian (if under 18) _____			

CD
T-14

e Emilie Duval is a volunteer for Heritage Corps. Listen to her introduce herself, and complete the profile.

	Name: Emilie Duval Position: (1) _____ Hometown: Toulouse, in the (2) _____ of (3) _____ Student at (4) _____ Major: (5) _____ Special interest: Medieval period, years (6) _____ to _____ Work with Heritage Corps: (7) 1. _____ archaeologists-made lists (8) 2. helped to rebuild Le Blanc _____ with stone (9) 3. this year: _____
---	--

Lesson 2

Life wasn't easy

a The new volunteers are having an orientation day. Read this quiz and work with a partner to guess the answers.

Life in Medieval Europe wasn't easy!
How hard was it?
Guess the answers.

1. People took a bath once a _____.
a. day b. week c. month
2. The main food for ordinary people was _____.
a. meat b. rice c. bread
3. The average person died at the age of _____.
a. 30 b. 45 c. 60
4. In bad weather, people had to wear shoes made of _____.
a. leather b. cloth c. wood
5. About _____ of all children died before they were five years old.
a. a third b. a quarter c. half
6. Women did many jobs, but they couldn't work as _____.
a. doctors b. sailors c. shoemakers
7. The average family had _____ living children.
a. five b. eight c. ten
8. People used _____ to eat their dinner.
a. knives b. forks c. their fingers

Answers: 1b, 2c, 3a, 4c, 5c, 6b, 7a, 8c

b Emilie is giving the volunteers a talk on the history of the village. Listen and fill in the missing information.

CD
T-15

No one knows exactly how old Saint-Marc is. The earliest artifacts we've found are coins and pottery from the Roman times.

By the Middle Ages, it had become quite a large town, with about (1) _____ people. It was very wealthy because it was located in a rich wine-producing area. It had at least eight (2) _____, and many streets of stone or wooden houses. Most of the houses had a shop on the ground floor, and the family lived upstairs. Wine from the region was sold as far away as (3) _____.

In 1458, an earthquake hit Saint-Marc. A number of the old stone buildings were destroyed, and people were afraid to live there. The earthquake also made the (4) _____ dry up, and the town lost all its water. Life here became very difficult, and more and more people left the town. By (5) _____, all the buildings had been abandoned. Farmers let their cows and sheep use the area, and carried away some of the stones to use in new (6) _____. Most people in the area forgot that a large town had been here. In 1993 a (7) _____ at the University of Paris got interested in the site, and his students began excavating it. They were surprised to learn that Saint-Marc had once been the (8) _____ town in the area.

- c** Heritage Corps started working in the village in 1995. The village was in very bad condition then. Look at the picture and write sentences like the example, using the past perfect tense.



1. *When they started working there, many of the stone buildings had fallen down.*
2. _____
3. _____
4. _____
5. _____

- d** Fill in the correct form of the verb, simple past or past perfect.

1. I _____ (be, not) hungry for dinner because I _____ (eat) a sandwich after class.
2. Graciela _____ (speak, never) English before she _____ (go) to Canada on vacation last summer.
3. By the time the baseball game _____ (start), the rain _____ (stop), so all the fans _____ (be) happy.
4. When I _____ (apply) to Heritage Corps, the organization _____ (receive, already) hundreds of applications.
5. I _____ (not, see) my cousin in many years when I _____ (meet) him at a holiday party.
6. Estela _____ (feel) very nervous when she _____ (arrive) in Saint-Marc because she _____ (do, never) volunteer work before.

- e** Emilie's team is planning the Saint-Marc Visitor Center. It will have rooms for five displays. Which displays should the center have? Read the list and add two ideas of your own.

food from the Middle Ages
history of winemaking
kings and queens of France

religion in the Middle Ages
clothes from the Middle Ages
furniture from 1250

tools from different jobs

- f** Choose five topics for displays and decide which display should be the largest. Use expressions from this box to manage your discussion.

Encouraging people to talk	Bringing people in	Finishing up the discussion
Who has an idea about that? Does anyone else have a suggestion?	Elena, what do you think? Luis, do you want to add anything?	We have only five minutes left. We need to move along.

- g** Take turns explaining your group's decision and reasons to the class.

Lesson 3

I'd be glad to

- a** Emilie is talking to volunteers on her team about projects. Read the conversation and write the underlined expressions in the correct column.

Emilie: So, we've decided to start with the display of objects found in the Le Blanc House. First, we need to build the display cases. Margo, would you be willing to take charge of that project? We'll get two or three people to help you.

Margo: I'd be glad to. That sounds like a fun project.

Emilie: The next thing we need is a list of all the displays. Brandon, would you please start working on that this afternoon?

Brandon: Of course. When do you need it?

Emilie: The team leaders are having a meeting at 9:00 tomorrow, so I'll need it before then.

Brandon: Do you want me to show you some ideas we had? Some of us were talking about it last night.

Emilie: Yes, I'd appreciate that. Now, as we discussed, all the displays will have labels in English, French, and German.

Andreas: Would you like me to translate them into German?

Emilie: That would be great.

Requesting someone to do something	Responding to a request	Offering to do something	Responding to an offer
Please Can you please Can I ask you to _____	Sure. Certainly. I'm afraid I can't (because . . .) _____	Would you like any help with _____	Great! _____
_____	_____	_____	_____

- b** What would you say? Practice these conversations with a partner.

1. Your co-worker is carrying a large, heavy box.
2. A foreign tourist in the history museum is standing in front of a display looking up words in a bilingual dictionary.
3. It's very cold in the room. The window is open.
4. Two visitors are taking pictures of each other at a historical park in your country.

- c** Role-play these situations in groups. Practice the expressions from the chart.

Situation 1

Your group is in charge of planning a class trip to a historical site near your town. One group member is the committee chair.

Situation 2

Your group wants to produce a class magazine with articles and photos by the students. One group member is the editor.

- d** Emilie's team members have written information panels for the displays in the house. Read the first panel and answer the questions.

Museum

A strong earthquake hit the village of Saint-Marc on April 1, 1458. It happened at about 8:00 in the morning, one of the busiest times of the day. When the earthquake started, craftsmen were working in their shops, housewives were going to the market, and children were studying their lessons or playing in the garden. Suddenly, the ground began to shake. Some people screamed and cried, while others ran to the church and prayed. Many families left their homes and never came back

1. What were people doing when the earthquake started? _____,
2. What did people do while the ground was shaking? _____,
3. Which verb tense is used to talk about longer actions? _____
4. Which verb tense is used to talk about shorter, interrupted actions? _____

- e** Read the next panel and fill in the correct form of each verb.

When the earthquake (1) _____ (start), all of the members of the LeBlanc family (2) _____ (work) in the wine shop downstairs. The father of the family, Roger LeBlanc, (3) _____ (write) in the record book and his three sons (4) _____ (put) wine into bottles. A page from the record book is on the left. The earthquake (5) _____ (destroy) the front wall of the shop, and (6) _____ (start) a fire upstairs in the kitchen. While she (7) _____ (escape) from the shop, Marie LeBlanc, the mother of the family, (8) _____ (drop) a bag of money and keys. You can see it in this display.

- f** With your group, choose an important news event in the last ten years that you all remember. Then talk about these questions.

1. What happened?
2. What were you doing when you got the news? How did you find out what happened?
3. What did you do after you heard the news? Why?

Lesson 4

At home in 1250 A.D.

a What was life like in your country one hundred years ago? Five hundred years ago? What do you know about people's houses, food, and clothes at those times?

b Emilie and the volunteers have written a brochure for visitors to the Le Blanc House. Read the brochure on page 51 and try to work out the meanings of the words in bold from their context.

c Find words in bold in the reading with these meanings.

1. large pieces of wood from a tree _____
2. large wooden boxes for clothes, dishes, etc. _____
3. not discovered yet _____
4. paper made from animal skin _____
5. a building for horses _____
6. workers who cook and clean a family's house _____
7. the same _____
8. ceramic pieces _____
9. very large wooden containers for water _____
10. a place to get water from the ground _____

d Answer *T* for *True* or *F* for *False*. Correct the *false* statements.

- | | | |
|--|---|---|
| 1. Europeans in the Middle Ages worked more days than we do now. | T | F |
| 2. Their houses had a lot of furniture. | T | F |
| 3. Rooms didn't have carpet on the floor. | T | F |
| 4. Shops and homes were in different buildings. | T | F |
| 5. People in towns grew food in gardens behind their houses. | T | F |
| 6. People ate many different kinds of vegetables. | T | F |
| 7. Most food was very simple. | T | F |
| 8. People often felt cold inside their houses. | T | F |

e From the reading, list these things. Compare your answers with a partner's.

1. Three things about life in Medieval Europe that surprised you
2. Three things about life in Medieval Europe that you would enjoy
3. Three things about life in Medieval Europe that you would hate

f Discuss these questions.

1. How is life today easier than life in the past? How is it harder?
2. If you could live at any time and place in the past, which time and place would you choose? Why?



At home in 1250 A.D.

Life in a French town in 1250 wasn't very comfortable, even for wealthy merchants like the Le Blanc family. The houses of rich and poor people looked almost **identical** from the outside. All were very narrow and four stories tall. Inside, the houses were very different. In a poor neighborhood, one house was shared by many families, each living in only one room. In a rich neighborhood, one family used the whole house.

In a merchant family's house, the first floor was a place of business, while the family lived on the second and third floors. The **servants** lived in small, dark rooms on the top floor, under the roof. Behind the house were a **stable** and storage rooms for the business, and there was a garden that produced vegetables and herbs for the family's kitchen.

Family members spent most of the day working in the shop and the workrooms on the first floor. Upstairs, the largest room was called the solar. In the middle of this large hall was a fireplace where a fire was constantly burning. Even in daytime, most of the light came from the fire, because the windows were very small and covered with **parchment**. There was an oil lamp that was used only at night.

The solar was used as both a living room and a dining room, but it was bare and cold. Its walls were covered with painted cloth, but this didn't keep the room very warm. The floor was made of **tile**. There were only a few simple pieces of furniture, including cupboards and **chests**. At meal times, a long table was made by putting boards across two stands, and the family members sat on benches.



The kitchen was behind the solar. The head cook was always a man, and he had many young boys to help him. The center of the kitchen was a huge fireplace that burned **logs** up to a meter long. This fireplace was used for cooking, and to heat water for washing. Pots, pans, and cooking utensils hung on the walls and ceiling, and there was a special cabinet for spices. It was always kept locked, because they were so expensive.

All food was cooked over the fire, so preparing a meal took a long time. Towns had outdoor markets that sold many kinds of meat, fish, cheese, vegetables, and cakes. Cooks used very complicated recipes, but many common foods today were **unknown** then. Europeans in the Middle Ages didn't have chocolate, tomatoes, rice, potatoes, corn, or pasta — and there was no tea or coffee, either!

On the third floor were the bedrooms. Because of the cold, people slept in beds filled with straw, with thick curtains hanging on the sides. To keep insects out of the beds, the family sprinkled flowers and herbs in them. The only other furniture was a chest for clothes.

It wasn't easy keeping clean in these conditions. Water came from a **well** in the garden, and the servants carried it into the house. The toilet was an outhouse in the garden. When people wanted a bath, they had to boil the water in the kitchen. Servants washed clothes by hand in big wooden **tubs** with home-made soap.

Though life was hard, people actually had more days off from work than we do. On "holy days," people went to church, and work was not allowed. There were other holidays such as Mid-Summer Day, and Saint-Marc had trade fairs with merchants from many countries and entertainment by actors and musicians.

Lesson 5

It must have been uncomfortable

a Look at the picture and write these sentences in the correct column. Then write two more sentences of your own.



They might have had other clothes for hot weather.
 They could have put on their best clothes just for this picture.
 Those clothes must have been really uncomfortable.
 They couldn't have worn those shoes to walk in!

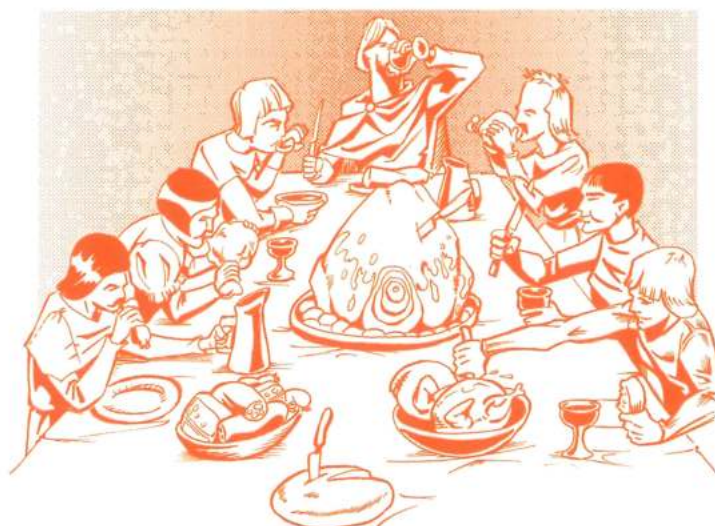
Things you feel sure about:

Things that are possible:

Things you are guessing about:

Things that are not possible:

b With a partner, talk about this picture using *might have* / *must have* / *could have* / *couldn't have*.



- c** Emilie is giving an oral report at the Team Leaders' meeting. Fill in the correct form of each verb (*simple past, past continuous, past perfect, present perfect, or modal perfect*). There may be more than one correct answer.

I'm going to tell you about our work this month, which (1) _____ (be) very exciting. Last month, I (2) _____ (talk) about our plan for the displays in the visitor center, but we (3) _____ (finish, not) working on them yet.

On July 12, we (4) _____ (install) the display cases when I (5) _____ (hear) Andreas shouting. He (6) _____ (move) some stones when he (7) _____ (notice) a hollow space under the floor! We (8) _____ (stop) working immediately, and (9) _____ (call) the archaeology team. They (10) _____ (discover) a small hidden storage room under the house. While they (11) _____ (dig), they (12) _____ (uncover) a lot of coins and two beautiful gold bracelets. The family (13) _____ (use) the place to hide money and jewelry before the earthquake (14) _____ (bury) it. They also (15) _____ (find) children's toys down there. They think that small children in the Le Blanc family (16) _____ (play) down in the storage room sometimes.

Later, after the excavation, we (17) _____ (have) a meeting to discuss our plans. We (18) _____ (decide) to put a glass window in the floor to let visitors see the hidden room. Now we (19) _____ (almost finish) cleaning the objects we found down there. Next week, we plan to finish installing the display cases. In conclusion, despite the delays we are very pleased with our work this month.

- d** Compare your answers with a partner's and explain why you used each tense.

- e** Emilie's oral report is an example of narration — talking about a series of events in the past. Look back at the report and fill in the expressions she used for these things. Which expressions are more formal? Which are informal?

Introducing the narration	Telling when something happened	Showing the sequence of events	Concluding the narration
I'm going to discuss Have I ever told you about _____	In 1952 When I was fifteen Last summer _____	First To start with Next Then After that _____	So, in the end To summarize Finally _____

- f** Choose one of these topics and narrate the story to your partner. While you listen to your partner, use some of the expressions for reacting to a story.

1. An event that changed the world
2. Your most important decision
3. An interesting story from your country's history
4. Your most frightening experience

Reacting to a story

Wow!

Really?

What happened then?

What did you do next?

Lesson 6

Messages from the past

- a** Read these quotations about history and work out their meanings, using a dictionary as necessary. Write what they mean in your notebook.

There is history in all men's lives.

-- William Shakespeare, English playwright

The past is not dead. In fact, it's not even past.

--William Faulkner, American novelist

We learn from history that we do not learn from history.

-- Georg Friedrich Hegel, German philosopher

History never looks like history when you are living through it.

--John Gardner, American novelist

Those who cannot remember the past are condemned to repeat it.

--George Santayana, Spanish-American philosopher

You can never plan the future by the past.

--Edmund Burke, English philosopher

Things that are done, it is needless to speak about.

--Confucius, Chinese philosopher

History is bunk!

-- Henry Ford, American industrialist

- b** Which of the quotations do you agree with? Which do you disagree with?

- c** Write a paragraph about one of the quotations in Exercise **a**. Explain its meaning and tell why you agree or disagree with it. Give examples.

- d** Discuss these questions with a partner:

1. What is the oldest thing in your house right now? What is its story? Do you still use it?
2. Do you like to keep a lot of old things, or do you usually throw them away? Why?

- e** Imagine that archaeologists 500 years from now are excavating your city and they find these objects. Role-play what they would say.



- f** Read this article and answer the questions.

Time Capsules: Messages from the Past

A time capsule is a container filled with things that show what life was like at a particular time. It is stored for a fixed period — for example, 100 years — and then opened again. Time capsules are often put into the walls of new buildings, or they may be buried in the ground. They usually contain photos, letters, newspapers, and objects from everyday life. A carefully made time capsule preserves a living record of history and gives people a voice into the future.

According to the International Time Capsule

Society, there are about 10,000 time capsules in the world. However, many of them have been lost or forgotten. For example, in Blackpool, Lancashire, England, a time capsule was included in the Blackpool Tower when it was built in the late 1800s. Unfortunately, no one recorded the exact location. When people searched for it 100 years later, they were unable to find it. The International Time Capsule Society now keeps an official record of time capsules around the world to avoid problems like this in the future.

1. Why do people make time capsules? _____
2. What is inside a time capsule? _____

- g** The government is planning a new park in your city, and they have asked your committee to design a monument with a time capsule inside it. The monument will be a symbol of life in your country now, and it will be five meters tall. Work together to design the monument.

1. Choose a shape for your monument. What does it mean?
2. Choose three symbols to describe life today that will be put on the outside.
3. Choose ten things to put inside the time capsule which will be opened 100 years from now. These things should describe what life is like today.
4. With the group, draw a picture of your monument on a large piece of paper.

- h** Take turns telling the class about your monument and the items you chose for the time capsule. Explain your decisions.



Team Project 4

Task:

Write a historical guide to your city

The Local History Society has asked your team to write a historical guide to your city (or your region) for foreign visitors. The brochure will be distributed at hotels and tourist offices.

With your team, produce a brochure that contains the following information:

1. A page introducing the history of your city or region. Foreign visitors may not be familiar with your country's history, so be sure to include explanations that they will understand.
2. Pages on interesting places to visit. Each group member should write one page. For each place, tell visitors about the history of the place, what they will see there, and why it's important.
3. A map that shows the location of each place.

Illustrate your brochure with drawings or photographs, and make an attractive cover that will be interesting for foreign tourists.





A very interesting question



a Think about positive and negative things about your education up to now. Then discuss these questions.

1. Where did you go to secondary school? What was your school like?
2. What did you like most about your school? What did you dislike most?
3. If you could change one thing about the educational system in your country, what would you change?
4. What ideas have you heard for improving education in your country? Do you think they would work?



b Listen to the radio program and complete the profile.

CD
T-16



Name: Naomi Yoshida

Works for: Institute for (1) _____,
part of Osaka _____

Profession: (2) _____

Special field: comparative (3) _____

Current project: compare people's ideas about
(4) _____ in different countries

Research question: (5) _____ ?

Number of countries in the study: (6) _____

Countries she will visit: (7) _____ , _____

Amount of time in each country: (8) _____



c Naomi is planning her trip. Match the expressions for things she needs to do. Then discuss what she should do first, and what she should do last.

- | | |
|------------------|---------------------------|
| 1. renew ____ | a. her suitcases |
| 2. make ____ | b. her flights |
| 3. exchange ____ | c. some money |
| 4. buy ____ | d. a plane ticket |
| 5. pack ____ | e. all the lights |
| 6. confirm ____ | f. her passport |
| 7. change ____ | g. hotel reservations |
| 8. turn off ____ | h. her voice mail message |



d Talk about these questions.

1. Do you know anyone who travels for their work? What do they do? Where do they travel?
2. What careers can you think of that require travel?
3. Would you like to have a job that requires you to travel? Why or why not?

e Naomi is in a café talking about her trip with a friend from work. Read their conversation, paying attention to the use of *will* and *going to*.

Susan: What are you **going to** do in your free time on your trip? (1) ____

Naomi: Well, in Seoul I'm **going to** visit some of the palaces, and go shopping in the outdoor market. (2) ____ In Taipei, I'm **going to** eat dinner in a different restaurant every night. (3) ____

Susan: Do you think you could bring back some postcards for my son's collection? That always makes him so happy.

Naomi: I **will**. (4) ____ I **won't** forget! (5) ____

Susan: You're going to have such an interesting trip! (6) ____

Naomi: I hope so! I'm looking forward to talking with people there. I think Korea and Taiwan **will** be very important countries in education in the future. (7) ____

Susan: Wow, look at the sky! It's **going to** rain any minute. (8) ____ Maybe we should pay and start walking to the subway.

Naomi: You're right. I'll ask for the bill. (9) ____

f Write the future form that is used for each purpose. Then write the letter after each sentence in Exercise **e**.

- a. to make a serious promise _____
- b. to talk about something you've already decided to do _____
- c. to make a prediction _____
- d. to make a serious prediction _____
- e. to predict something that will happen very soon or immediately _____
- f. to make a quick decision _____

g Write notes about your predictions, plans, and promises below.

1. predictions about changes in your school ten years from now:

a. _____ b. _____ c. _____

2. your plans for next weekend:

a. _____ b. _____ c. _____

3. predictions about life in your country ten years from now:

a. _____ b. _____ c. _____

4. promises you make to your English teacher:

a. _____ b. _____ c. _____



h Take turns asking and telling about the things you listed in Exercise **g**. Use *will* or *going to* as appropriate.

Lesson 2

I'm very happy to be here

- a** Naomi has just arrived at the airport in Seoul. Write numbers to put the conversation in order. Then practice with a partner.

___ **Prof. Park:** Well, tomorrow we'll take you on a city tour, and then the next day we'll visit some schools.
 ___ **I** **Prof. Park:** Are you Dr. Yoshida?
 ___ **Prof. Park:** I'm glad to hear that. Have you been to Seoul before?
 ___ **Prof. Park:** We all hope you'll enjoy your stay here.
 ___ **Prof. Park:** I'm Professor Park Young-jun, from Shilla University. Welcome!
 ___ **Prof. Park:** Did you have a good flight?
 ___ **Naomi:** That sounds interesting.
 ___ **Naomi:** Yes, I am.
 ___ **Naomi:** Yes, but that was ten years ago. I've heard that the city has changed a lot.
 ___ **Naomi:** Thank you! I'm very happy to be here.
 ___ **Naomi:** Yes, I did. Everything went very well.
 ___ **Naomi:** I'm sure I will!

- b** Role-play these situations.

Situation 1

Student A: You are an American teacher. You have come to work at an international school in this city.

Student B: You are the director of the school. Meet the visitor at the airport and welcome him/her to your city.



Situation 2

Student A: You are a famous professor of sociology. You have come to this city to give a lecture at an important conference.

Student B: You are the assistant to the conference chairman. Meet the teacher at the airport and introduce him/her to your city.

- c** Read the report about education in South Korea on page 61.

- d** Read the statements about the report and answer *T* for *True*, *F* for *False*, or *NI* for *No Information*.

1. Korean students attend school for 12 years before university.	T	F	NI
2. Only girls have to wear school uniforms.	T	F	NI
3. The most important universities are in the capital.	T	F	NI
4. It's difficult to get good grades in a Korean university.	T	F	NI
5. Korean children have classes six days a week.	T	F	NI
6. The high school entrance exam is extremely difficult.	T	F	NI
7. The school day is seven or eight hours long.	T	F	NI
8. University students graduate after four years.	T	F	NI

The Korean Educational System

South Korean children spend six years in elementary school, three years in middle school, and three years in high school. Students don't change classrooms between periods — instead, the teachers move to different rooms. And every day at school, the students are required to clean their own classrooms.

For most Korean children, the school day from Monday to Friday includes six to seven 50-minute classes a day. There is a 10-minute break in between, when teachers change classes, with an hour for lunch. On Saturday, students have classes in the morning. Each class has about 40-50 students, and each student has an identification number.

Students at most public schools must wear uniforms and a tag with their name, grade, and class number. The girls' skirts must be long, and there are very strict rules about hair styles and even hair color for both boys and girls.

Korean students compete against each other for the best grades, and high school is especially difficult. To enter a top-level university, students must get a high score on the university entrance exam. One proverb says: "Sleep four hours a night and you'll pass the exam; sleep five hours a night and you'll fail." Once students are in the university, their classes are easy and nearly all students pass.

e Discuss the questions with a partner.

1. How is the system in Korea similar to the system in your country? How is it different?
2. Would any aspects of the Korean system work well in your country? Why or why not?

f Look at these sentences and answer the questions.

1. Which future form is used to talk about plans we've made? _____
2. Which future form is used to talk about fixed schedules? _____

*Tomorrow
night, I'm seeing a movie with my
friends. It starts at 8:00. I'm meeting my
friends outside the theater.*

g Read Naomi's schedule and tell a partner about her activities next week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
visit middle school		morning: interview students	talk to Parents' Association	write report		Train to Pusan — 2 p.m.
	concert at National Theater — 7:30 p.m.	afternoon: visit high school			shopping at dept. stores	

Lesson 3

Gathering information

- a** Naomi is visiting King Sejong High School in Korea and talking to the principal, Dr. Kim. Read their conversation and underline the phrases that make Naomi's questions more polite.

Naomi: I'd like to know who King Sejong was. He must have been important in Korean history if your school is named after him.

Dr. Kim: He certainly was! He invented our Korean alphabet.

Naomi: That's interesting. Do you know when he did that?

Dr. Kim: It was in the fifteenth century. So, what else can I tell you about our school?

Naomi: Well, I was wondering how many students are in each class.

Dr. Kim: There are about forty students, but we are hiring more teachers so the classes will be smaller.

Naomi: Can you tell me whether the students like smaller classes?

Dr. Kim: I'm not sure, but you can ask them when you interview them.

- b** Complete the chart. Circle the correct answer to each question in Exercise **a**. Then circle the correct answer in the definitions below.

Indirect question	Direct question
1. I'd like to know who King Sejong was.	<i>Who was King Sejong?</i>
2. Do you know when he did that?	
3. I was wondering how many students are in each class.	
4. Can you tell me whether the students like smaller classes?	

- For indirect questions, use (question / statement) word order.
- Indirect questions are more (formal / informal) than direct questions.
- For indirect yes/no questions, we use (whether / if / that).

- c** Rewrite Naomi's questions to make them more polite. Use the cues in parentheses.

1. Where's Ms. Chun's office? (can you tell me)

2. How many students attend this school? (do you know)

3. Where do the students eat their lunch? (I'd like to know)

4. Can I take a picture of this classroom? (I was wondering)

5. How much homework do the students have every night? (I'd like to know)

6. Do the students like their uniforms? (do you know)

- d** Imagine that you are a foreign researcher gathering information about schools in this country. Think of information you would like to get about the topics below. Plan your questions. Don't write them down.

the building the classes
the teachers the students

- e** Role-play an interview using the questions from Exercise **d**. Then change roles and practice again.

Student A: You are the researcher. Ask your questions politely.

Student B: You are the principal / director of the school. (Talk about a school that you attended in the past.)

- f** Naomi is interviewing students and parents in another Korean city about their opinions on schools. Listen and complete her notes. Then tell a partner what you think about each idea.

CD
T-17



Jae-Hak

student at (1) _____
most important thing is (2) _____
you learn to get along with (3) _____



Myoung-Hee

student at (1) _____
most important thing is (2) _____
they should reward (3) _____ for (4) _____
and encourage them to (5) _____



Mrs. Shin

most important thing is (1) _____
son is a (2) _____ student at a school with
(3) _____
It's much more (4) _____

- g** With your group, write a list of ten things that are important for a good school.

- h** Work individually to rank them here in order from most to least important.

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

6. _____
7. _____
8. _____
9. _____
10. _____

Lesson 4

How good are our schools

a Read this information and answer the questions.

{ PISA } The Program for International Student Assessment (PISA) is carried out every three years by the United Nations. It tests tens of thousands of students from 30 countries on their ability to do everyday tasks in reading, mathematics, and science. After the results are computed, international rankings are made. Here are the top countries from the 2003 study.

PISA Study: Reading Literacy	PISA Study: Mathematical Literacy	PISA Study: Scientific Literacy
1. Finland	1. Japan	1. Korea
2. Canada	2. Korea	2. Japan
3. New Zealand	3. New Zealand	3. Finland
4. Australia	4. Finland	4. United Kingdom
5. Ireland	5. Australia	5. Canada
6. Korea	6. Canada	6. New Zealand

- Does your country appear on the list? If not, where do you think it would be in the list of all 30 countries?
- Do you think this is a good way to compare schools in different countries? Why or why not?

b Read the two responses on page 65 to the information above.

c Read the statements about the responses and mark who would agree with them.

	Mr. Curtis	Dr. Abbas	Both	Neither
1. International tests are a good way to measure the quality of schools.				
2. Our country needs to spend more money for schools.				
3. The quality of teachers in our country is not high enough.				
4. A good school is the same in every country.				
5. Children learn best in a strict environment.				
6. Schools should be different in different cultures.				
7. Children have too many tests in school.				
8. Our schools are actually some of the best in the world.				

d Which of these statements do you agree with? Which do you disagree with? Why? Compare your opinions with a partner's.

Learn from the Best

by John H. Curtis, President,
Parents for Better Schools

Our schools have just received their report card — and the grades are not good. When results of an international test called the Program for International Student Assessment (PISA) were released, our country wasn't in the top ten. Or even the top twenty.

It's not surprising to see which nations are on the top of the list: Asian countries such as Singapore, South Korea, Taiwan, and Japan, where schools are strict and all children are expected to learn. School days are long, there are frequent exams, and there are no after-school clubs or sports.

Some people don't understand why our schools got such poor results. We spend a higher percentage of the national budget on education than most of the top countries. Our students also spend longer in class. The average of the 30 wealthiest countries is 929 hours per year, while our students spend over 1000 hours in class. But what are they learning?

There are several reasons for the problem. One is the poor quality of our teachers, who are badly trained. But the most important is the lack of family pressure on children to study. If students in South Korea, Japan, or Singapore come home with a failing grade, they will be punished. In our country, parents don't care.

We need to change this attitude and make study the number one priority for every child. And we also need to analyze what has been so successful in the top-ranked countries and use this information to reform our schools.

Schools that Are Right for Us

by Dr. Maryam Abbas, Professor of
Education, Pacific University

It's true that our country was not on the top of the list in the PISA study — but we shouldn't be too worried about that.

You can't measure the quality of schools by giving a test with paper and pencil. You can test children's ability to solve math problems, or to understand what they read. But do these children know how to work together with other people? Can they use their creativity and imagination? Do they know and love the traditions of their country? Schools teach a lot of important things that can't be tested.

It's true that our schools have some serious problems. Many of our classrooms have far too many students, and the differences in facilities between city and rural schools are too great. We need to build more schools as soon as possible to improve this situation. We also need to increase salaries in our school system and encourage our most talented university graduates to become teachers.

But we can't just use the Japanese, Canadian, or Finnish systems as a model for our country's schools. We have our own traditions and ways of thinking, which are very different from the ones in these "top ranked" countries. You can't just import an educational system, the way you can import cars or soft drinks.

We need to develop our own system that fits our culture and our children. Every country is different. They all want the best for their children, and they all need to find their own solutions to the problems they face in education.



Lesson 5

How is your research going

a Match the name of the expert with the field of study.

- | | |
|-----------------------------|---|
| 1. sociologist ____ | a. different cultures and their customs |
| 2. psychologist ____ | b. the human mind and emotions |
| 3. anthropologist ____ | c. how different kinds of government work |
| 4. economist ____ | d. how people live together in society |
| 5. political scientist ____ | e. the system of money and business |



b Look at the questions below. Decide which type of social scientist would study them. Write each question in the correct box.

1. How can parents have a better relationship with their children?
2. Will people buy more cars if the price is lower?
3. Who was our country's most popular president?
4. What can our country do to reduce unemployment?
5. Do teenagers think the future will be better or worse than now?
6. Who did elderly people vote for in the last election?
7. How do people in Nigeria find a husband or a wife?
8. Why are some people happier than others?
9. Why do more married women have jobs today?
10. How do native people live in the desert in Australia?

sociologist
psychologist
anthropologist
economist
political scientist



c Naomi is attending a reception for visiting researchers in Seoul. She is talking to three other social scientists. Listen to what they say, and identify each person's field.

- | | | |
|-----------------------------|--------------------------|-------------------|
| 1. anthropologist ____ | psychologist ____ | economist ____ |
| 2. sociologist ____ | political scientist ____ | psychologist ____ |
| 3. political scientist ____ | economist ____ | sociologist ____ |

- d Read the article.

Making Small Talk

Small talk means pleasant conversation about things that aren't very important. North Americans often make small talk with people such as business acquaintances, neighbors, or others that they don't know very well. They even make small talk while

waiting for a bus or standing in line, just to pass the time or be friendly. In North America, one very common topic for small talk with strangers is the weather. You can start a conversation just by saying, "It's really hot today, isn't it?"

- e Which of these are good topics for small talk in your country? Which are not suitable? Do you think this is similar or different in other countries?

☐ the weather	☐ sports	☐ news events	☐ your work
☐ TV programs	☐ your age	☐ your school	☐ your clothes
☐ your family	☐ politics	☐ your salary	☐ your health

- f On the plane to Taipei, Naomi is talking to the woman seated next to her. Read their conversation and fill in the correct future forms: *simple present*, *present continuous*, *will*, or *going to*.

In-sook: This rain is terrible, isn't it?

Naomi: Yes, I was afraid the plane would be delayed for a long time . . . I'm a little worried because a colleague (1) _____ (meet) me in Taipei.

In-sook: Are you going there for your work?

Naomi: Yes, I am. I (2) _____ (spend) a month in Taiwan doing research.

In-sook: Really? What's your research about?

Naomi: I'm a sociologist. I'm studying people's opinions in different countries about what makes a good school.

In-sook: That sounds interesting! How (3) _____ (study) that?

Naomi: I (4) _____ (talk) to parents and students at different schools, and write a report about their ideas.

In-sook: (5) _____ (stay) in Taipei for a whole month?

Naomi: No, just for a week. Next Friday I (6) _____ (go) to Taichung for a week, and then I (7) _____ (take) the train to Kaohsiung. After that, I (8) _____ (interview) people in several small towns, but I don't know where yet.

In-sook: (9) _____ (have) any time to do some sightseeing?

Naomi: At the end of the trip I (10) _____ (have) three free days.
I (11) _____ (visit) the famous temples in Tainan, and go to the beach in Kenting.

- g Role-play these conversations with a partner.

Situation 1

You are a teacher at your school. At a reception, you meet a foreign scientist who is doing research in your country.



Situation 2

You are sitting on a plane next to a foreign tourist who is very interested in your country.

Lesson 6

The results of our survey show . . .

- a** Review the future verb forms and their meanings. Then read the sentences and cross out the future verb forms that *don't* make a correct sentence (there might be 1, 2, 3, or 4 correct answers). Talk about the differences in meaning in the correct sentences.

1. It _____ tomorrow.
a. rains b. is raining c. will rain d. is going to rain
2. We don't have any more corn flakes. I _____ some when I go to the store.
a. buy b. am buying c. will buy d. am going to buy
3. "I promise I _____ my report tomorrow," Naomi said to her boss.
a. send b. am sending c. will send d. am going to send
4. I need to leave my hotel at 7:00 because the concert _____ at 8:00 and I don't want to be late.
a. starts b. is starting c. will start d. is going to start
5. On Saturday, I _____ to Taipei to meet with people in the Ministry of Education.
a. go b. am going c. will go d. am going to go

- b** Work in groups of four members to choose a social science topic, such as elderly people or the economy. With your group, plan two survey questions.

Where is the best place for elderly people to live—with their children, in their own home, or in a senior citizens' home?

In your opinion, what is the biggest economic problem in our country today?

- c** Give your survey to five other people (classmates, other students in your school, or friends). Write down all the answers you receive.

- d** With your group, combine all the information and discuss what it means. Then plan a presentation for the class. Each group member should give one part of the presentation.

Student 1: Introduction: your questions and why you chose them
Student 2: The answers to the first question
Student 3: The answers to the second question
Student 4: Conclusion: what these answers mean

Tips for giving a presentation

- Speak in a voice that's slightly louder than normal so that everyone in your audience can hear you.
- Use notes to help you remember the important points, but don't just read your presentation from the paper.
- Look at different members of the audience as you speak. This eye contact will make your listeners more interested in your presentation.

- e** Give your presentation to the class. Answer any questions from the audience.
- f** Read the notes from Naomi's research in Korea.

Cities visited: <i>Seoul, Pusan, Kwangju</i> People interviewed: <i>57 (27 parents, 30 students)</i> Number of students: <i>middle school: 8, high school: 20, university: 2</i> Some results:	
Parents' responses	Students' responses
Most important factors for a good school: 1. good teachers 2. individual help for students 3. pleasant atmosphere 4. good preparation for exams 5. comfortable building	Most important factors for a good school: 1. good teachers 2. comfortable building 3. interesting classes 4. good lunches 5. nice uniforms
Biggest problems in present schools: 1. class size too large 2. too much pressure from exams 3. old school buildings 4. not enough contact between parents and teachers 5. low-quality textbooks	Biggest problems in present schools: 1. boring teachers 2. too much homework 3. too much pressure from exams 4. bad lunches 5. not enough free time

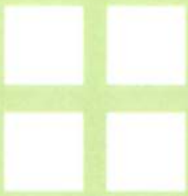
- g** Naomi is writing a summary of her research in Korea to send to the director of the Institute for Global Education. Use the information from the chart to complete her summary.

For our survey, we interviewed (1) _____ people in three different (2) _____ in Korea. Of the people we talked to, 27 were (3) _____ and (4) _____ were students. We talked with students from three educational levels: (5) _____, _____, and _____.

One question that we asked was, "What (6) _____?" For both (7) _____ and (8) _____, the most common answer was (9) "_____." Parents said the second most important thing was (10) _____, while students said that it was (11) _____.

Another question was, "What are the biggest problems in present schools?" Parents think that (12) _____ are the biggest problem, while students feel that (13) _____ are the worst.

From this we can see that there are interesting similarities in the answers of parents and students. Both believe that (14) _____ and (15) _____ are important for a good school. But there are also many differences. For example, students think that (16) _____ and (17) _____ are very important, but parents don't care much about them. The results of our survey show that both parents and students have strong ideas about what makes a good school.



Team Project 5

Task:

Design the ideal school

Your team has decided to enter an international competition to design the ideal school building. This project can be for any level: kindergarten, elementary, middle, or high school, university, or a specialized school like a language institute.

With your team:

1. Choose the type of school that you want to design.
2. Consider the ideas in this unit, and your own ideas about the ideal school. Think about features of the whole building and the features of each classroom.
3. Do additional research on the Internet. Take notes.
4. Compare notes and consolidate the information you have gathered. Come to a consensus.
5. On a large sheet of paper, make a poster explaining the features of your ideal school in words and pictures.
6. Present your school and its features to the class.



Unit 4

Perfect modals for speculating about the past

Perfect modal	Example	Use
might have	French people in the Middle Ages might have had many health problems, because they didn't take baths.	making a guess
must have	People must have had very bad teeth, because they didn't have toothbrushes.	saying you're sure about something
could have	People could have used plants from their gardens as medicine.	saying something is possible
couldn't have	People couldn't have known about bacteria, because they didn't have microscopes.	saying something is not possible

Use perfect modals with the past participle form of the verb.
Remember that modals don't take **-s**, **-ed**, or **-ing** endings.

PRACTICE 1

Write three sentences for each situation, using different *perfect modals* in each sentence.

1. Glenn got 38% on his math test.

- _____
- _____
- _____

2. Sara is reading an e-mail and she has a big smile on her face.

- _____
- _____
- _____

3. Our teacher never misses class, but he wasn't here today.

- _____
- _____
- _____

4. Mark looks really tired this morning.

- _____
- _____
- _____

5. Liliana always comes to work on time, but today she was an hour late.

- _____
- _____
- _____

Past continuous vs. simple past

Past perfect	subject + <i>was/were</i> + present participle
Affirmative statement	I was watching TV at 10:00 last night. subject + <i>was/were</i> + present participle
Negative statement	I was not studying at 10:00. subject + <i>was/were</i> + not + present participle
Yes/no questions	Were you sleeping at 10:00? <i>was/were</i> + subject + present participle
Wh- questions	What were you doing at 10:00? Wh- word + <i>was/ were</i> + subject + present participle

Use the past continuous:

- to talk about actions that were already in progress at a given time in the past.
- together with the simple past to show that one action began and was in progress when another action happened.

PRACTICE 1

Write answers with the *past continuous*.

- What were you doing last night at 10:00?
Last night at 10:00, _____
- What were you doing in 2003?

- What were you doing on Saturday afternoon?

- What were you doing the last time your phone rang?

PRACTICE 2

Write sentences about two events using the *simple past* and *past continuous*. Use *when* or *while*.

- brother / come home / I / watch TV
My brother came home while I was watching TV. _____
- I / take a bath / doorbell / ring

- we / go to school / it / start raining

- she / run to the bus stop / she / fall

- our teacher / work / we / go into his office

- Linda / walk on the beach / she / find a necklace

Past perfect vs. simple past

Past perfect	subject + <i>had</i> + past participle
Affirmative statement	I had cooked dinner when the guests arrived. subject + <i>had</i> + past participle
Negative statement	I had not cleaned the kitchen when they arrived. subject + <i>had</i> + <i>not</i> + past participle
Yes/no questions	Had you seen that man before last night? <i>had</i> + subject + past participle
Wh- questions	Where had you seen him before? <i>Wh-</i> word + <i>had</i> + subject + past participle

Use the past perfect:

- to talk about actions that were completed before another action or time in the past.
- together with the simple past to show when two actions happened.
- for the earlier action, and the simple past for the later action.

In sentences with **before** or **after**, you don't need the past perfect because the time relationship is already expressed.

PRACTICE 1

Read the sentences and circle the correct verb forms. There may be more than one correct answer.

- The fire (started / had started) because somebody (forgot / had forgotten) to turn off the stove.
- The volunteers (made / had made) a presentation about the house after they (finished / had finished) making the displays.
- The movie (began / had begun) when I (got / had gotten) to the theater, so I (sat / had sat) in the back.
- I (was / had been) very hungry at noon because I (didn't eat / hadn't eaten) breakfast.
- Jason (graduated / had graduated) from the university before he (got / had gotten) married.

PRACTICE 2

Write one sentence with *because* about each pair of events, using the *past perfect* and *simple past*.

- My eyes were red. I studied for six hours.

- Lisa was excited. She found a job.

- I ran ten kilometers. My legs were tired.

- I practiced for two months. The driving test was easy.

Unit 5

Simple present and present continuous for future

Simple present (base form of verb + -s with *he, she, it*)

Use the simple present to express future time when talking about fixed schedules, timetables, and programs.

Present continuous (*be* + present participle)

Use the present continuous to talk about future plans and arrangements that have already been made.

PRACTICE 1

Check ✓ the sentences that refer to future time.

- _____ 1. The final exam in this class is in December.
- _____ 2. Fred is having dinner with his grandparents on Friday night.
- _____ 3. I read the newspaper every morning on the train.
- _____ 4. Why are you laughing at me?
- _____ 5. My sister arrives on Wednesday.
- _____ 6. Tom speaks Spanish, but not very well.
- _____ 7. Where are you going over the holidays?
- _____ 8. I'm trying to study! Please turn off the TV.
- _____ 9. The next bus leaves at 3:30.
- _____ 10. Sarah doesn't drive a car very often.

PRACTICE 2

A classmate wants to have coffee with you, but you don't want to. Make excuses by talking about your plans for these times.

- 1. after class today
I'm sorry, I
- 2. this evening _____
- 3. tomorrow night _____
- 4. Saturday afternoon _____
- 5. next Tuesday _____

PRACTICE 3

Complete the sentences with the correct form of the verb in the *simple present* or *present continuous*.

- 1. What _____ (you, do) tomorrow?
- 2. On Saturday, _____ (we, go) to a concert in the park.
- 3. The concert _____ (start) at 8 p.m.
- 4. I heard that you _____ (move) to New York next month!
- 5. We _____ (have) lunch in the cafeteria after class.
_____ (you, come) with us?
- 6. What time _____ (the plane, arrive)?
- 7. You have ten minutes to finish the test. It _____ (end) at 2:00.

Will to express future time

Will	subject + will + base form
Affirmative statement	I will call you tomorrow. subject + will + base form
Negative statement	I won't be home tomorrow. subject + will + not + base form
Yes/no questions	Will you have time to see me? will + subject + base form
Wh- questions	What will you do if you don't find your keys? Wh- word + will + subject + base form

Use **will**:

- to make a quick decision
- to make a serious promise
- to make a prediction

PRACTICE 1

What will these things be like in your city twenty years in the future? Write predictions.

1. transportation _____
2. shopping _____
3. schools _____
4. housing _____
5. the environment _____

PRACTICE 2

Make promises for these situations.

1. Your boss says, "You come to work five minutes late every day!"

2. Your English teacher says, "I can't read your handwriting!"

3. Your grandmother says, "You never come to visit me!"

4. Your doctor says, "You need to get more exercise!"

5. Your parents say, "You never listen to our advice!"



Going to

Going to	subject + <i>be</i> + <i>going to</i> + base form
Affirmative statement	I am going to take a vacation next month. subject + <i>be</i> + <i>going to</i> + base form
Negative statement	I'm not going to buy a car. subject + <i>be</i> + not + <i>going to</i> + base form
Yes/no questions	Are you going to look for a job? <i>be</i> + subject + <i>going to</i> + base form
Wh- questions	Where are you going to look for a job? Wh- word + <i>be</i> + subject + <i>going to</i> + base form

Use *going to*:

- to talk about intentions for the future
- to talk about something that will happen very soon or immediately
- to make a simple prediction

PRACTICE 1

Unscramble the sentences.

1. are / when / finish / you / to / your / going / homework

2. tonight / going / I / am / TV / to / watch

3. we / are / to / have / next Saturday / going / a party

4. you / are / going / cook / dinner / what / for / to

5. am / tomorrow / not / going / go / I / shopping / to

6. new / buy / Cathy / is / to / a / computer / going

PRACTICE 2

Write sentences about your future intentions for these times.

1. tonight _____

2. tomorrow _____

3. this weekend _____

4. next week _____

5. next vacation _____

Indirect questions

Direct question	Polite phrase	Indirect question
Where is the office?	Do you know	where the office is?
When does the interview start?	Can you tell me	when the interview starts?
Is she a sociologist?	I was wondering	whether/if she's a sociologist.

An indirect question is a question that's placed inside another question or statement. Indirect questions are used in more formal, polite speech.

In an indirect **wh- question**, the subject comes before the verb in the question.

In an indirect **yes/no question**, use **whether** (more formal) or **if** (less formal) in the question.

Don't use the auxiliary **do/does** in indirect questions.

PRACTICE 1

Make these questions more polite by rewriting them as *embedded questions*.

- Where's the ticket machine?

- What time does the flight to Caracas leave?

- Is there a telephone near here?

- When will Professor Adams be back?

- Does this bus go to Capitol Square?

- Who is that man in the gray suit?

PRACTICE 2

Read the ad and write polite *indirect questions* about the information.

Improve your English at Academy Language Institute! We have the most modern methods and highly-trained teachers. Convenient class times from early morning to late night, with special weekend courses available. Register today for next month's classes.

- _____ They cost \$60 a month.
- _____ Our teachers are from Canada and Australia, and also from this country.
- _____ The first class starts at 6:30 a.m.
- _____ Yes, we do. We have business English classes in the evening.
- _____ No, I'm sorry. You have to come to the school to register.