



# Unit 1

## Lesson 1



### Are you going to be a philosopher



- a Rafael is a new international student at Southland University. He's talking to his neighbor in the student apartments. Listen to their conversation and complete the notes.



Name: Rafael Moreno

Nationality:

Hometown:

Major:

Future plans:



- b Listen to the conversation again and answer these questions. Then discuss your answers with a partner:

1. What are two useful things that people can learn by studying philosophy?

2. How has Rafael used these things already?

3. What will he do after graduation?

4. What's your major?

5. What useful things can you learn with this major?

6. What do you hope to do after graduation?

- c Rafael has received this notice for new students. Read it and find the words for the definitions on page 3.



#### SOUTHLAND UNIVERSITY OFFICE OF INTERNATIONAL STUDENTS

Welcome to the university! Registration Week is September 1-7. During this time, all international students must:

- obtain a student **ID card** ✓ Tuesday
- pay **tuition** and fees ✓ Tuesday
- meet with your **advisor** *appointment next Monday*
- **register** for classes ✓ Wednesday
- buy **textbooks** *need more money! e-mailed Father*
- fill out forms at the Student Health **Clinic** ✓
- attend an **orientation** meeting for new students *Friday 3:00*

Please contact us if you need assistance with any of these steps.

1. money you pay for education \_\_\_\_\_
2. put your name on an official list \_\_\_\_\_
3. a card with your name and photo \_\_\_\_\_
4. books used for study \_\_\_\_\_
5. a medical office \_\_\_\_\_
6. a teacher who gives you advice \_\_\_\_\_
7. preparation for a new job or course of study \_\_\_\_\_



**d** Rafael is telling his neighbor about what he's done. Listen and fill in the verbs.

1. I \_\_\_\_\_ a student ID card. I \_\_\_\_\_ it on Tuesday.
2. I \_\_\_\_\_ with my advisor yet, but I \_\_\_\_\_ an appointment.
3. I \_\_\_\_\_ a lot of forms with information about my health.

**e** Complete the sentences with the correct form of the verb in the *simple past* or *present perfect*.

1. He \_\_\_\_\_ (buy, not) his textbooks yet because he didn't have enough money, but he \_\_\_\_\_ (send) an e-mail to his father to ask for more.
2. He \_\_\_\_\_ (pay) all his tuition and fees, though.
3. He \_\_\_\_\_ (register) for his classes. He \_\_\_\_\_ (do) that on Wednesday.
4. He \_\_\_\_\_ (attend, not) an orientation meeting yet.



**f** Ask your partner questions with *Have you ever . . . ?* Add your own ideas to the list. Ask follow-up questions to get more information.

*Have you ever taken a philosophy class? What did you learn about?*

|                               | Yes                      | No                       | Additional information |
|-------------------------------|--------------------------|--------------------------|------------------------|
| 1. take a philosophy class    | <input type="checkbox"/> | <input type="checkbox"/> | _____                  |
| 2. move to a new city         | <input type="checkbox"/> | <input type="checkbox"/> | _____                  |
| 3. have a job during vacation | <input type="checkbox"/> | <input type="checkbox"/> | _____                  |
| 4. work with a family member  | <input type="checkbox"/> | <input type="checkbox"/> | _____                  |
| 5. _____                      | <input type="checkbox"/> | <input type="checkbox"/> | _____                  |
| 6. _____                      | <input type="checkbox"/> | <input type="checkbox"/> | _____                  |



**g** Discuss these questions in groups.

1. What are some questions that philosophers talk about?
2. Are you interested in philosophy? Why or why not?
3. Can philosophy be useful in daily life? If yes, how?

## Lesson 2

## First day of class

- a** Rafael just got his class schedule. With a partner, work out the meaning of the abbreviations in the schedule.

| Name: MORENO, RAFAEL<br>ID#: 2090733 Major: Philosophy |                               |       | SCHEDULE |          |            |
|--------------------------------------------------------|-------------------------------|-------|----------|----------|------------|
| Course                                                 | Title                         | Day   | Time     | Instr    | Room       |
| PHIL 380                                               | Business Ethics               | MWF   | 7:45a    | Wolinsky | 406 Main   |
| PHIL 240                                               | 20th Century Philosophy       | TTh   | 7:45a    | Barker   | 312 Main   |
| PHIL 450                                               | Philosophy of Science         | WF    | 4:15p    | Pak      | 103 North  |
| ENGL 217                                               | ESL Writing                   | MTWTh | 2:15p    | Millham  | 24 Weston  |
| MUSI 101                                               | Introduction to Music History | TTh   | 6:15p    | Dawes    | Auditorium |

- b** Look at the schedule and complete Rafael's conversation with his neighbor.

**Sandy:** So, how's your schedule?

**Rafael:** It's awful! I have to get up early (1) \_\_\_\_\_ days a week. My first class starts at (2) \_\_\_\_\_.

**Sandy:** Well, maybe you can go back to sleep after that.

**Rafael:** I guess so . . . My next class isn't until (3) \_\_\_\_\_.

**Sandy:** How many classes are you taking?

**Rafael:** (4) \_\_\_\_\_. I have three (5) \_\_\_\_\_ classes, and I also have (6) \_\_\_\_\_ four days a week.

**Sandy:** That sounds like a tough schedule . . . What's your other class?

**Rafael:** Music History. I needed one more humanities class, and that sounded interesting. I can listen to music (7) \_\_\_\_\_ a week, and the time is good. It's in the (8) \_\_\_\_\_.

- c** Tell a partner about your class schedule. Do you like it? Why or why not? What is the perfect class schedule?



- d** What do teachers often talk about on the first day of class? It's Rafael's first day in Professor Wolinsky's class in Business Ethics. List things that you think the professor will talk about.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



 **e** Listen to the first part of the lecture and find this information.

CD  
T-4

1. the professor's first name \_\_\_\_\_
2. the professor's office room number \_\_\_\_\_
3. the professor's office hours \_\_\_\_\_
4. the title of the textbook \_\_\_\_\_

 **f** Now listen to the second part of the lecture and fill in the missing words.

CD  
T-5

Now, first of all, what does "business ethics" mean? And why do we (1) \_\_\_\_\_ business ethics? As you all know, ethics and business ethics is a branch of philosophy. The English word *philosophy* comes from the Greek (2) \_\_\_\_\_ for "love" and "wisdom." For the ancient Greeks, philosophy was the love of wisdom. But we need to be more specific to (3) \_\_\_\_\_ what philosophers do today.

We can say that philosophy is an area of inquiry. In it, we try to discover truths about the (4) \_\_\_\_\_ —a kind of research. In some ways, philosophy is similar to science, journalism, and detective work. All of these things try to find out what is true. But philosophy is different, because the questions it asks are more (5) \_\_\_\_\_, and more important. It asks questions about God, knowledge, the mind, and what's right and wrong. Philosophy looks into the most important (6) \_\_\_\_\_ that face all of us.

Ethics is an area of philosophy that asks a very special question. What makes an (7) \_\_\_\_\_ good or bad? This question comes up in all parts of our lives, and that includes the business world. In this course, we will talk about issues that affect you as a (8) \_\_\_\_\_, as an employer or employee, and as a consumer.

What does it *mean* to do the right thing, in a business setting? *That* is the question that we will try to answer in this class.

 **g** The last part of the lecture talks about an ethics issue in a company. Read the statements. Then listen to the lecture and circle *T* for *True* or *F* for *False*.

CD  
T-6

- |                                                           |   |   |
|-----------------------------------------------------------|---|---|
| 1. Arden Textile makes clothes for sports.                | T | F |
| 2. The company's biggest factory was destroyed in a fire. | T | F |
| 3. The company decided to build a new factory in China.   | T | F |
| 4. The company's workers received no pay for many months. | T | F |
| 5. This decision was good for the workers.                | T | F |
| 6. This decision was good for the company.                | T | F |
| 7. The Prime Minister gave the company an award.          | T | F |
| 8. Everyone agreed with the company's decision.           | T | F |



**h** In your opinion, did the company do the right thing? Why or why not?

## Lesson 3

## In my opinion . . .

- a** The students are having a discussion in Rafael's Business Ethics class. Read their conversation. Find additional expressions and add them to the chart.

**Rafael:** Let's see, here's the first discussion topic. "A company's most important responsibility is to protect the environment." How do you feel about that?

**Li:** Personally, I think that idea is too extreme. In my country, we need to think about earning money first.

**Cathy:** Really? Why do you say that?

**Li:** Because many people don't have jobs, and we need more industry. In the future, when the country is developed and everyone has a job, then we can think about the environment.

**Rafael:** But it might be too late to think about the environment then.

**Cathy:** As I see it, businesses can protect the environment and make money at the same time.

**Li:** Yes, that might be true in some cases.

| Asking for opinions                                                                      | Giving opinions                                                    | Asking for explanations                                                         |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------|
| What do you think about . . .<br>What's your opinion of . . .<br>Do you think that . . . | In my opinion, . . .<br>It seems to me . . .<br>As I see it, . . . | Why do you feel that way?<br>What do you mean by . . .<br>Can you explain . . . |

- b** Read the survey. Give answers that are true for you.

| ethics in daily life                                                             |     |    |           |
|----------------------------------------------------------------------------------|-----|----|-----------|
| Is it OK to . . .                                                                |     |    |           |
| 1. buy copies of designer products like watches and clothes?                     | yes | no | sometimes |
| 2. read a whole magazine in the store without buying it?                         | yes | no | sometimes |
| 3. use an article from the Internet in a class assignment, and say you wrote it? | yes | no | sometimes |
| 4. keep money that you found in the street?                                      | yes | no | sometimes |
| 5. avoid paying taxes?                                                           | yes | no | sometimes |
| 6. buy a jacket, wear it once, and then return it to the store?                  | yes | no | sometimes |
| 7. make copies of CDs or software for your friends?                              | yes | no | sometimes |

- c** With your partner, take turns choosing topics from Exercise **b**. Discuss your opinions, and ask for explanations.

- d** Choose one topic from Exercise **b** that you and your partner have similar opinions about. Get together with another pair and see if their opinions are similar or different. Find out their reasons.

-  **e** In groups of four, read the following article and discuss the situations. Each group member should take one of the roles. Change roles after each situation.

### Roles in group discussions

**Leader:** makes sure the group completes the activity, starts and ends the activity, and asks for ideas from every member of the group  
**Summarizer:** explains the activity and makes sure all group members understand what to do  
**Secretary:** writes notes on the group's ideas  
**Reporter:** presents the group's ideas to the whole class

## Ask Dr. Ethics

Ethics isn't just a class in universities. Have you ever been in situations like these? Compare your ideas with the advice we got from Dr. Ethics.

### Situation 1

There's a big concert next week, and my favorite group is playing. The theater is very small so there weren't many tickets for sale. I was really lucky and got one ticket for \$20. But now I don't have enough money to pay my bills this month! My friend really wants to go to the concert, and he says he'll buy my ticket at any price. Can I sell him my ticket for \$40?

### Situation 2

I've worked as a secretary in a big international company for the last six years. The job is OK, but my salary is really very low compared to similar jobs at other companies. The good thing about my job is that I'm not very busy in the afternoon, so I like to make phone calls to my sister and my friends when I don't have any work to do. My sister doesn't like that though, because she says I'm stealing from the company. Am I?

### Situation 3

I'm an English teacher at a language institute for business people. Many of my students will get a promotion in their company if they receive a good grade in my class. Every year, some students give me presents for the holidays. These are usually small things like candy or a CD. My students know that this doesn't influence their grades for the course, but the other teachers say I shouldn't accept presents from students. What do you think?

### Situation 4

I want to sell my car. It's very small and my wife and I just had a baby, so we really need a bigger car for the three of us. I was in a bad accident with the car last year. I paid more than \$2000 for repairs, and the car runs well now. You can't see any damage on the car. When people come to look at my car for sale, do I have to tell them about the accident?

Dr. Ethics says . . .

-  **f** Take turns presenting your group's answers and reasons to the class. Each student should present one situation. Use the tips in the box to help you.

### Speaking to an audience

- Stand up and speak in a voice that's slightly louder than normal so that everyone can hear you.
- Use notes to help you remember the important points, but don't just read your ideas from the paper.
- Look at different people as you speak. This eye contact will make your listeners more interested in what you're saying.



## Lesson 4

## Too much to do



- a** Rafael has homework in all his classes. Listen to the professors and write down the assignments.

|                                       |            |
|---------------------------------------|------------|
| 1. <i>Business Ethics:</i>            |            |
|                                       | <i>Due</i> |
| 2. <i>Greek and Roman Philosophy:</i> |            |
|                                       | <i>Due</i> |
| 3. <i>ESL Writing:</i>                |            |
|                                       | <i>Due</i> |
| 4. <i>Music History:</i>              |            |
|                                       | <i>Due</i> |

- b** Write sentences in your notebook about Rafael's assignments using the verbs below.

1. have to

2. should

3. not have to

4. can



- c** Read the conversations with a partner, noting the underlined expressions. Then answer the questions.

### Conversation 1

**Rafael:** Hey, Jeff. Are you busy?

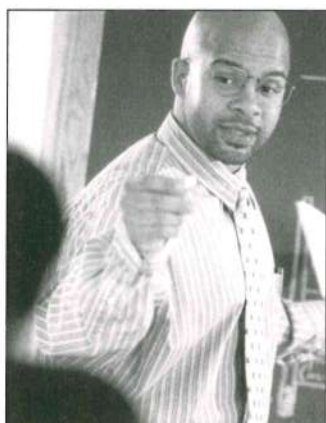
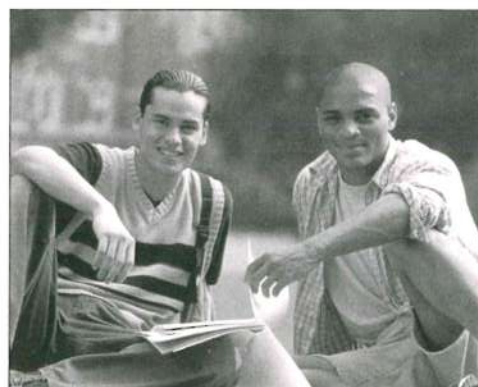
**Jeff:** No. What's up?

**Rafael:** Sorry for missing your party last night. I just had too much to do. I have to write a paper for class, and it takes me a really long time.

**Jeff:** Oh, that's too bad! Would you like me to read your paper? I could check your English.

**Rafael:** That would be great! Thanks!

**Jeff:** No problem.



### Conversation 2

**Rafael:** Excuse me, Dr. Barker. Do you have a moment?

**Dr. Barker:** Of course, Rafael. Come in. What can I do for you?

**Rafael:** I'm really sorry that I missed the lecture yesterday. I had to study for a test in another class.

**Dr. Barker:** That's unfortunate. I covered some important topics in the lecture.

**Rafael:** Is there anything I can do?

**Dr. Barker:** You could borrow lecture notes from one of your classmates. And read Chapter 3 in this book. It has a good summary.

**Rafael:** Thank you for your help.

**Dr. Barker:** Don't mention it.

1. What's the difference between the two conversations?
2. What is the reason for this difference?

**d** Write the expressions from Conversation 2 that have the same meanings.

- |                            |                          |
|----------------------------|--------------------------|
| 1. Are you busy? _____     | 4. That's too bad. _____ |
| 2. What's up? _____        | 5. Thanks. _____         |
| 3. Sorry for missing _____ | 6. No problem. _____     |

**e** Work with a partner to make this conversation more polite.

**Student:** Hi, Ms. Cole. Are you doing anything?

**Teacher:** No. What do you want?

**Student:** I couldn't understand your lecture today.

**Teacher:** Well, I don't have time to explain now. Come back at 4:00.

**Student:** OK.

**Teacher:** Bye now.

**Student:** Bye-bye.

|          |  |
|----------|--|
| Student: |  |
| Teacher: |  |
| Student: |  |
| Teacher: |  |
| Student: |  |
| Teacher: |  |
| Student: |  |
| Teacher: |  |
| Student: |  |
| Teacher: |  |

**f** Role-play these pairs of situations.

**Student:** You have an appointment to talk with your professor tomorrow afternoon, but you need to change the time.

**Professor:** Your schedule is very busy.



**Student:** You made plans to go to a movie with your friend at 10 p.m. tonight, but you're tired. You would like to go to an earlier movie.

**Friend:** You should finish studying before you go to the movie.

**Student:** You have three tests on the same day. You would like the professor to give his test on another day.

**Professor:** You can't change the day of the test.



**Student:** You have three tests on the same day. You promised your friend you would go out for dinner, but now you would like to do it on another day.

**Friend:** It's your birthday, and you really want to go out to celebrate.



## Lesson 5

# The philosophy of right and wrong

- a** Rafael is reading an article as an assignment for his Business Ethics class. Read the article on page 11 and complete the notes.

**extortion:** forcing someone to give you money by threatening them

**poison:** something that will kill you if you eat it

**reputation:** other people's opinion about you

**crisis:** a serious and dangerous problem

**recall:** to take a product back from stores to the factory



## Warren's Food Products

*The crisis:*

*Extortionists wanted (1) \_\_\_\_\_.*

*If they didn't get this, they would (2) \_\_\_\_\_ in (3) \_\_\_\_\_.*

*The company's response:*

(1) *set up* \_\_\_\_\_

(2) *have a* \_\_\_\_\_

(3) \_\_\_\_\_ *tests*

(4) \_\_\_\_\_

*Possible alternatives:*

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) *do nothing (police)*

*What the company did:*

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

*Customers' reactions*

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

*The company's situation today:*

\_\_\_\_\_



- b** Look at the five alternatives discussed in the article. What are some possible results for each one? With a partner, discuss each alternative and list the results in your notebook.



- c** Discuss these questions with a group.

1. What are the responsibilities of a food company? Who are they responsible to?
2. Which alternative would be the best for the police? the extortionists? the customers? the factory workers? the company's profits?



## Ethics and Extortion

by Carmen Cruz

Last year, Warren's Food Products, the country's largest producer of cookies, faced a crisis. Extortionists threatened to poison Warren's cookies in two major cities unless the company paid them \$20 million. Warren's removed all its products from supermarkets in the two cities for two weeks, and this made the company lose millions of dollars. Managing Director Jessica Chang talked to *Business Today* about how her company handled the crisis.

According to Chang, dealing with the situation was simpler than it may seem. "You just give yourself some guiding lights—a bit like driving your car at night; if you've got lights, you've got no problem. We established our guiding lights on the first day, so it wasn't hard." The "lights" for Warren's consisted of principles. "First, we wanted to protect the safety of the public. Second, we wanted to protect the reputation of our company. Our customers have trusted us for 70 years. And third, we wanted to end the crisis as quickly as possible."

As soon as the company received the extortion message, they set up a crisis team of senior managers. The team met to assess the situation. "We had chemical tests of the poisoned cookies that the extortionist sent to us," says Chang. "The tests showed that one cookie would be enough to kill a two-year-old child. We had to react quickly."

The team had a heated discussion. Some members said that the company should only remove Fruit Dream cookies, since that was the poisoned brand that had been sent to Warren's. Others thought that all of the company's products should be recalled. "Some people felt we should take the cookies out all over the country," says Chang. She wanted to recall the company's products from the two cities named by the extortionists.

"The police didn't want us to take our products off the shelves. They were afraid that might encourage other extortionists," Chang reported. Experts said that in 48% of cases, extortionists give up without getting any money. There was a good chance that no one would actually be poisoned.

Warren's decided to remove the cookies. Within a few hours, they began taking back 300 products from over 30,000 stores in the two cities, and advertising on TV and radio about what they were doing. They set up a special telephone number that received 2,500 calls a day. Many customers supported the company. "People sent us letters and wrote poems. Children even sent us money."

But a year later, business is still not back to normal. Before the incident, Warren's sold 60% of the cookies in the country. Today, it's only 40%. As a result, two of the company's factories have closed, and hundreds of employees have been laid off. Still, Chang does not regret the company's decision. "In business, your reputation is your biggest asset. If you lose that, you can never get it back."



## Lesson 6

### If we go ahead with this plan . . .

- a** Rafael is talking to the international student advisor at his university. Read the conversation and complete the sentences using one of the phrases from the box.

I'll join the hiking club  
I'll get an A for the class  
I'll talk to you again

my parents will be very upset  
you won't enjoy your stay here

**Advisor:** Come in, Rafael. Have a seat. How is everything going for you?

**Rafael:** Much better, thanks.

**Advisor:** What about your 20th Century Philosophy class?

**Rafael:** It's still hard, but my classmates and I formed a study group and that's helped me a lot. If I do well on the exam, (1) \_\_\_\_\_.

**Advisor:** That's good to hear! About how many hours a day do you study?

**Rafael:** Usually four or five hours in the evening . . . And all day Saturday and Sunday.

**Advisor:** You really should take a break more often. If you don't take time to relax, (2) \_\_\_\_\_.

**Rafael:** I'm sure you're right. If I have more time next semester, (3) \_\_\_\_\_.

**Advisor:** You don't have to wait until then!

**Rafael:** Well, I have to think about my family. If I don't get good grades, (4) \_\_\_\_\_.

**Advisor:** Your grades have improved a lot in the last few weeks. I'm sure your parents are very proud of you.

**Rafael:** Thanks for all your help. If I have more problems, (5) \_\_\_\_\_.

- b** What will happen? Complete the sentences with your own ideas.

1. If our teacher gives us a lot of homework tonight, \_\_\_\_\_.
2. If I have time this weekend, \_\_\_\_\_.
3. If I get a good job after I graduate, \_\_\_\_\_.
4. If pollution in this country gets worse, \_\_\_\_\_.
5. If the government spends more for education, \_\_\_\_\_.

- c** Read this assignment from Rafael's Business Ethics class.

PHIL 420 Prof. Wolinsky  
Week 3

### Discussion assignment: Sweeten-Up

You and your group work for Beverex, a company that produces soft drinks. Beverex is about to launch a new product called Sweeten-Up, a kind of chocolate soda that will be marketed to children. The formula for this soda contains 50% more sugar than other drinks, because market research shows that children ages 5–12 prefer very sweet drinks and chocolate flavor. The advertising will feature Sweetie Bear, a cute cartoon bear that children like.

Beverex has not been very successful in the last few years. Sales are down, and many workers have lost their jobs. Old people are the main buyers of its other drinks, and they buy far fewer drinks than younger people. Other companies have produced drinks for teenagers, but they haven't yet marketed a special soda for children. If Sweeten-Up is successful, it will save your company.

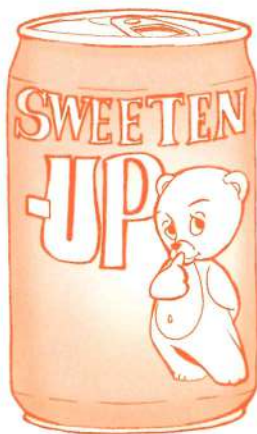
There is one big problem. Lately, many people are criticizing soft drink companies. They say that eating and drinking too much sugar is harmful to children's health. In your country, over 70% of elementary school children have problems with their teeth, and 30% of children are overweight. People are concerned because this soda contains so much sugar.

The president of Beverex is very concerned. He has appointed a committee to talk about these questions:

1. Will this product harm children's health?
2. Should we change the advertising? If so, how?
3. Should we change the product? If so, how?
4. What effect would your suggestions have on children? employees? the company? the community?

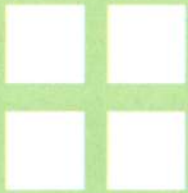
Discuss these questions with your classmates.

- d** What will happen? Work with a partner to complete the sentences with your own ideas.



1. If children drink more soda, they will \_\_\_\_\_.
2. If we go ahead with this plan, \_\_\_\_\_.
3. If we don't sell more drinks, \_\_\_\_\_.
4. If parents \_\_\_\_\_.
5. If \_\_\_\_\_.
6. If \_\_\_\_\_.

- e** Get into a group and decide what Beverex should do and why. Have one student take notes of the group's ideas.



## Team Project 1

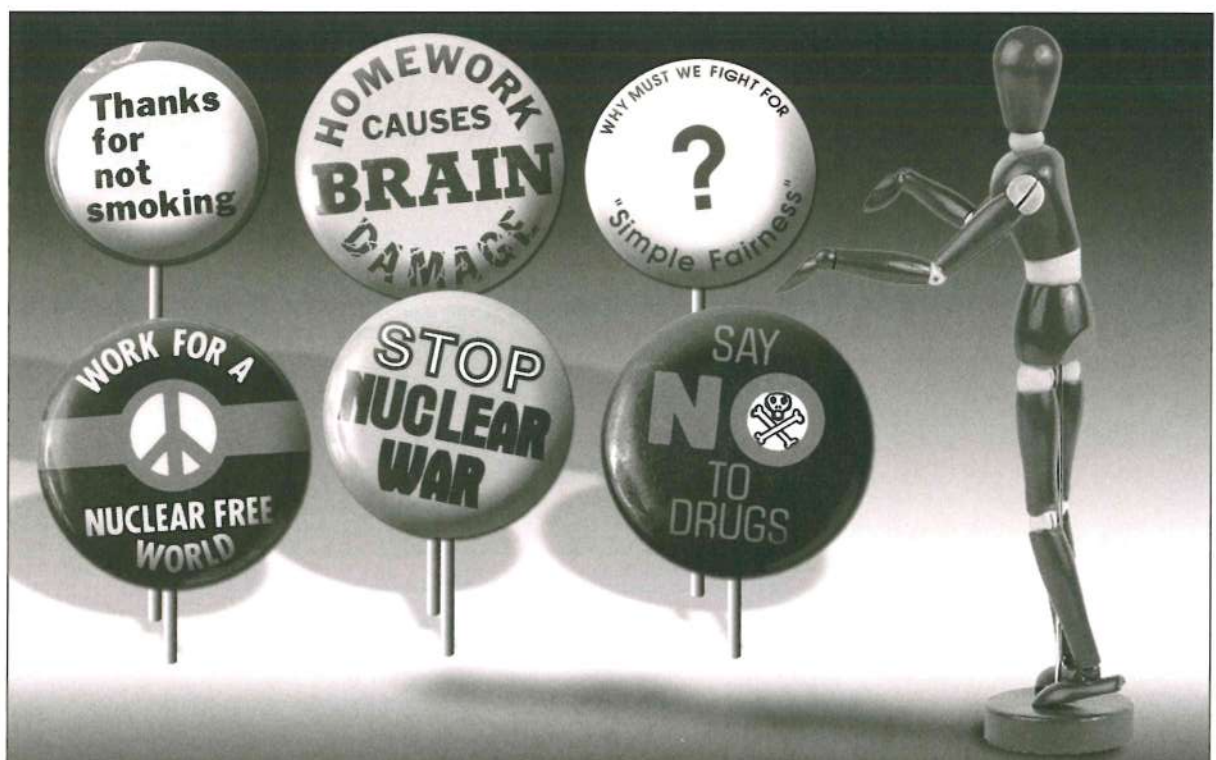
### Task:

#### Carry out a survey on ethics

An international magazine is planning a special issue on "Right and Wrong." The editor has asked your team to write an article about some ethical questions in your country.

With your team:

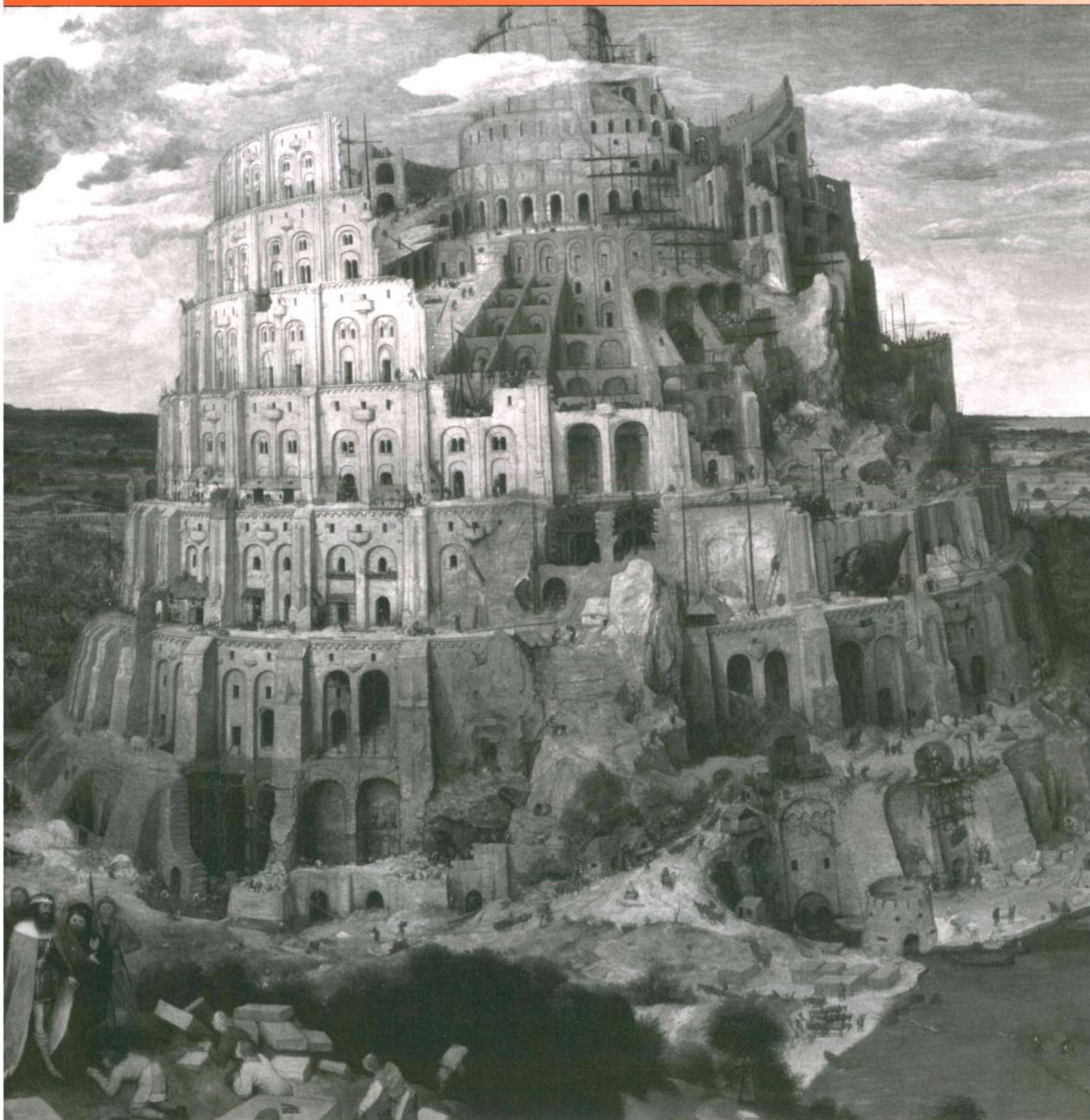
1. Look back at the box on "Ethics in Daily Life" in Lesson 3. Together, write two more survey questions about situations in everyday life.
2. Carry out your survey. Each member of your team should interview as many classmates, friends, and family members as possible, in English or your own language, and write down all the answers.
3. Combine and organize all the answers that you received. Discuss what these answers mean with your group. Were there any differences in the answers of people of different ages?
4. Work together to write a short article explaining the results of your survey.
5. Read your article to the class.



# Unit 2



## Language





## Unit 2

### Lesson 1

## I don't have much experience



- a** Laura Castro will graduate from the university next month with a degree in Spanish and Portuguese. She also speaks English. What are some jobs that she could apply for? With a partner, list as many ideas as possible.

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- b** Read this article and circle the careers that you didn't think of in Exercise **a**.

### What can I do with a degree in foreign languages?

There are many types of job opportunities for majors in Languages and Literature. Some careers are directly related to speaking, reading, and writing proficiency in a particular language. These include teaching a foreign language and working in the mass media as a radio, TV, or newspaper journalist.

Many government agencies require language specialists such as translators and interpreters. International agencies such as NGOs (non-governmental organizations) also hire many graduates for their language skills. The United Nations and its branches are the world's

largest employer of language specialists.

Proficiency in foreign languages also qualifies you for many jobs in business. For instance, you could work in tourism or the hotel industry, in financial or export companies, or in an advertising or public relations firm.

Finally, a degree from the Department of Languages and Literature gives excellent background training for advanced professional degrees in law, international banking and international business. And some graduates continue for advanced degrees in literature and become university professors.

- c** Review the job opportunities listed. Choose the three most interesting jobs and tell your partner why you chose them.

*I want to work in . . .  
because . . .*

*In my opinion, one of the most  
interesting jobs is . . .*

-  **d** Laura's classmate Jackie is helping her write her resume. Listen to their conversation and complete the resume.

CD  
T-8

**Laura Castro**

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**Education:**

Bachelor of Arts, Southland University, 2005

Major: (1) \_\_\_\_\_

Exchange student, University of Sao Paulo, Brazil, (2) \_\_\_\_\_

**Work Experience:**

Secretary, Latin American Cultural Society, summer 2003 and 2004

- (3) \_\_\_\_\_ in Spanish and Portuguese
- translated information on (4) \_\_\_\_\_

Office Assistant, Pacific Bank, summer 2002

- used word processing and spreadsheet software
- helped Spanish-speaking (5) \_\_\_\_\_

Volunteer, California Symphony Orchestra, 2002 - present

- interpreter for visiting international (6) \_\_\_\_\_

(7) \_\_\_\_\_:

- lived for (8) \_\_\_\_\_ years in Mexico
- traveled for one month in Brazil



- e** Write a similar resume for yourself.



- f** Exchange resumes with a partner and make suggestions for improvements. Use expressions like the ones below.

(Maybe) You should . . .      If I were you, I would . . .      You could . . .      I (don't) think it's a good idea to . . .



- g** Now look at these job ads with a partner. Which would be the best for Laura? Why?

**Language teachers for children**

ABC Language Institute seeks enthusiastic, motivated part-time teachers of Spanish, French, and English. Work with children ages 4 - 10. Hours: 4 - 6 p.m. daily. Experience preferred. Apply online at . . .

**International Sales**

Major producer of office computer systems requires sales representative for Pacific region (East Asia and the Americas.) Requires college degree, knowledge of other languages. Send resume to . . .

**TRANSLATOR**

Join our team! Credit card company is looking for a Spanish-English translator for our new Latin America department. The ideal candidate has business experience and excellent communication skills. Please call . . .

## Lesson 2

### Can you tell me a little about yourself

- a** Laura is talking about the kind of job she wants. Look at the underlined verbs and write them in the correct section of the chart.

*I enjoy working with words and ideas, but I really dislike doing the same thing every day . . . I like to have a lot of variety. I'm good at meeting deadlines. I hate to work in a noisy place, and I hate talking on the phone a lot. I like using my Spanish and Portuguese. I think I want to work in an international company. So I've decided to apply for a job at CreditPlus, a big credit card company. I hope to be a translator, and I plan to stay at my job for a long time . . .*

| Verbs followed by infinitives | Verbs followed by gerunds | Verbs followed by gerunds or infinitives |
|-------------------------------|---------------------------|------------------------------------------|
| <i>decide</i>                 | <i>enjoy</i>              | <i>like</i>                              |
|                               |                           |                                          |

- b** Write sentences about yourself in your notebook, using gerunds and infinitives.

- |                       |                 |                 |
|-----------------------|-----------------|-----------------|
| 1. I enjoy . . .      | 2. I hate . . . | 3. I plan . . . |
| 4. I am good at . . . | 5. I want . . . | 6. I like . . . |

- c** Laura is getting ready for a job interview at CreditPlus. Read the article. With a partner, decide which advice is appropriate for your country too, and circle the numbers.

### Job Interview Tips

*Many people feel stressed and nervous before a job interview because they aren't sure what to do or say. These tips will help you to prepare.*

1. Arrive early. Greet the interviewer with a handshake and a smile.
2. Be prepared to talk about your work experience and other experience.
3. Don't answer questions with just "yes" or "no." Explain all of your answers.
4. Be enthusiastic and positive about the job, and speak with confidence.
5. Remember that you should also ask questions. It shows that you are interested.
6. If the interviewer has problems understanding your accent, speak clearly and slowly.
7. At the end of the interview, shake hands again and thank your interviewer.



**d** With your partner, write three more tips for job interviews in your country.

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



**e** Listen to Laura's interview and fill in the interviewer's questions.

CD  
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**Interviewer:** Good afternoon, Ms. Castro. I'm Rachel Carver, the Assistant Personnel Manager.

**Laura:** I'm pleased to meet you.

**Interviewer:** Now, first of all, (1) \_\_\_\_\_?

**Laura:** Well, I'm bilingual in English and Spanish. My father is Mexican and my mother is Canadian, and I grew up speaking both languages at home. My father's company transferred him to Mexico City when I was 14, so I went to high school there. Now I'm graduating with a degree in Spanish and Portuguese, and I really hope to use my knowledge of languages in my career.

**Interviewer:** That's a very interesting background. (2) \_\_\_\_\_?

**Laura:** CreditPlus is one of the fastest-growing finance companies in North America, and the new Latin American branch is already very successful. I think your company has a very international perspective, and that's the kind of place that I would really like to work.

**Interviewer:** I'm glad to hear that. Now, (3) \_\_\_\_\_?

**Laura:** Well, I can give you two reasons. One is my language skills. I speak two languages that will be very important in the future. The second reason is my international experience. I spent a year in Brazil as an exchange student, and lived for four years in Mexico with my family. So I'm familiar with the cultures and customs of those countries.

**Interviewer:** (4) \_\_\_\_\_?

**Laura:** Yes, I do. I translated brochures and advertising at the Latin American Cultural Society. I also translated e-mail messages for the director.

**Interviewer:** Your background is very impressive. You'll be hearing from us.

**Laura:** Thank you very much for meeting with me.



**f** Answer the questions with a partner.

1. Which of the tips in Exercise **c** did Laura follow? \_\_\_\_\_
2. Do you think the interview was successful? Why or why not? \_\_\_\_\_  
\_\_\_\_\_



## Lesson 3

### Can you do a translation

- a** Laura got the job at CreditPlus. What advice would you give to a friend who is starting a new job?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- b** It's Laura's first day at work, and she gets a telephone call. Number the lines to put them in the correct order.

\_\_\_\_\_ **Laura:** Of course. What can I do for you?

1 \_\_\_\_\_ **Laura:** Good morning, this is Corporate Communications.

\_\_\_\_\_ **Alex:** May I speak with Laura Castro?

\_\_\_\_\_ **Alex:** This is Alex Chung in the Marketing Department. We have a translation project for you. Do you have a few minutes to discuss it with me?

\_\_\_\_\_ **Laura:** I can take care of that. And what's the deadline?

\_\_\_\_\_ **Alex:** We have a new web page about our credit cards. We need it translated into Spanish for customers in South America.

\_\_\_\_\_ **Laura:** Speaking.

\_\_\_\_\_ **Laura:** I'll have it ready for you by 1:00.

\_\_\_\_\_ **Alex:** Great! Then I'll send it to you by e-mail.

\_\_\_\_\_ **Alex:** I'm afraid we need it for a meeting at 2 p.m. tomorrow.



- c** Look at the conversation and find the polite expressions that have these meanings.

1. Hi. \_\_\_\_\_
2. Is Laura there? \_\_\_\_\_
3. Can you talk to me now? \_\_\_\_\_
4. What do you want? \_\_\_\_\_
5. OK. \_\_\_\_\_
6. I can do that. \_\_\_\_\_

- d** Write these polite expressions for business telephone conversations in the correct space.

Could you spell that, please?      Please tell him / her . . .  
 Sorry, I didn't hear that.      Hello, this is \_\_\_\_ from \_\_\_\_.  
 Could I have the \_\_\_\_ department, please?      My name is \_\_\_\_, calling from \_\_\_\_.  
 I'd like to speak to \_\_\_\_, please.      Is \_\_\_\_ there, please?  
 Could I leave a message?      Excuse me, I didn't catch your name.

|                             |                              |
|-----------------------------|------------------------------|
| <b>Introducing yourself</b> | <b>Asking for someone</b>    |
| <b>Leaving a message</b>    | <b>Asking for repetition</b> |

- e** Look at these situations and circle *Formal* or *Informal*. Then role-play the phone calls with a partner.

|                                                                                                                             |        |          |
|-----------------------------------------------------------------------------------------------------------------------------|--------|----------|
| 1. You call your co-worker to ask him / her to check your English in a business letter you've written.                      | Formal | Informal |
| 2. You call your boss to explain that you need more information before you can translate the advertisement.                 | Formal | Informal |
| 3. You call your friend to say you can't meet him / her tonight at 7:00. You have to work late.                             | Formal | Informal |
| 4. You call your teacher to say that you are going to be absent from class for a week because of an illness in your family. | Formal | Informal |

- f** Read the tips and check ✓ the ones that are the same in your country. Compare your answers with a partner's.

### Telephone Etiquette in English

- \_\_\_\_\_ When you call someone, identify yourself after the person says hello.
- \_\_\_\_\_ Ask if the person has time to talk to you before you start the conversation.
- \_\_\_\_\_ Explain the reason for your call.
- \_\_\_\_\_ Speak clearly, and avoid eating or chewing gum while on the phone.
- \_\_\_\_\_ Repeat important information you've heard to check that you've understood it.
- \_\_\_\_\_ When you leave a message on voice mail or an answering machine, include your name, phone number, and reason for calling.

- g** Write a short paragraph explaining the rules of telephone etiquette to foreigners who are visiting your country.

## Lesson 4

## Linking languages

**a** Where is it spoken? Match the language with the country

- |                    |                |
|--------------------|----------------|
| 1. Swahili ____    | a. Brazil      |
| 2. Farsi ____      | b. Philippines |
| 3. Urdu ____       | c. Iran        |
| 4. Arabic ____     | d. Egypt       |
| 5. Philipino ____  | e. India       |
| 6. Portuguese ____ | f. Pakistan    |
| 7. French ____     | g. Kenya       |
| 8. Hindi ____      | h. Canada      |

**b** Read the article on page 23. Then answer the questions with a partner.

1. What is the difference between a translator and an interpreter?
2. What happens when a customer calls Interlink?

**c** Find this information in the article.

1. how many new employees Interlink will have this year \_\_\_\_\_
2. the number of languages Interlink works with \_\_\_\_\_
3. how many calls an interpreter of an African language gets per week \_\_\_\_\_
4. the location of Interlink's offices \_\_\_\_\_
5. the number of people in the U.S. who don't speak English well \_\_\_\_\_
6. the number of calls Interlink can receive in one second \_\_\_\_\_
7. two kinds of businesses that use Interlink \_\_\_\_\_

**d** Match these words from the article with their meanings.

- |                       |                                                      |
|-----------------------|------------------------------------------------------|
| 1. proficient ____    | a. pronunciation that shows what country you're from |
| 2. mother tongue ____ | b. popular informal words                            |
| 3. dialect ____       | c. technical words used in one subject               |
| 4. accent ____        | d. first language                                    |
| 5. slang ____         | e. form of a language spoken in only one place       |
| 6. terminology ____   | f. able to do something well                         |

**e** Discuss these questions.

1. If a tourist in your country has language problems, how can he or she get help?
2. What are some possible problems with telephone interpreting?
3. Would you like to work as a telephone interpreter? Explain your reasons.
4. Can computers translate languages as well as people can? Why or why not?



## Linking Languages

In an office in Los Angeles, a woman answers the phone. “What language can I help you with today?” she asks the caller. She listens for a moment, then types a few numbers into a computer. A minute later, a Japanese-language interpreter is helping the caller communicate with his English-speaking doctor — by telephone.

In the United States, an estimated 7 million people speak little or no English. Interlink is the country’s largest provider of telephone interpretation. It works with over 150 different languages. For some languages, such as Chinese, there are even interpreters of different **dialects**. Many of their customers are individuals, like the Japanese man visiting his doctor. Others are government agencies, or large corporations such as insurance and credit card companies.

Interlink was founded ten years ago by Randall Petri, a former international banker. It now has 170 full-time employees and 2,500 interpreters. All customers’ calls go to the company’s main office in Los Angeles, and a computer sends the calls to interpreters around the world. Interpreters of the most common languages (including Spanish, Korean, and Russian) work at the company’s two offices, in the U.S. and Peru. The others work at home.

“All of our interpreters work in their **mother tongue**, and we give them a test to make sure they are **proficient** in English too,” says Petri. “We also check to make sure that their **accent** is easy to understand, and that they know current **slang** expressions.”

About 70% of Interlink calls are in Spanish,

and most calls are about simple, everyday matters. A Vietnamese man has a problem with his credit card company, or a woman from Colombia wants a telephone in her new apartment. But some calls are true emergencies. “We work with police departments in many cities,” says Petri. “And some of the calls are very stressful. For example, a woman called one night from her bedroom and said a burglar was walking around in her house.”

Sometimes there are cultural problems, too. “We had a call from a Korean man. His wife was having trouble breathing. But he wanted to do the correct formal introduction with our interpreter, saying, ‘My name is Mr. Kim, this is the name of my village in Korea.’ And he wanted to know about the interpreter too!” The interpreter called an ambulance, and the caller’s wife recovered in the hospital.

Some interpreters specialize in medical or legal **terminology**, or uncommon languages. “Someone who speaks an African language may get only one call a week,” said Petri. “We pay them to stay home and wait for calls. If they receive a call, they are also paid per minute.”

Petri pointed to a computer that shows which interpreters are logged on. Speakers of Urdu, Italian, Russian, and Farsi were all at work. “Now there are 34 Spanish interpreters logged on, but that could change in a minute. For example, if the electricity goes off in Texas, we might get 1000 calls in a second. Then we’ll go to our interpreters in New York and Puerto Rico.” Business is growing every day, and Petri expects to hire 200 more part-time interpreters this year.



## Lesson 5

# We need the translation tomorrow



**a** Do this experiment, in groups with three, five, or seven members.

1. The first student writes a long sentence (at least ten words) in English at the top of a sheet of paper.
2. The next student reads the sentence, folds the paper over, and writes a translation at the top of the paper.
3. The next student reads the translated sentence, folds the paper over, and translates it back into English.  
Continue until everyone in the group has translated the sentence.
4. Look at the first and last versions of the sentence together, and talk about what happened.



**b** Laura comes back to her office after a meeting and finds three messages in her voice mail. Listen to the messages and complete the forms. One piece of information is missing on each form.

### Project 1 Translation request

Person requesting: \_\_\_\_\_ Department: \_\_\_\_\_  
Type of project: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Readers: \_\_\_\_\_  
Deadline: \_\_\_\_\_  
Size of project: \_\_\_\_\_

### Project 2 Translation request

Person requesting: \_\_\_\_\_ Department: \_\_\_\_\_  
Type of project: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Readers: \_\_\_\_\_  
Deadline: \_\_\_\_\_  
Size of project: \_\_\_\_\_

### Project 3 Translation request

Person requesting: \_\_\_\_\_ Department: \_\_\_\_\_  
Type of project: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Readers: \_\_\_\_\_  
Deadline: \_\_\_\_\_  
Size of project: \_\_\_\_\_

**c** Which project will be the most difficult? Which project should she do first?

**d** Laura's friend Jackie is working for a movie company, writing English subtitles for Spanish language movies. She's telling Laura about her problems at work. Read the sentences and check ✓ the correct answers.



1. "If my boss gave me the movies earlier, I would have more time to write the subtitles."  
She has a lot of time to work.                      yes ☐    no ☐
2. "If I had more time for each for each movie, I could do really good subtitles."  
She thinks her subtitles aren't very good.    yes ☐    no ☐
3. "If I weren't so busy, I could have lunch with my coworkers and get to know them."  
She eats together with her coworkers.                      yes ☐    no ☐
4. "If I don't finish my work by 6:00, I have to stay late, or come in early the next day."  
She sometimes goes home after 6:00.                      yes ☐    no ☐
5. "If I stay late at work, I miss dinner with my family."  
She always eats dinner at home.                      yes ☐    no ☐
6. "If I didn't feel so stressed, it would be fun working with movies."  
She enjoys her job now.                      yes ☐    no ☐

**e** What advice and suggestions can you give Jackie? Role-play a conversation between Laura and Jackie.

**f** Write unreal conditional sentences about what you would do in these situations.

1. (have a lot of free time) \_\_\_\_\_
2. (win the lottery) \_\_\_\_\_
3. (teach this class) \_\_\_\_\_
4. (be president of this country) \_\_\_\_\_
5. (can travel anywhere in the world) \_\_\_\_\_

**g** Discuss these situations.

1. Imagine that you could have any job in the world. Which job would you choose? Why?
2. Imagine that you could have dinner with any famous person who is alive today. Who would you choose? Why?
3. Imagine that you could live in any year in the past. Which year would you choose? Why?

## Lesson 6

### A report on our services

- a** Laura's boss has asked her to write a report on the company's services for Spanish-speaking customers. Read her report and fill in the headings.

Introduction      Customer Service  
Advertising      Online Information  
Recommendations

A report gives the important facts on a topic written in an impersonal style. It is usually divided into sections with separate headings. Often, it makes recommendations.

(1) *Introduction*

This report discusses our company's services for our Spanish-speaking customers. In the past three years, their number has increased by 70%. We now have customers in twelve Latin American countries, from Mexico to Chile.

(2)

The company's Web site currently has a few new pages in Spanish. There is information about our credit cards, and articles about financial topics. Many customers don't realize that there is a Web site in Spanish.

(3)

Last year, the customer service department hired ten new representatives who speak Spanish. This has been very successful, and they now receive almost 200 calls in Spanish every day. This service is available from 9 a.m. to 5 p.m. However, after 5 p.m., there is service only in English.

(4)

The company now has newspaper and magazine advertisements in Spanish in four countries in Latin America. The ads are translations of our ads in the United States, and they have not been very successful. People say they don't have confidence in a foreign company.

(5)

The company should make more efforts to serve its Spanish-speaking customers. We need special advertising that is designed to fit the culture of each country. These ads should tell readers to visit our Spanish Web site. We also need to hire more customer service representatives to answer calls in Spanish. If possible, the service hours should be extended until at least 10 p.m. By doing these things, we will increase our business in the growing Latin American market.

- b** What would happen if the situation were different? Write sentences.

1. Customers don't know about the Spanish Web site.  
If \_\_\_\_\_.
2. The Web site has only a few pages in Spanish.  
If \_\_\_\_\_.
3. The company doesn't have very good ads in Spanish.  
If \_\_\_\_\_.
4. Customer Service isn't available in Spanish in the evening.  
If \_\_\_\_\_.



**c** Write your own report on this topic: *Opportunities for students in my country to practice their English*. Divide your report into sections and give each one a heading. Your report should answer these questions. Make notes for each section before you write.

1. Do students have enough opportunities to practice their English?

2. How can they practice listening and speaking?

3. How can they practice reading and writing?

4. What recommendations do you have?



**d** Exchange papers with a partner, and comment on your partner's paper. Then discuss your recommendations. What would happen?

**e** Circle your answers on this survey.

## OPINION POLL: Language

Do you agree or disagree with these statements?

1. English will be more important in my country in the future.

Agree strongly

Agree somewhat

Disagree somewhat

Disagree strongly

2. All children in the world should learn a second language.

Agree strongly

Agree somewhat

Disagree somewhat

Disagree strongly

3. You can't really understand a country if you don't speak its language.

Agree strongly

Agree somewhat

Disagree somewhat

Disagree strongly

4. Nowadays people use too many English words in my language.

Agree strongly

Agree somewhat

Disagree somewhat

Disagree strongly

5. There are some words that you can't really translate into another language.

Agree strongly

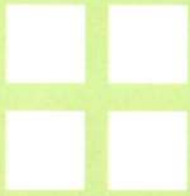
Agree somewhat

Disagree somewhat

Disagree strongly



**f** Compare your answers with your classmate's. Explain your reasons.



## Team Project 2

### Task:

#### Plan a Web site

An international organization called Students Helping Students has asked your team to prepare a Web site on how to be a successful language learner. Students in different countries will use the Web site to get ideas for learning English.

With your team:

1. Give your Web site a name.
2. Draw plans on paper for each Web page. You should include a home page, which introduces your Web site and gives general information about learning English. Make separate Web pages for different areas such as pronunciation, listening, or idioms. Each team member should plan a page for a different area, with useful tips for students.
3. Make your Web pages lively and interesting with graphics and illustrations such as drawings or photos.
4. Post your plans on the classroom wall for your classmates to read.
5. Decide which Web page provides the most useful information.



# Unit 3



## Art





# Unit 3

## Lesson 1

### We help artists sell their work



**a** Listen to the radio interview and complete the profile.



Name: Jason Lee

Nationality: (1) \_\_\_\_\_ Job: (2) \_\_\_\_\_

(3) \_\_\_\_\_ : Arts Unlimited

Purposes of organization:

• give advice to (4) \_\_\_\_\_ • develop programs for

(5) \_\_\_\_\_

Countries he's worked in: (6) \_\_\_\_\_

Example of program: (7) \_\_\_\_\_ for people who make traditional crafts

Purpose of his visit:

• (8) \_\_\_\_\_ with artists and craftspeople

• plan a national program to (9) \_\_\_\_\_

His art form: (10) \_\_\_\_\_

Specialty: (11) \_\_\_\_\_, especially \_\_\_\_\_ and \_\_\_\_\_

**b** Read the article. Then answer the questions with a partner.



### Art or Craft?



Today, there is a lot of discussion about the meaning of the words *art* and *craft*. Both are ways that people create new things. So, what is the difference between them?

Basically, *art* expresses human ideas and experiences through painting, drawing, sculpture, etc. Most artists take formal classes for many years at art academies. Every piece they make is completely different. Their work is sold for high prices, and can be seen in galleries and museums.

A *craft* is a way of making beautiful objects by hand, often in a traditional way. Each

country and culture has its own unique crafts, such as weaving, woodworking, and pottery. People generally learn to do a craft by working individually with an experienced craftsman, or they may learn it from older members of their family.

Sometimes it's difficult to say what is an art, or what is a craft. If someone paints a mural of animals on the side of a building, is that art? If someone makes a bowl so beautiful that it is put in a museum, is that a craft? Questions like these are hard to answer, but both artists and craftspeople bring joy and beauty to the world.

1. Who are some of the most famous artists in your country today? \_\_\_\_\_
2. What traditional crafts are still made in your country? Which parts of the country do they come from? \_\_\_\_\_
3. In your city, where can you go to see fine art? \_\_\_\_\_
4. Is there a place to buy traditional crafts in your city? \_\_\_\_\_
5. In your country, is it easy for an artist or craftsman to make a living? Why or why not? \_\_\_\_\_

- c** Write the words below in the correct column. Some can be used more than once. Then add your own.

|         |      |         |       |           |     |       |       |
|---------|------|---------|-------|-----------|-----|-------|-------|
| jewelry | bowl | picture | cup   | box       | rug | scarf | chair |
|         | vase | bag     | mural | sculpture |     |       |       |

- |                 |       |       |       |       |
|-----------------|-------|-------|-------|-------|
| 1. ceramics     | _____ | _____ | _____ | _____ |
| 2. woodworking  | _____ | _____ | _____ | _____ |
| 3. weaving      | _____ | _____ | _____ | _____ |
| 4. metalworking | _____ | _____ | _____ | _____ |
| 5. painting     | _____ | _____ | _____ | _____ |

- d** The Minister of Culture is telling Jason about problems artists have had. Look at the underlined verbs and answer the questions.

*"We wanted to build a craft museum in 2004, but we didn't have enough money.  
If we had had enough money in 2004, we would have built a craft museum."  
"The weather was bad last year, so we didn't get many tourists.  
If the weather had been better, we would have gotten many tourists."*

- Do the sentences talk about the past or the present? \_\_\_\_\_
- Is the situation real or not real? \_\_\_\_\_

- e** Write similar conditional sentences about these situations.

1. The country didn't have many tourists, so hotels and stores lost money.

2. People didn't know about the art show, so they didn't visit the museum.

3. We started craft programs in school, so crafts became very popular.

4. Visitors had very little information about the crafts, so they didn't buy them.

- f** When the government helps artists, what effect does that have on the country and its economy?

## Lesson 2

## Getting the facts

CD  
T-12

- a** Jason attends a meeting at the Ministry of Culture, where he has a briefing about Zimbaco. Listen and fill in the blanks.

**T**he Republic of Zimbaco is one of the world's newest nations. It became independent in (1) \_\_\_\_\_, but it has a long history. People have been living on this beautiful island for more than (2) \_\_\_\_\_ years. Today, the population is around (3) \_\_\_\_\_ people, and it is growing rapidly. Because we have very limited land for farming and little industry, we have to import many products from other countries. The cost of living is very high. Because of this, many traditional craftspeople have gotten jobs and have stopped producing crafts.

Zimbaco is divided into (4) \_\_\_\_\_ provinces. Our capital, Zimbaco City, is located in the Northern Province on the coast and has a population of (5) \_\_\_\_\_ people. The climate here is tropical, and many tourists come for vacations at one of our (6) \_\_\_\_\_ beach resorts. Unfortunately, very few visitors go into the city to buy crafts. They spend most of their time at the beach. The most famous craft in this region is woodcarvings from tropical trees.

The Eastern and Southern provinces have a mild climate that is good for farming. The people like to decorate the outside of their houses with beautiful wall paintings. Now a group of about (7) \_\_\_\_\_ craftspeople have begun selling boxes, dolls, and picture frames decorated with this traditional painting. This area is also famous for its traditional food, especially fruit and meat. These products must be refrigerated, though, so tourists don't like to buy them.

The Western Province is cut off by mountains. There are (8) \_\_\_\_\_ small cities, but they can only be visited by boat. People in the region earn a living from fishing, and they also make beautiful crafts from shells.

The Central Province is (9) \_\_\_\_\_ percent desert, with only about (10) \_\_\_\_\_ people living in small villages. The desert people are famous for their beautiful pottery and weavings, which they have produced for centuries. However, the roads are poor and there are few facilities for tourists. Because of this, it's very difficult for craftspeople to earn a living there, and many of them are moving to the cities to get jobs.

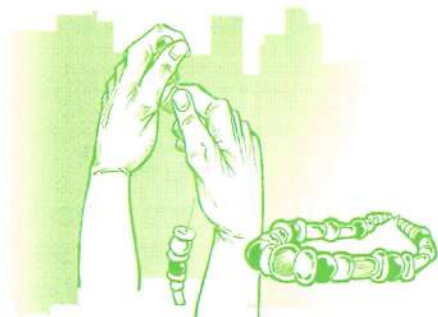


- b** What are some problems that the country has in selling its arts and crafts to tourists?

1. *Many traditional craftspeople have gotten jobs and have stopped producing crafts.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- c** After the meeting, staff from the Ministry of Culture take Jason to see how some traditional crafts are made. Complete his notes, using passive sentences like the example.

**Traditional craft A**



1. first / a long piece of glass / heat in the flame  
*First, a long piece of glass is heated in the flame.*
2. next / the soft glass / shape into a bead  
\_\_\_\_\_
3. after that / the beads / cool slowly  
\_\_\_\_\_
4. finally / they / make into a necklace  
\_\_\_\_\_

**Traditional craft B**



1. first / flour, sugar, and spices / mix in a large bowl  
\_\_\_\_\_
2. then / an egg / add  
\_\_\_\_\_
3. next / the dough / make into different shapes  
\_\_\_\_\_
4. after that / the cookies / bake for an hour  
\_\_\_\_\_
5. finally / they / pack in boxes  
\_\_\_\_\_

- d** Complete these sentences with the correct form of the verb, active or passive.

1. Every year, thousands of tourists \_\_\_\_\_ (visit) Zimbaco.
2. English \_\_\_\_\_ (speak) as a second language in the country.
3. Wood \_\_\_\_\_ (use) in many traditional crafts there.
4. Beautiful vases and cups \_\_\_\_\_ (make) by people in the desert.
5. Zimbaco's Independence Day \_\_\_\_\_ (celebrate) on October 15.
6. Farmers in the Eastern Province \_\_\_\_\_ (grow) many kinds of fruit.
7. Crafts \_\_\_\_\_ (sell) in small shops across the country.
8. Tourists \_\_\_\_\_ (love) the warm climate and beautiful beaches.



- e** Write a paragraph to explain how a special product in your country is made or cooked. Use passive sentences.



- f** Exchange paragraphs with a partner and make suggestions for improvement.

## Lesson 3

# I'm not so sure about that

**a** Jason is at a meeting with Zimbacan artists. Read their discussion in groups of three. Then find the expressions to complete the chart.

**George:** In my opinion, the problem for artists in Zimbaco is that nobody knows about our art and crafts.

**Mona:** I agree with you. If tourists don't know about our work, they won't buy it. We need lots of international TV ads.

**Stella:** I'm not so sure about that. TV ads are very expensive, and we don't know if they're effective. I think we need to make more places to sell crafts — places that are more convenient for tourists.

**George:** You're probably right . . . Most artists live in small towns. Tourists don't go there.

**Stella:** That's exactly what I think. We really need a large shopping center in Zimbaco City just for crafts. It could have a store for pottery, a store for wood carvings, and so on. We could put it near the airport.

**Mona:** But we already have a National Crafts Center. We just need advertising to tell people about it.

**Stella:** It's much too small. I think we need a bigger one.

**George:** Actually, I think a Web site is a better way to promote our crafts. With a Web site, we could sell them directly to customers all around the world.

**Stella:** I hate to disagree with you, but people need to see and touch the crafts in a store.

**George:** Oh, I don't think so. Online shopping is getting more popular in a lot of countries.

### Expressions for agreeing

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### Expressions for disagreeing

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**b** What is each person's plan?

1. George \_\_\_\_\_
2. Mona \_\_\_\_\_
3. Stella \_\_\_\_\_

**c** Think of three other ideas to help the craftspeople of Zimbaco sell more of their work. Then work with a partner to take turns presenting your ideas and agreeing or disagreeing with what you hear.

*I think the government should pay all artists a salary.*

*I'm not so sure about that. If the government does that . . .*

**d** Look at the adjectives from the conversation and complete the chart.

| Adjective    | Comparative form |
|--------------|------------------|
| 1. expensive |                  |
| 2. effective |                  |
| 3.           | more convenient  |
| 4. small     |                  |
| 5. large     |                  |
| 6.           | bigger           |
| 7.           | better           |
| 8.           | more popular     |



- e** Write ads for these Zimbaco crafts comparing them with factory-made products. Use the adjectives given.



Handmade Zimbaco vase

beautiful  
heavy

large  
decorative

strong  
expensive

1. *This handmade Zimbaco vase is much more beautiful than the factory-made vase.*

*It*



Factory-made vase



Handmade Zimbaco shawl

pretty  
colorful

traditional  
warm

big  
elegant

- 2.



Factory-made shawl



- f** Imagine that a foreign artist has come to your school to give a presentation. Your teacher has asked your group to choose a gift for the guest. The gift should be something handmade in your country or your city. The present will be bought by the members of your class, so it shouldn't be too expensive. Work together to decide on a gift, using the polite expressions for agreeing and disagreeing.

- g** Explain your group's decision to the class. Then vote for the best idea in the class.



## Lesson 4

# Keeping traditional arts alive

- a** Jason has prepared a report about some successful art programs in other countries. Read the report on page 37 and complete the chart.

|                              |          |              |                         |
|------------------------------|----------|--------------|-------------------------|
| Name of program:             |          |              |                         |
| Year started:                |          |              |                         |
| Country or countries:        |          |              |                         |
| Kind of program:             | Web site | craft trails |                         |
| How it works:                |          |              |                         |
| Where people buy the crafts: |          |              | in a traditional market |
| Examples of crafts:          |          |              |                         |

- b** Write sentences comparing the programs using the adjectives below. Explain your reasons.

1. easy to start (museum, Web site) A Web site is easier to start than a museum because you don't need much money.
2. practical (Web site, craft trails) \_\_\_\_\_
3. enjoyable (craft trails, museum) \_\_\_\_\_
4. useful for artists (craft trails, museum) \_\_\_\_\_
5. good for tourism (museum, Web site) \_\_\_\_\_



- c** Discuss these questions in groups.

1. If you want to buy an unusual and special present for someone, where do you go shopping?
2. Where are some interesting or unusual places to go shopping in your city? How often do you go there?

# Keeping Traditional Arts Alive



Kentucky is a state in the southeastern part of the United States. The Appalachian Mountains run through Kentucky, and because the landscape is very rugged, transportation is difficult and the economy is undeveloped. Many of Kentucky's traditional crafts are still made in tiny mountain towns, and they include candles, baskets, quilts, and handmade wooden furniture. Hundreds of craftspeople work in the area. But these artists live far from the cities, and it can be very difficult for tourists to find their studios.

To help these artists, the state government started a program called the Kentucky Artisan Heritage Trails in 2001. First, they planned twelve different driving tours to different parts of the mountains. Then they printed maps and driving directions for all of the tours. Tourists drive along the Trails through beautiful mountain scenery and stop at different artists' studios. There, they can watch the artists at work and buy crafts directly from them. Visitors enjoy meeting and talking with the artists, and the artists get a better price for their work.

Many people call the Korean Folk Village near Seoul a "living museum." When the Folk Village was built in 1974, more than 200 old buildings



from all around South Korea were brought there. At the outdoor museum, visitors can walk through farmhouses, city homes, a Buddhist temple, and even a traditional school. But unlike in other museums, dozens of people live here and work in traditional ways.

Inside an old farmhouse, a woman weaves

cloth for a coat. In another building, an elderly man in a big black hat does traditional ink painting on a long piece of paper. You can watch artists make pots, bamboo baskets, paper, and even traditional rice candy. Best of all, you can buy all of the things they make in a traditional market in the Folk Village. And when you're finished shopping, there is a place to relax and try old-fashioned Korean food—in traditional outdoor restaurants.

In 1979, an Englishman named Roy Scott was working for the United Nations in the Philippines. He met a group of craftspeople who produced hand-



made baskets to sell in stores overseas. Unfortunately the stores had found cheaper baskets from other countries. In order to help these craftspeople, Scott began sending their baskets directly to the UK. The baskets quickly became very popular.

This was the origin of One Village, an organization that sells handmade products from India, Bangladesh, and Nepal, as well as the Philippines. Through their Web site, OneVillage.com, customers can shop online for beautiful rugs, curtains,

lamps, baskets, and other items for the home. All of these crafts are made by cooperative groups of artists in developing countries, and One Village pays them a good price for all of their products. The goal of One Village is to build up communities by supporting traditional arts and crafts.



## Lesson 5

### Our objective in this meeting . . .



- a** Jason is attending a meeting at the Ministry of Culture. Listen to the introduction and complete Jason's notes about the first part of the meeting.

Meeting: 2/24/06

Ministry of Culture

Reason for meeting: (1) \_\_\_\_\_

Government will spend (2) \$ \_\_\_\_\_

New program to: (3) \_\_\_\_\_

Have proposals for: (4) \_\_\_\_\_ programs

Have chosen: (5) \_\_\_\_\_ proposals

Today's objective: (6) \_\_\_\_\_



- b** Role-play the meeting with two other students. Agree and disagree politely, and give reasons to support your plan. With your group, decide which plan to carry out next year.

#### Student A:

You are the Director of the National Museum. You want to start a new outdoor museum called the Zimbaco Traditional Village near Zimbaco City. It will have workshops for artists and craftspeople.

#### Student B:

You are the Minister of Tourism. You want to develop a program of driving trips to craft studios called the Zimbaco Heritage Tours. It will have maps and signs to show the way to art and craft studios.

#### Student C:

You are the Minister of Economic Development. You want to set up a Web site called ZimbaCraft.com to promote and sell crafts from Zimbaco around the world.



- c** With your group, design an advertisement for the program that you've chosen.



- d** Take turns showing your ads to the class and explaining your reasons for choosing the program. Which idea is the most popular? the cheapest? the most expensive?





## Lesson 6

### What should we do to help . . .

- a** Read these letters in the *Zimbaco Daily Times* and underline the topic sentences. Then note the supporting details.



*A good paragraph has a topic sentence that states the main idea and supporting details that explain the main idea.*

#### Zimbaco Daily Times

##### Reader Forum

We asked our readers: "What should we do to help our country's artists?"

**A** I believe that Zimbaco needs a national program of awards for its artists. We could give prizes of money every year to the best woodworkers, weavers, and all of our other traditional craftspeople. This would encourage artists to do their best work. It would also give fame and recognition to artists in very small towns. And finally, the money would be very helpful to artists with small incomes. I hope the government will consider this idea. — *Solomon H.*

**B** Too many of our old customs in Zimbaco have been forgotten. The government should start a national school for traditional arts and crafts. Today, there is no place

where young people can go to study these arts, so many of them are dying out. A school would also promote higher quality work in the arts. And it would help to develop new techniques and products for the future. For all of these reasons, I think this academy would be very valuable for our country. — *Rebekah O.*

**C** The best way to support our artists is to buy their work! You can give traditional crafts for holiday and birthday presents, instead of machine-made junk. To decorate your home, office, or classroom, buy a painting or photograph from a local artist, instead of a poster from a factory. And for holidays and special occasions, wear our beautiful traditional handmade clothes, instead of an imported outfit. If we all do these things, our craftspeople will have a good life. — *Naomi T.*

##### Letter A

1. would encourage artists to do their best work

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

##### Letter B

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

##### Letter C

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



- b** Choose one of the arts below. Write a paragraph about the best way for your country to support this art. Include a topic sentence that contains your main idea, and give at least three reasons as supporting details.

architecture

music

photography

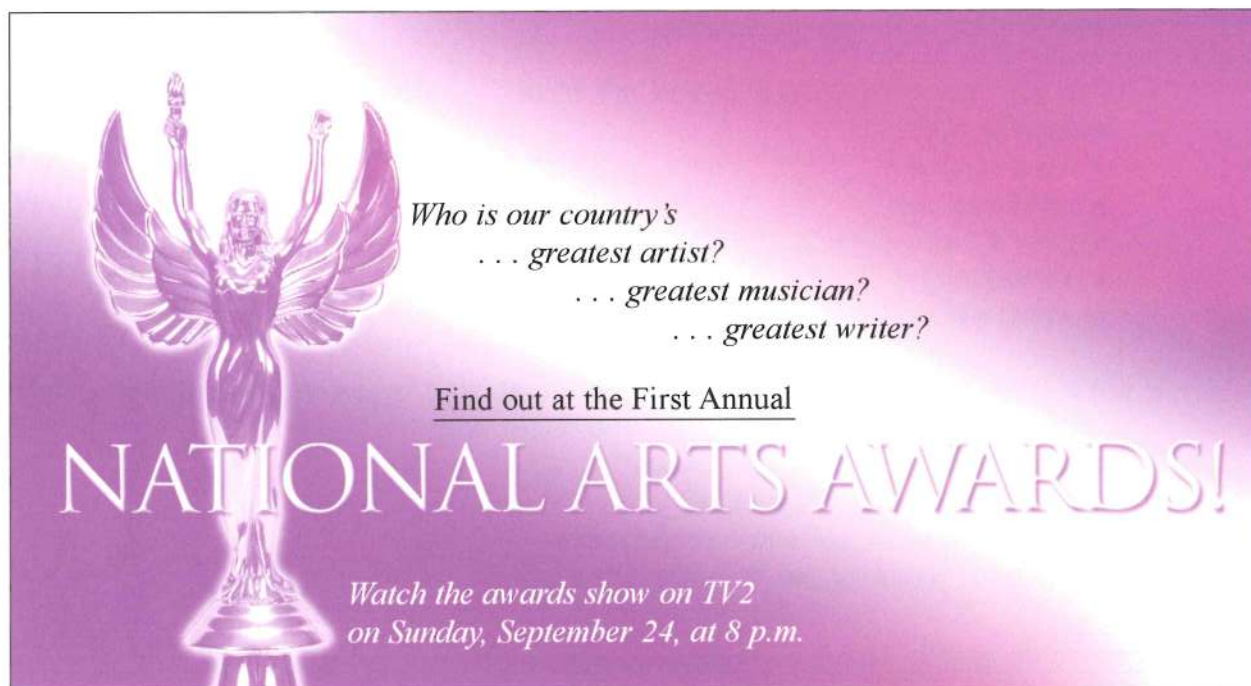
theater

painting

literature

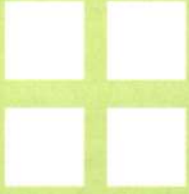


-  **c** Work with a partner who wrote about a different art form. Exchange paragraphs and make suggestions for improvements.
-  **d** Read the ad. Then imagine that you are a member of the nominating committee for these awards. In groups, nominate two people for each of these awards and make notes for your reasons.



1. greatest artist \_\_\_\_\_
2. greatest musician \_\_\_\_\_
3. greatest writer \_\_\_\_\_

-  **e** Take turns announcing your nominees to the class, and explaining the reasons why they were chosen. With the class, vote on a winner for each award.



## Team Project 3

### Task:

#### Give a presentation on your country's arts

The Ministry of Tourism has asked your team to prepare a presentation on a unique art form from your country. This presentation will be given at international tourism shows in foreign countries.

1. With your team, choose a kind of art form, such as:

- a type of music
- a type of dance
- a traditional craft
- a kind of theater performance
- a traditional food
- a traditional way of making buildings

2. On a large sheet of paper, draw a poster about the art you've chosen, using words and drawings to answer these questions:

- What is unique and special about this art?
- How is it made, done, or performed?
- Who are the artists, performers, or craftsmen?
- Where can visitors see, buy, or experience this art?

Prepare to explain this information to the class.

3. Give your presentation in front of the class, using your poster to illustrate your talk. Each member of the team should give one part of the presentation.





# القواعد







# Unit 1

## Present perfect vs. simple past

| Present perfect       | subject + has/ have/ past participle                                                                 |
|-----------------------|------------------------------------------------------------------------------------------------------|
| Affirmative statement | <b>He has studied</b> philosophy in his home country.<br>subject + has/have + past participle        |
| Negative statement    | <b>He has not studied</b> in a foreign country before.<br>subject + has/have + not + past participle |
| Yes/no questions      | <b>Have you taken</b> any philosophy courses?<br>has/have + subject + past participle                |
| Wh- questions         | <b>How long has he been</b> a student here?<br>Wh- word + has/have + subject + past participle       |

Use the present perfect tense:

- to show that something happened at an unspecified time in the past
- to show that something happened several times in the past
- to show that something started at a specific time in the past and continues now

### PRACTICE 1

Mr. and Mrs. Lee are leaving on vacation tonight. Complete their conversation with the correct *present perfect* form of each verb.

**Mr. Lee:** Have you done all the errands?

**Mrs. Lee:** No, (1) \_\_\_\_\_ (finish, not) them yet.

**Mr. Lee:** You don't have to go to the bank. (2) \_\_\_\_\_ (already get) some foreign money.

**Mrs. Lee:** Great! And (3) \_\_\_\_\_ (pick up) the plane tickets. And (4) \_\_\_\_\_ (pack) carry-on bags. What about you? (5) \_\_\_\_\_ (wash) the dishes?

**Mr. Lee:** No, and (6) \_\_\_\_\_ (clean, not) the kitchen. But (7) \_\_\_\_\_ (water) the plants. And (8) \_\_\_\_\_ (give) our keys to the neighbors.

**Mrs. Lee:** What about your suitcase? (9) \_\_\_\_\_ (pack) it?

**Mr. Lee:** Not yet... but don't worry. There's still lots of time!

### PRACTICE 2

Complete the sentence with the correct form of the verb in the *simple past* or *present perfect*.

1. Since we \_\_\_\_\_ (start) this course, we \_\_\_\_\_ (finish) one unit.
2. I (eat) \_\_\_\_\_ at the Italian restaurant many times. I \_\_\_\_\_ (go) there last week with my family.
3. The weather \_\_\_\_\_ (be) rainy again yesterday. It \_\_\_\_\_ (be) rainy every day for a long time!
4. Javier \_\_\_\_\_ (be, not) to the United States, but he \_\_\_\_\_ (go) to Canada in 2003.

## Real conditionals in the present or future

### Condition

### Result

| <b>If + subject + present tense verb</b>                                          | <b>subject + will + verb</b>                                                   |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| If I have time today,<br>If I don't see you tomorrow,<br>If it rains on Saturday, | I'll call my mother<br>I'll send you an e-mail.<br>they won't go to the beach. |

### Yes/no questions

| <b>If + subject + present tense verb, will + subject + verb</b>                                                                                                              | <b>Short answer</b>                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| If you don't have to study, will you go to the movie with me?<br>If you ask your father, will he give you more money?<br>If I invite your brother, will he come to my party? | Yes, I will.<br>No, he won't.<br>Yes, he will. |

### Wh- questions

| <b>If + subject + past tense verb, wh- word + will + subject + verb</b>                                                                                                     | <b>Answer</b>                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| If the company offers you a job, what will you do?<br>If our teacher asks why you were absent, what will you say?<br>If the weather is bad this weekend, where will you go? | I'll accept it.<br>I'll say I was sick.<br>I'll stay home. |

**Real conditionals** talk about situations that are real or possible in the present or future.

The **if** clause can come first or second in the sentence:

I'll call my counselor *if I have time today*.

Will you go to the movie with me *if you don't have to study*?

What will you do *if you hand in the report late*?

Use a comma after the **if** clause if it comes first in the sentence.

Use **were** for the past tense of **be** with all subjects in the **if** clause.

### PRACTICE 1

Use the cues to write questions and answers.

- what / you / do / teacher / give a lot of homework / tonight

*What will you do if the teacher gives a lot of homework tonight? I'll stay up late studying.*

- you / have to cook dinner tonight / what / you / make

- you / have free time this weekend / what / you / do

- where / you / go / you / want to have a snack after class

- you / want to practice English / who / you / talk to

- what / happen / you get a good grade in this class



## Modals and expressions for necessity

| Modal / Expression     | Example                                                                         | Meaning                |
|------------------------|---------------------------------------------------------------------------------|------------------------|
| must                   | You <b>must</b> take an international English exam before you study overseas.   | This is necessary.     |
| must not (mustn't)     | You <b>must not</b> use a dictionary when you take the exam!                    | This is not allowed    |
| have to                | You <b>have to</b> get a student ID card before you register for your classes.  | This is necessary.     |
| not have to            | You <b>don't have to</b> show your ID to get into the classroom.                | This is not necessary. |
| need to                | You <b>need to</b> be at the university one week before classes start.          | This is necessary.     |
| not need to            | You <b>don't need to</b> be at the university three weeks before classes start. | This is not necessary. |
| should                 | You <b>should</b> study for several days before an important test.              | This is a good idea.   |
| should not (shouldn't) | You <b>shouldn't</b> stay up late the night before an important test.           | This is a bad idea.    |

Always use the base form of the verb after modals (such as **must** and **should** ).

Modals don't take **-s**, **-ed**, or **-ing** endings

Expressions used as modals take **-s**, **-ed**, or **-ing** endings (such as **have to** and **need to** ).

### PRACTICE 1

What are the requirements for getting a driver's license in your country? Complete the sentences with *modals* and *expressions* from the chart.

1. You \_\_\_\_\_ pass a driving test.
2. You \_\_\_\_\_ own a car.
3. You \_\_\_\_\_ take lessons at a driving school.
4. You \_\_\_\_\_ have an eye test.
5. You \_\_\_\_\_ practice driving on busy streets.
6. You \_\_\_\_\_ buy car insurance.
7. You \_\_\_\_\_ take a written test.

### PRACTICE 2

Write sentences about your class and your school, using the *modals* and *expressions* given.

1. not have to *We don't have to show our notebooks to the teacher.* \_\_\_\_\_
2. should \_\_\_\_\_
3. have to \_\_\_\_\_
4. must not \_\_\_\_\_
5. need to \_\_\_\_\_
6. must \_\_\_\_\_

## Unit 2

### Modals and expressions for suggestions and advice

| Modal / Expression                     | Example                                                                                                                                         | Meaning                                     |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| (Maybe) You should...                  | Maybe you <b>should</b> apply for several different kinds of jobs.<br>You <b>shouldn't</b> be late for a job interview.                         | This is a good idea.<br>This is a bad idea. |
| If I were you, I would/ wouldn't       | <b>If I were you, I would/wouldn't.</b> . . look for work in a big company.<br><b>If I were you, I wouldn't</b> apply for jobs in another city. | This is what I would do in that situation.  |
| You could...                           | You <b>could</b> call the company and ask if they have any job openings.                                                                        | This is something you can try.              |
| I (don't) think it's a good idea to... | <b>I think it's a good idea to</b> buy a new suit for your interview.<br><b>I don't think it's a good idea to</b> call the company every day!   | This is my opinion of this plan.            |

Use the base form of the verb after modals (such as **could**, **should**, and **would**).  
Modals don't take **-s**, **-ed**, or **-ing** endings.

#### PRACTICE 1

Match the sentence parts to give advice for getting a job.

- |                                   |                                                      |
|-----------------------------------|------------------------------------------------------|
| 1. I think it's a good idea ____  | a. wait too long to start job hunting.               |
| 2. Maybe you should ____          | b. would write a new resume.                         |
| 3. If I were you, I ____          | c. to thank your interviewer.                        |
| 4. I don't think ____             | d. it's a good idea to wear jeans to your interview. |
| 5. If I were you, I wouldn't ____ | e. look for jobs online.                             |

#### PRACTICE 2

Your friend wants to get a job that requires English. Give suggestions and advice using the expressions.

1. could

---

2. I think it's a good idea

---

3. If I were you, I wouldn't

---

4. shouldn't

---

5. should

---



## Verb + infinitive, verb + gerund

| Common verbs followed by gerunds |         |          | Common verbs followed by infinitives |        |        |
|----------------------------------|---------|----------|--------------------------------------|--------|--------|
| enjoy                            | going   | avoid    | want                                 | to go  | need   |
| stop                             | finish  | quit     | hope                                 | expect | decide |
| appreciate                       | keep on | consider | promise                              | agree  | refuse |

| Common verbs followed by either gerunds or infinitives (same meaning) |            |        | Common verbs followed by either gerunds or infinitives (different meanings)                  |
|-----------------------------------------------------------------------|------------|--------|----------------------------------------------------------------------------------------------|
| like                                                                  | go / to go | prefer | remember                                                                                     |
| hate                                                                  | begin      | start  | <i>I remembered to pay the bill.</i> (= First I remembered the bill, then I paid it.)        |
| continue                                                              | love       |        | <i>I remembered paying the bill.</i> (= First I paid the bill. Then I remembered paying it.) |
|                                                                       |            |        | forget                                                                                       |
|                                                                       |            |        | stop                                                                                         |
|                                                                       |            |        | try                                                                                          |

### PRACTICE 1

Complete the sentences. Use a verb in the *infinitive* or *gerund* form.

- I enjoy *going to the movies on weekends*.
- I love \_\_\_\_\_.
- I decided \_\_\_\_\_.
- I hate \_\_\_\_\_.
- I dislike \_\_\_\_\_.
- I want \_\_\_\_\_.
- I avoid \_\_\_\_\_.
- I finished \_\_\_\_\_.
- I try \_\_\_\_\_.

### PRACTICE 2

Read the sentences, then answer the questions.

- I forgot telling Jane about the party.  
Does Jane know about the party now? Yes \_\_\_\_ No \_\_\_\_
- Paul stopped to smoke after finishing work.  
Did Paul quit smoking? Yes \_\_\_\_ No \_\_\_\_
- I didn't remember to return my library books.  
Are the books at the library now? Yes \_\_\_\_ No \_\_\_\_

## Unreal conditionals in the present or future

| Condition                             | Result                            |
|---------------------------------------|-----------------------------------|
| <i>If + subject + past tense verb</i> | <i>Subject + would + verb</i>     |
| If Jack had more time,                | he would do volunteer work.       |
| If I weren't so tired,                | I would go to the gym after work. |

### Yes/no questions

| <i>If + subject + past tense verb, would + subject + verb?</i> | Short answer    |
|----------------------------------------------------------------|-----------------|
| If Beth had time off from work, would she go away on vacation? | Yes, she would. |
| If you didn't have to work tonight, would you go to the party? | Yes, I would.   |

### Wh- questions

| <i>If + subject + past tense verb, wh- word + would + subject + verb</i> | Answer               |
|--------------------------------------------------------------------------|----------------------|
| If you wanted to find a job quickly, where would you look?               | I would look online. |
| If you didn't have to go to class, what would you do all day?            | I would sleep!       |

**Unreal conditionals** talk about situations in the present or future that are not real or not possible. You don't think they will happen.

The **if** clause can come first or second in the sentence:

I would go to the gym after work if I weren't so tired.

Where would they live if they had more money?

Use a comma after the **if** clause if it comes first in the sentence.

Use **were** for the past tense of **be** with all subjects in the **if** clause.

### PRACTICE 1

Use the cues to write questions and answers.

- win the lottery *What would you do if you won the lottery? If I won the lottery, I would buy presents for all my friends.*
- can travel anywhere \_\_\_\_\_
- be the president of this country \_\_\_\_\_
- teach this class \_\_\_\_\_
- can live anywhere in the world \_\_\_\_\_
- have a well-paying job \_\_\_\_\_
- speak perfect English \_\_\_\_\_

## Unit 3

### Comparative and superlative forms of adjectives

| Type of adjective                       | Simple form        | Comparative                | Superlative                           |
|-----------------------------------------|--------------------|----------------------------|---------------------------------------|
| one syllable                            | dark               | darker                     | the darkest                           |
| one syllable ending in -e               | nice               | nicer                      | the nicest                            |
| ending in consonant + vowel + consonant | big                | bigger                     | the biggest                           |
| ending in -y                            | noisy              | noisier                    | the noisiest                          |
| two or more syllables                   | modern             | more modern                | the most modern                       |
| irregular                               | good<br>bad<br>far | better<br>worse<br>farther | the best<br>the worst<br>the farthest |

Use the comparative form to compare two objects or persons.

If the second **object or person** is mentioned in the comparison, use **than** before it.

Use the superlative form to compare a group of objects or persons.

Use **the** before superlative adjectives.

#### PRACTICE 1

Write the comparative and superlative form of each adjective.

- elegant \_\_\_\_\_
- hard \_\_\_\_\_
- intelligent \_\_\_\_\_
- weak \_\_\_\_\_
- lazy \_\_\_\_\_
- difficult \_\_\_\_\_
- useful \_\_\_\_\_
- thin \_\_\_\_\_
- practical \_\_\_\_\_
- cheap \_\_\_\_\_

#### PRACTICE 2

Write comparisons for each pair of things and give your reasons.

- city life / small town life / enjoyable *Small town life is more enjoyable than city life because it's more relaxed and peaceful.*
- e-mails / letters / good \_\_\_\_\_
- apartments / houses / convenient \_\_\_\_\_
- cell phones / regular phones / practical \_\_\_\_\_
- motorcycles / cars / dangerous \_\_\_\_\_

#### PRACTICE 3

Write sentences using the *superlative* form of adjectives. Use your own ideas.

- exciting / sport in the Olympics *I think skiing is the most exciting sport in the Olympics because the skiers go so fast.*
- beautiful / craft in our country \_\_\_\_\_
- good / restaurant in our town \_\_\_\_\_
- big / problem in the world today \_\_\_\_\_



## The passive voice

| Passive voice         | subject + <i>be</i> + past participle (+ by agent)                                                          |
|-----------------------|-------------------------------------------------------------------------------------------------------------|
| Affirmative statement | <b>Coffee is grown</b> in Brazil (by farmers).<br>subject + <i>be</i> + past participle                     |
| Negative statement    | <b>I was not told</b> about the meeting (by my boss).<br>subject + <i>be</i> + <i>not</i> + past participle |
| Yes/no questions      | <b>Is Christmas celebrated</b> in your country?<br><i>be</i> + subject + past participle                    |
| Wh- questions         | <b>Where was that vase made?</b><br>Wh- word + <i>be</i> + subject + past participle                        |

The passive voice can be used with any verb tense. Change the form of the **be** verb to indicate the tense.

Sentences in the passive voice talk mainly about the result of the action, not the person who does the action (the agent).

Include the agent in the sentence only if that information is important.

### PRACTICE 1

Rewrite each sentence in the *passive voice*.

1. A French man invented Braille.

---

2. Young people in many countries play baseball.

---

3. Two university students started that company.

---

4. Over one billion people speak Chinese.

---

5. William Shakespeare wrote Hamlet.

---

### PRACTICE 2

Complete the sentence with the correct form of the verb in the *active* or *passive voice*.

1. Our homework \_\_\_\_\_ (collect) by the teacher every day.

2. Nowadays, foreign languages \_\_\_\_\_ (learn) by more and more young children.

3. Portuguese \_\_\_\_\_ (speak) in Brazil and Portugal.

4. Every year, millions of tourists \_\_\_\_\_ (visit) Mexico.

5. Wood \_\_\_\_\_ (use) in thousands of different products.

6. Banana trees \_\_\_\_\_ (find) in warm, sunny climates.

7. Dictionaries \_\_\_\_\_ (sell) at the university bookstore.

8. A man from Scotland \_\_\_\_\_ (invent) the first TV.

## Unreal conditionals in the past

| Condition                                                                                            | Result                                                                                                  |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>If + subject + had + past participle</b>                                                          | <b>Subject + would have + past participle</b>                                                           |
| If I had known you were in the hospital,<br>If they had been absent,<br>If I had told you the story, | I would have visited you.<br>they wouldn't have heard about the test.<br>you wouldn't have believed me. |

### Yes/no questions

|                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>If + subject + had + past participle, would + subject + have + past participle</b>                                                                                                                          |
| If you had applied to graduate school, would you have been accepted?<br>If you had heard about the party, would you have gone to it?<br>If they had started studying earlier, would they have passed the test? |

### Wh- questions

|                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>If + subject + had + past participle, wh- word + would + subject + have + past participle</b>                                                                                               |
| If you had needed help, who would you have asked?<br>If you had known about the problem, what would you have done?<br>If there had been a fire, how would you have gotten out of the building? |

Unreal conditionals in the past talk about situations in the past that were not real or not possible.

The **if** clause can come first or second in the sentence:

You wouldn't have believed me if I had told you that story.

Would you have been accepted if you had applied to graduate school?

Who would you have asked if you had needed help?

Use a comma after the **if** clause if it comes first in the sentence.

### PRACTICE 1

How would your life have been different in these unreal situations? Write sentences with your own ideas.

- you were born male/female If I had been born
- you lived one hundred years ago
- you were born in Australia
- you went to a different high school
- you had different parents
- (your own idea)

