

Evaluating Coursebooks – a closer evaluation

Classroom Research and Research Methods

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Teaching English as a Foreign or Second Language (TEFL/TESL)

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Question

SM/15/04

Make a collection of a total of three different units, one unit from each of three different EFL/ESL coursebooks, and identify:

- the main teaching points
- the main teaching methodology/methodologies employed in each unit
- the syllabus fit i.e. how the content of the unit relates to the content of preceding and succeeding units
- the type of syllabus employed by the book
- the intended learner/teaching situation

Evaluate the content of each unit.

- describe the strengths and weaknesses of each of the units
- how well does the material achieve the stated aims of objectives?
- how well does the material fit the stated learning situation?

Would you use any of the units you have chosen in your own teaching situation?

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1. Introduction

No book can be perfect for a particular institution, let alone a particular class within that institution or an individual within a class. (McGrath 2002: 58).

Due to teaching constraints such as institutional requirements and time, it is often necessary to use coursebooks in class. Texts can be used in a variety of ways, from stand-alone complete coursebooks, to providing supplementary materials, or anywhere in-between. By evaluating coursebooks before use, we can find a closer fit to our teaching needs. This paper evaluates three coursebook units in detail and their suitability for my tertiary education in Japan teaching contexts.

This paper has three parts. Sections 2 and 3 give background on syllabus, coursebook evaluation, and my personal current teaching contexts. Sections 4, 5, and 6 provide close evaluation of the three coursebook units, and finally the conclusion in section 7.

2. Literature review

This section examines the concept of ‘syllabus,’ followed by a review of materials evaluation techniques.

2.1 What is a syllabus?

Syllabi focus on the ‘what’ of teaching (Finney 2002). Syllabi writers take their ideas and teaching styles, and place them in a hopefully understandable format, but what can be included varies, as illustrated by the following summary:

- Course title, number, and level
 - When and where the course will meet
 - Who the instructor is, and when and how to make contact
 - What topical material will be covered and required
 - What the course learning objectives and course policies are
 - What students’ assignments will be, and when they are due
 - How assignments will be assessed, and what the grading scale is
- (Fornaciari and Lund Dean 2014: 703)

2.2 Types of syllabus

Research into syllabus design has separated syllabi into two broad categories; ‘Type A’ and ‘Type B’ (White 1988), or product and process (Nunan 1988). Product focused learning is a planned sequence of items that leans toward a “product”, Hedge (2000: 358) whereas process learning is “students developing their communicative ability, not a list of items to be taught, but the facilitation of language learning process” Hedge (2000: 359).

There appears to be a consensus (Finney, 2002; McDonough and Shaw, 1993; Richards, 2001, White 1988) that most current syllabuses are a combination of different types of syllabus, known as *integrated* or *mixed syllabus*.

2.2.1 Product syllabus, Type A

The product syllabus can be further divided into sub-syllabi. Table 1 describes the main sub-syllabi occurring in the 3 coursebooks selected. Although each syllabus is independent of each other, one can see how an *integrated syllabus* can be achieved by combining different syllabus types. For example, a grammatical syllabus based on different topics, or a skills-based syllabus (writing) working through different topics such as letters, essays, or emails.

Table 1: Types of Syllabus

Type of syllabus	Description and rationale
Grammatical structural	<ul style="list-style-type: none">• Focuses on the grammar needed (White 1988)• Devise a syllabus that follows the natural order of acquisition (Ellis 1993: 101)• Traditionally used for lower levels where teachers select structures to fit the learning schedule (Richards 2001)
Functional notional	<ul style="list-style-type: none">• Communicative functions being the leading element in predetermining structures (White 1988: 47)• Examples include, requesting; complaining; suggesting; agreeing (Richards 2001: 55)
Lexical	<ul style="list-style-type: none">• Based on the frequency vocabulary occurs (Richards 2001: 154)• The Lexical Approach suggested by Lewis (1993) provides language as ‘chunks’, and is emphasized through task and process.
Topic Based	<ul style="list-style-type: none">• Based on various topics• Topics are defined by meaning, not form (White 1988: 65)

Skills Based	<ul style="list-style-type: none"> • Based on one or a mix of the four skills, reading; writing; speaking; listening • “Approaching a language through skills is based on the belief that learning a complex activity... involves mastery of a number of individual skills or micro skills that together make up the activity.” (Richards 2001: 159)
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2.2.2 Process syllabus, Type B

The process syllabus is “viewed in terms of procedures rather than content, behavioral outcomes or measurable products” White (1988: 34), and can be divided into two subsections, process and procedural. A process syllabus is organized around learners’ learning preferences, and uses joint planning. For example, private teaching situations where the learner can outline their specific needs, allowing both the teacher and learner to produce the syllabus together. A procedural syllabus is also known as methodological or task-based. Whilst there several different definitions of a ‘task’, as presented in Nunan (2004: 4), they “emphasize the fact that pedagogical tasks involve communicative language use in which the user’s attention is focused on meaning rather than grammatical form.” Characteristics are “the syllabus style has been specifically designed to target second language learning”, and “grammar learnt as a byproduct of carrying out tasks” Richards (2001: 161). Also, White (1988: 103) proposes “tasks that engage the learner in thinking processes, the focus of which is completion of the task rather than learning the language”; and instead of focusing on the language, the teacher (and learner(s)) focus on the task, and such attention to language as occurs is in order to complete the task.

2.2.3 Future considerations

It is important to note there has been little updating of the syllabus, with Fornaciari and Lund Dean (2014) specifying the traditional structure of a syllabus may not be relevant to today's learners who want tailor made (individual) information, and who may be more receptive to digital information. Also, following the learner centered focus of recent English language teaching, and evaluating learner's needs as suggested in McGrath (2002), McDonough and Shaw (1993), and Richards (2001), higher level students should take part in syllabus planning.

2.3 Materials evaluation

Closer evaluation of a coursebook should examine whether the materials meet the needs of both the learner and teacher in its intended user context, McGrath (2002), McDonough and Shaw (1993), and Richards (2001).

Coursebook evaluation has been broken down into five factors by Richards (2001: 259), "program factors, teacher factors, learner factors, content factors, and pedagogical factors", encompassing the ideas of McDonough and Shaw (1993), 'focusing on the areas of presentation of the skills in the materials, grading and sequencing of the materials, authenticity of information, suitability for different learning styles, and motivation for both teacher and learner.' In order for these different areas to be evaluated and compared, McGrath (2002) encourages the use of checklists produced by the teacher for individuality of the intended class, but stresses, as did Richards (2001), that any published checklist will need adaption. In a review of four decades of checklists, Ahour and Mukundan (2010) found no specific pattern or arrangement of criteria. Their suggestion is not that of a fixed checklist for every situation, but a checklist that covers the three areas of clarity, conciseness, and flexibility.

3. My current teaching situation – 2 Japanese universities

Although it is possible to assess materials without knowing the environment they will be used in, having information to hand such as learners' age, interests, major, level of proficiency, and more, coupled with the setting of English language pedagogy in a particular country and institution, we are able to give a more thorough analysis of the appropriateness of a text.

My current teaching situation consists of multiple classes of various levels and focus, and the choice of coursebooks for this paper reflects specific classes as outlined below.

Now You're Talking! This book was selected for evaluation for consideration for use in a private university with two classes of around 30 students in each class. The language unit consists of one, 90-minute class a week, 15 times for each of the two semesters that comprise the Japanese academic year. From 16 years personal experience in the Japanese education system, the students' English ability is low and the level of motivation is extremely low for about half the students in each class. The head English teacher at this university only request was that I provide an interesting class. This language unit is compulsory, although students can choose the unit that fits their schedule. Half of the students in this unit are placed there by their supervisor.

Open Forum 2 was selected for evaluation as I currently use it in a listening skills class, and *World English 1* was selected as an alternative coursebook to *Open Forum 2*. The listening class is in a public university with one class of around 30 students. We meet once a week for 90-minutes, 15 times. According to the initial ranking of English ability at this university, students in this class rank the highest. From personal experience, student's level of motivation is high. The official title of the course is *Academic Listening*, and specific output requirements from the university are not specified. Students are required to take this

listening class, and the most recent listening class intake of students requested more speaking opportunities after the course had been completed.

4. Now You're Talking! (Appendix A)

This text (see page 27) was chosen for its relevance to a Japanese audience, providing communicative activities as suggested by the publisher. Unit 4 was selected from the coursebook due to its highly communicative theme.

4.1 Main teaching points

According to the 'book map' (see page 29), Unit 4 focuses on offering help and making requests, and every page uses a conversation that includes these. The content suggests learners need to understand the difference in how various items are described – a bar of chocolate, a loaf of bread. Prices given in every conversation, requiring the learners understanding of numbers.

4.2 Methodology

The book claims that it is 'task-based' (Elvin 2011: back cover, see page 27) and the layout of the unit closely follows the task-based instruction outline suggested by Willis (2004): pre-task phrase vocabulary and listening exercises; the task itself, a role-play activity; and post-task writing activity. Unfortunately, this last phase does not provide a presentation to others as suggested by Willis (2004).

According to Willis's (2004) suggestion that the 'task' definition will emphasize a need for completion, and a focus on meaning, the role-play activity has a completion requirement in that you need to listen to your partner's conversation in order to answer questions.

One key element of task-based learning as suggested by Willis (2004) and Nunan (2004) is the use of authentic materials. However, the conversations presented and the accompanying audio, do not represent real life (see page 32).

4.3 Book syllabus

Based on the information in section 2.2, this book favors a process based approach. There is no strong focus on the content, and a preference for tasks. By cross-referencing the table in section 2.2.1 with the ‘Map of the Book’ (see page 29), an integrated syllabus structure appears with focus on grammar, functions, and topics.

4.4 Syllabus fit

Addressing flow from the previous unit, unit 4’s focus on shopping follows on from the shop names topic of unit 3. It does not however, use these shop names in unit 4. The grammar focus of the unit seems out of place and appears as lexical items rather than grammatical structure. The teacher’s manual also suggests that as the units are independent from each other, and that they can be studied in any order.

4.5 Intended learner/teacher situation

The level of involvement of the teacher will be determined by the teacher themselves, as the teacher’s manual provides no clear role for the teacher, and gives no specific advice on how to present the material. In the introduction (see page 28), it clearly states a feature of the course is that it “requires very little teacher preparation.”

The learner’s role appears to be very passive, and without guidance from the teacher, there is only one main activity for interaction with other students. Finally, without asking for teacher feedback, there is no need for interaction between the teacher and learner.

4.6 Unit content evaluation

In this section, after reviewing the strengths and weaknesses of the book, the coursebooks intentions and actuality after evaluation will be compared.

Table 2 shows an evaluation of more shortcomings than strong points. Many of the minuses appear to focus on incompleteness, whereas the strengths favour variety.

Table 2: Strengths and Weaknesses of *Now You're Talking!*

Strengths	Weaknesses
different accents used in the listening activities	a very straightforward coursebook without the need for a teacher at all
grammar and lexical examples provided	little allowance for students to think and produce dialogue outside that presented
	very fast listening – touted as a basic level coursebook, but as a native speaker I had trouble with some of the listening
	unfinished conversation – no examples of giving change when purchasing
	as task-based teaching requires knowledge of the language in order to use it in various situations, this book needs to provide the learners with more structural and lexical pre-tasks

In terms of material objective achievement, although the book promotes itself as a conversation coursebook, only one of 5 activities was designated for speaking. Interactivity appears in few activities and does not encourage communication as suggested. Although promoted as attractive, it lacks appeal. The coursebook promotion of practicality would assume authenticity, but the listening activities and fixed conversation patterns do not reflect

the real world. The use of dollars as the only currency does not echo possible scenarios in the real world.

Regarding the learning situation material fit, the coursebook suggests it is a basic level text, but the listening is too fast. It also promotes 'task-based' learning, but doesn't fulfill the requirement of sharing information at the end of the task.

4.7 Summary

This book does not seem to justify its own objectives, and could be easily used as a self-study book at home. The content is not enough to sustain a one semester 15 week course, and is not stimulating enough for low motivated students. The presentation of the book is not appealing to students, and the language used in the teacher's book does not provide me with confidence to use the materials presented. It certainly does not provide the 'interesting' of 'interesting course' as requested by my institution's head teacher.

5. Open Forum 2 (Appendix B)

Open Forum 2 (see page 36) was chosen for evaluation as it is currently used in my classroom, and the request by students to have more speaking opportunities warranted a closer look at this coursebook. Unit 2 was chosen for its listening focus, and reflecting on listening activity.

5.1 Main teaching points

All sections in this chapter focus on language associated with leisure time. The chapter has been broken up into smaller sections focusing on different areas, lexical items and noun suffixes, pronunciation, listening, and speaking. There is a small section focusing on listening skills encouraging students to be aware of various issues that make listening difficult.

The speaking skills section encourages students to elaborate on their answers when in conversation.

5.2 Methodology

Although *Open Forum 2* appears to use a communicative language teaching (CLT) approach, it can also be seen to follow the ‘Presentation, Practice, Production’ (PPP) method. The approach falls into the function category of communication as described by Johnson (1981, cited in McDonough and Shaw 1993: 27) as “the practical uses to which we put language, most usually in interaction with other people.” However, White (2006) has broken down the traditional listening approach to encompass PPP, *present* with the new listening, *practice* by listening many times, and *produce* by completing the activity. The listening skills focus appears after the comprehension tasks have been completed. The book does not take into account the difference in listening abilities of the students, or that different learners will pick up different information from the same audio referred, White (2006).

5.3 Book syllabus

As described in section 2.2 (see page 5), this book uses an integrated syllabus. The main syllabus type is that of skills, listening and speaking. Other syllabi incorporated include; structural, as there is a focus on grammar; and functional, evident in the speaking skill focus column on the contents page suggesting a function focus for each chapter (see page 38). The syllabus is also topic based, noticeable on the contents page (see page 38) with 12 different topics.

5.4 Syllabus fit

The listening skills focus in this chapter flows on well from the chapter 1 focus “background information”, although all other skills could be taught randomly. The speaking skills focus sits well at the start of the book, as keeping a conversation going is necessary to encourage communication, but again, other skills presented in the book could be taught in any order. Although there is a grammar focus in each chapter, as with the topic order, there is no clear flow or connection to other chapters.

5.5 Intended learner/teacher situation

Initial analysis of the activities presented in the unit appears to show the students as taking an active role. This is apparent in the discussion tasks, working with a partner, and active listening with comprehension. White (2006) suggests that the PPP style of listening, used in parts in this text, may actually represent passive learning due to teacher focused ‘topic selection’, and pace and frequency of audio listening. The teacher’s role is *facilitator*, prompting students for possible answers and conversation, and also that of *decider*, in that teachers choose when and how the chapter will progress.

5.6 Unit content evaluation

By looking more closely at the information presented in one of the units, we can compare the strengths and weaknesses, and evaluate the reality of the book against the publisher's claims.

Table 3 highlights the variety provided by the publishers as the strengths of this coursebook. The weaknesses focus on the provided listening for the unit, and the lack of realia provided for EFL contexts.

Table 3: Strengths and Weaknesses of *Open Forum 2*

Strengths	Weaknesses
good variety of topics to keep most students interested	listening skill focus appears after the listening
good quality audio, good pace, different accents	same listening repeated many times, less variety for skill practice
many opportunities to discuss or confer with a partner	lengthy listening
	outside of class activity – difficult to do with EFL
	few conversation structures introduced for correct speaking practice

Open Forum 2's objective is the development of listening and speaking skills through presentation and practice. Unfortunately, the time spent on the listening outweighs the practice of skills presented. The structure of the unit focusing on the skill after the listening

does not reinforce learning, and the use of the same listening may hinder student's grasp of the intended listening skill. The speaking skills activities could be increased to balance the listening/ speaking ratio.

With a variety of topics throughout the text, there are enough stimuli to cater for learner individuality. The coursebook focuses on the intermediate level and may suit students in English as second language situations, but the intermediate level Japanese students' lack of exposure to native speaker conversations, combined with their limited breadth of vocabulary and grammar, would not suit this level.

5.7 Summary

As this is a book I currently use, this evaluation has posed the question as to whether I retain it as a coursebook. The focus on listening skills requested by my university provides an ideal setting for this book. Although I have used it with supplementary materials for two years now, closer evaluation has made me realize that there is more adaption needed. As a learner-centered focused teacher, I need the students to be more involved in the types of listening's they will evaluate and talk about by researching listening's available online that correspond to the topic being discussed.

6. *World English 1* (Appendix C)

World English 1's claim of reality (see page 51) combined with its glossy and appealing layout were reasons for choosing this coursebook as an alternative to *Open Forum 2*. As I had recently taught a lifestyles unit from another text, this unit's content was fresh in my mind.

6.1 Main teaching points

This unit provides information on how to express oneself in regard to lifestyle using suggested grammar and vocabulary. As the unit progresses, language is expanded, but repetitive. For example, Goal 1 (see page 58) focuses on healthy and unhealthy habits, and progresses to Goal 4 (see page 66), where these habits can be used in a writing exercise describing 'your own lifestyle'.

6.2 Methodology

This book promotes itself as Communicative Language Teaching (CLT), and in the sense that it provides students the opportunity for communication, it has achieved its goal. In order to achieve a communicative classroom, the book has based itself on the 'PPP' model, contradicting "the P-P-P approach ... was gradually replaced in the 1980s by teaching methods which focus on communication" (Richards, and Renandya, 2002: 94). In this situation however, the activities used with the PPP approach are more reflective of CLT.

Each unit is divided into 4 sections. The beginning of each section provides the learner with new information, *present*, followed by a controlled activity, *practice*, and the 'goal check' (see page 59) having the student's converse using the information learned in the previous activities, *produce*.

The book includes all four skills in each unit, aiming for balance, and therefore addresses the notion of individuality in learning styles.

6.3 Book syllabus

The book strongly appears to be a product based syllabus. Attention is given to what is being learned, most of the activities appear to have right or wrong answers, focusing on form. The sub-syllabi appear to be a combination of lexis and structural, apparent from emphasis on language selection due to frequency, and heavily topical, as each unit concentrates specifically on one theme.

6.4 Syllabus fit

This unit is toward the end of the book, and is completely independent of preceding and following topics. When looking closely at the grammar, unit 9's focus on comparatives and superlatives could be better connected to the comparisons focus. The vocabulary is independent of preceding and following units, therefore there is no need to teach the units in the order suggested.

6.5 Intended learner/teacher situation

Based on the PPP model, the presentation of new information is given by the teacher. The focus on form also indicates the teacher guiding the students to aim for correctness. The 'goal check' provides the teacher with an opportunity to act as a *facilitator*. It is in this section where we can see learner-centred learning.

6.6 Unit content evaluation

This section will compare the pluses and minuses of Unit 10, and compare the pitched publishers ideas with those identified in this evaluation.

By taking a closer look at unit 10, see table 4, one can see a focus on clarity and presentation, whilst the weaknesses cover many different areas from methodology to presentation.

Table 4: Strengths and Weaknesses of *World English 1*

Strengths	Weaknesses
a well-presented coursebook	teacher centered
students goals clearly stated	extensive use of “bubbles” – confusing (see page 59)
four skills in one unit	too many individual activities
	TED lectures are too advanced

The coursebook’s objective to inspire students to engage with ideas and each other through the topics and presentation is a mismatch. The book is beautifully presented, but it lacks activities for students to engage with each other. It focuses on form, rather than what students perceive about a particular topic. This connects to another claim that the book provides encouragement for learners to personalize the unit theme. Most of the activities provided do not allow students to veer off the suggested path. The only free section for conversation is the ‘goal check’ provided in the last activity of a two page spread (see page 61). Although touted as a ‘goal check’, there are no indicators provided to know whether one has achieved the ‘goal’ or not.

The objective of goal 2 is to be able to compare lifestyles (see pages 57 and 60). There is no grammar or vocabulary presented for students to compare, only to provide statements on information received. The way of asking about lifestyle for comparison (see page 62), is given on the page following the ‘goal check’ (see page 61). One of the main claims of the

book is its use of 'real' (authenticity), but contradicted in the teachers manual where it clearly states listening audio and video has been altered.

World English 1 promotes itself as an integrated skills coursebook. Throughout the unit the four skills are presented in order, and there is little integration between the skills. The stated level of low intermediate students seems appropriate.

6.7 Summary

On first glance of this book I was impressed with the visuals and reference to the real world, and flagged it as an adaption text for my academic listening class. Upon closer inspection of the materials, I found it to be a teacher centered text with a focus on accuracy rather than communication. The level of the book seems to contradict itself, as the vocabulary and grammar presented in the activities are of a lower level, but the readings and TED lectures are a much higher.

7. Conclusion

By evaluating coursebooks before use, the marrying of teachers' and learners' needs can be assessed. What may reveal itself to be a suitable and attractive text at first glance, may not end up as such. The beliefs each teacher has will do doubt be one of the most instrumental factors in selecting a coursebook.

Not only has this paper evaluated three coursebook units, but has provided me with greater insight as to what I believe as a teacher. By looking at my evaluations of the three coursebooks, I am clearer on what I believe is important when teaching. It will not only help in my future coursebook decisions, but class presentation, as I adapt coursebooks to my views on teaching. One area that has influenced this is section 2.2.3 (see page 8) regarding the lack of literature and attention paid to learners as individuals in syllabus planning, especially students' need for today's information yesterday.

Due the requirements of this paper's question, only 3 coursebooks out of the many available were chosen, and only one unit evaluated to the criteria set out in the question. In addition, my own teaching methodologies and bias have swayed evaluations. Adaption of textbooks, information layout, and many other factors discussed in McGrath (2002), and McDonough and Shaw (1993) were not addressed. Most importantly, the needs of the students were not reviewed in detail, and will certainly have further implications in a teacher's choice of coursebook.

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NOW YOU'RE TALKING!

SECOND EDITION

Now you're talking! is a basic-level conversation course designed exclusively for Japanese students. The course is suitable for teenagers or young adults. The book features a wide variety of interactive, task-based speaking and listening activities.

Key features of the course include:

- ★ *practical, enjoyable, interactive and highly communicative speaking tasks*
- ★ *a very carefully planned learning progression*
- ★ *writing and review sections in every unit*
- ★ *lots of listening practice*
- ★ *an attractive, user-friendly layout*
- ★ *written by a Japan-based author with over 20 years of experience in Japan*

A Teacher's Guide is available in printable PDF format from our website. An audio component is sold separately.

EFL Press

INTRODUCTION

What is *Now you're talking*?

Now you're talking! is a basic-level conversation course designed exclusively for Japanese students. The course can be used with teenagers or young adults, and is suitable for both large or small classes. The text can be used as the main speaking-listening coursebook, or as a supplementary text.

What kind of syllabus does *Now you're talking* have?

Now you're talking! is a student-centered, task-based course. In the student-centered classroom, the teacher acts as a facilitator of the lesson while the students are busily engaged in interactive task-based activities. The focus of the lesson moves away from the teacher toward the process of communication. Although the course emphasizes communication, both fluency and accuracy are given a central role.

What are the major features of the course?

- Tasks were designed to ensure cooperation between students, but in a relatively low-stress environment. A great deal of effort has gone into making the tasks fun or game-like. The uniqueness of the course lies in its appeal to young learners.
- *Now you're talking!* has a very sound methodology. Each section takes the students carefully step by step, building up the necessary language to complete following sections.
- *Now you're talking!* provides extensive practice in listening. The listenings are carefully devised to provide key language input, which the students will later need for use in speaking tasks.
- Each unit contains a Writing section which reinforces previously learned language. In addition, in the Review section students do a puzzle-like activity to consolidate and review vocabulary and grammar. The Writing and Review sections are flexible, and can be done either in class or assigned for homework.
- Vocabulary which may be new to basic-level students is given in the bilingual Word List at the back of the book.
- A Teacher's Guide with answer keys is available in printable PDF format from our website. An audio component is available separately.
- *Now you're talking!* is both user and teacher-friendly. The book is extremely easy to use and requires very little teacher preparation.

Map of the Book

Unit	Functions	Grammar	Topics
1	greeting someone talking about oneself	Wh- questions simple present in questions	likes and dislikes personal information school subjects
2	describing things	simple present Yes/No questions adjectives	food animals colors and shapes
3	asking for directions giving directions expressing thanks	imperatives prepositions of location ordinal numbers	shop names
4	offering help making a request	counters prices shopping expressions	shopping food shop names
5	talking about routines interviewing someone	adverbs of frequency simple present Wh- questions	health routines
6	telling the time	Wh- questions <i>usually</i>	time numbers
7	describing people describing present states	present progressive simple present adjectives	clothing parts of the body
8	asking for opinions giving reasons for opinions	<i>better than</i> singular/plural nouns <i>can't stand</i>	likes and dislikes preferences
9	talking about past events expressing condolence	simple past & present perfect <i>anywhere, anything, anyone</i> <i>nowhere, nothing, no one</i>	historical knowledge recent events
10	asking and answering interview questions describing jobs	Yes/No questions simple present	jobs
11	talking about past experiences	present perfect simple past Yes/No questions	personal experiences
12	making comparisons talking about the weather	comparatives adjectives	the weather countries months of the year

Do you know these words?


a bar of (chocolate)
a bottle of (shampoo)
a box of (cereal)
a can of (cola)
a carton of (milk)
a loaf of (bread)
a pair of (jeans)
a tube of (toothpaste)

Anything else?
black olives
eraser
extra (cheese)
green pepper
grocery store
Here you are.
I'd like to buy...

I'm just looking.
mechanical pencil
stapler
stationery store
sunscreen
That'll be \$10.50.
That's all.



Listen to the conversation. Check the boxes next to the words you hear.

Hello. May I help you?
Hi! Can I help you?

All right. What size would you like?
All right. What color do you want?

Which size would you like?
What toppings would you like?

Here you are.
Here you go.

Would you like anything else?
Anything else?

OK. That'll be \$18.50.
OK. That'll be \$45.

Yes, I'd like to buy a pair of jeans.
Yes, I'd like to buy a combination pizza.

Large, please.
Black, please.

Thirty.
Pepperoni, onion, and green pepper.

Thanks.
Thank you.

Yes, I'd also like a Coke.
No, that's all.



Now practice with a partner.

Now you're talking! 19



Listen. Check the boxes.

1. The Department Store

- | | |
|-----------------|-----------|
| a) a sweater | b) size 8 |
| a pair of shoes | size 9 |
| a pair of socks | size 10 |
| c) blue | d) \$69 |
| white | \$49 |
| black | \$169 |



2. The Bakery

- | | | |
|------------------------|--------------------|---------|
| a) a cheesecake | b) a cup of coffee | c) \$9 |
| a strawberry shortcake | a cup of tea | \$12.50 |
| a pound cake | a glass of milk | \$10.50 |

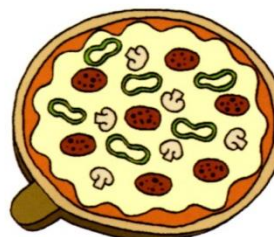
3. The Stationery Store

- | | | | |
|---------------------|----|----|--------|
| a) a notebook | B5 | A4 | b) \$5 |
| loose-leaf paper | B5 | A4 | \$5.50 |
| a mechanical pencil | | | \$3 |
| a stapler | | | |
| an eraser | | | |



4. The Pizza Shop

- | | | | |
|----------|------------------|---------------|------------|
| a) small | b) bacon | c) ginger ale | d) \$15.50 |
| medium | black olives | cola | \$18.50 |
| large | corn | iced tea | \$14.50 |
| | extra cheese | | |
| | garlic | | |
| | green pepper | | |
| | mushrooms | | |
| | onion | | |
| | pepperoni salami | | |
| | pineapple | | |



Speaking



Partner A

UNIT 4

CLERK

CUSTOMER

Hello. May I help you?	Yes, I'd like to buy a soccer shirt. No thanks. I'm just looking.
What color do you want?	Blue, please.
What kind do you want?	Chocolate, please.
Which size would you like?	Medium, please.
Which toppings would you like?	Pepperoni, onion, and green pepper.
Here you are.	Thanks.
Anything else?	No, that's all. Yes, I'd also like a pair of socks.
OK. That'll be \$55.	

Take turns being the Clerk or Customer. Circle your partner's answers.

The Department Store

A SWEATER \$50
A SOCCER SHIRT \$40
A PAIR OF JEANS \$45
A PAIR OF SOCKS \$5
☆
•blue •black •purple
☆
•small •medium •large

Buy a soccer shirt.

The Bakery

A CAKE
•chocolate •pound •cheese
\$11.50 \$12.50 \$10
☆
A LOAF OF BREAD
•french •whole wheat
\$3.50 \$4.50
☆
A CARTON OF MILK
\$2

a) Buy a cake.
b) Buy a carton of milk.

The Pizza Shop

A COMBINATION PIZZA
•small •medium •large
\$10.50 \$15 \$21
☆
•pepperoni •pineapple
•onion •extra cheese
•green pepper
☆
A COLA
\$2

a) Buy a combination pizza.
b) Buy a cola.

The Stationery Store

SOME COPY PAPER \$6.50
☆
•pink •blue •white
☆
•B5 •A4 •B4
☆
AN ERASER ¢75
A NOTEBOOK \$2.50
A STAPLER \$7
A PEN \$1.50

Buy some copy paper.

The Drugstore

A TUBE OF TOOTHPASTE
•Dr Smile •Mr Bright
\$2.50 \$3
☆
A BOTTLE OF SHAMPOO \$5
A BOX OF TISSUES \$3
A BAR OF SOAP \$2.50
A TUBE OF SUNSCREEN \$8

a) Buy a tube of toothpaste.
b) Buy a box of tissues.

The Grocery Store

A BAR OF CHOCOLATE
•dark •milk •white
\$2 \$2 \$2.50
☆
A CAN OF CAT FOOD \$2
A BOTTLE OF WINE \$11.50
A CARTON OF EGGS \$4
A BOX OF CEREAL \$5.50

Don't buy anything.

Now you're talking! 21

Speaking



Partner B

UNIT 4

CLERK	CUSTOMER
Hello. May I help you?	Yes, I'd like to buy a sweater. No thanks. I'm just looking.
What color do you want?	Blue, please.
What kind do you want?	Chocolate, please.
Which size would you like?	Medium, please.
Which toppings would you like?	Pepperoni, onion, and green pepper.
Here you are.	Thanks.
Anything else?	No, that's all. Yes, I'd also like a pair of socks.
OK. That'll be \$40.	

Take turns being the Clerk or Customer. Circle your partner's answers.

1

The Department Store

A SWEATER \$50
A SOCCER SHIRT \$40
A PAIR OF JEANS \$45
A PAIR OF SOCKS \$5

☆

•blue •black •purple

☆

•small •medium •large

a) Buy a sweater.
b) Buy a pair of socks.

2

The Bakery

A CAKE
•chocolate •pound •cheese
\$11.50 \$12.50 \$10

☆

A LOAF OF BREAD
•french •whole wheat
\$3.50 \$4.50

☆

A CARTON OF MILK
\$2

Buy a loaf of bread.

3

The Pizza Shop

A COMBINATION PIZZA
•small •medium •large
\$10.50 \$15 \$21

☆

•pepperoni •pineapple
•onion •extra cheese
•green pepper

☆

A COLA
\$2

Buy a combination pizza.

4

The Stationery Store

SOME COPY PAPER \$6.50

☆

•pink •blue •white

☆

•B5 •A4 •B4

☆

AN ERASER 75¢
A NOTEBOOK \$2.50
A STAPLER \$7
A PEN \$1.50

a) Buy some copy paper.
b) Buy a stapler.

5

The Drugstore

A TUBE OF TOOTHPASTE
•Dr Smile •Mr Bright
\$2.50 \$3

☆

A BOTTLE OF SHAMPOO \$5
A BOX OF TISSUES \$3
A BAR OF SOAP \$2.50
A TUBE OF SUNSCREEN \$8

Don't buy anything.

6

The Grocery Store

A BAR OF CHOCOLATE
•dark •milk •white
\$2 \$2 \$2.50

☆

A CAN OF CAT FOOD \$2
A BOTTLE OF WINE \$11.50
A CARTON OF EGGS \$4
A BOX OF CEREAL \$5.50

a) Buy a bar of chocolate.
b) Buy a box of cereal.

22 Now you're talking!

Fill in the blanks.

- | | |
|----------------------------------|-------------------------------------|
| 1. Hello. May I help you? | <i>No thanks. I'm just</i> |
| 2. Hello. May I help you? | <i>Yes, to buy a sweater.</i> |
| 3. What would you like? | <i>Medium, please.</i> |
| 4. Here you are. Anything? | <i>No, that's all.</i> |
| 5. OK. be \$50. | |

How do you count these things? Draw lines to match the items.



chocolate / soap

a tube of



toothpaste / sunscreen

a can of



eggs / milk

a bar of



cat food / cola

a pair of



jeans / socks

a bottle of



bread

a box of



tissues / cereal

a loaf of



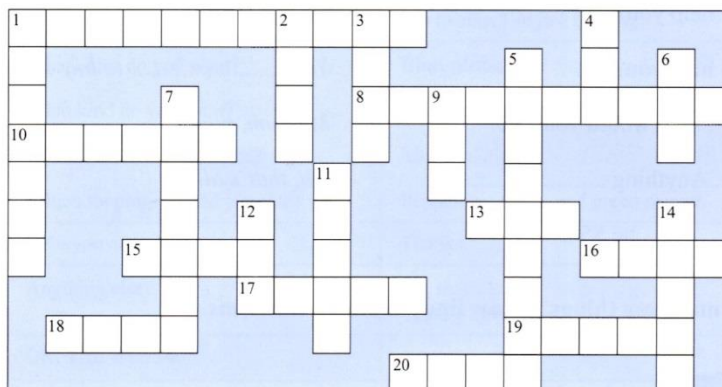
shampoo / wine

a carton of

Answer these questions.

- | | |
|---|-------|
| 1. What kind of pizza toppings do you like? | |
| 2. Where do you like to go shopping? | |
| 3. What's your favorite department store? | |

Try this crossword puzzle.



ACROSS

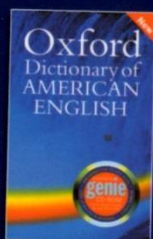
1. This green vegetable is a pizza topping.
8. This store sells notebooks, pens, and pencils.
10. A of eggs, please.
13. A of chocolate, please.
15. What do you want? *Medium, please.*
16. A bar of , please.
17. Another name for 'shop'.
18. You can buy soap, shampoo, and toothpaste at the store.
19. I'm sorry, we don't have any small or medium sizes. We only have
20. A of toothpaste, please.

DOWN

1. This store sells milk, eggs, fruit, and vegetables.
2. A of socks, please.
3. Anything? *No, that's all.*
4. Hello. Can I help you? *Yes, I'd like to buy a of cat food.*
5. This fruit is sometimes a pizza topping.
6. Here you *Thank you.*
7. Hi. Can I help you? *No thanks. I'm just*
9. Anything else? *No, that's*
11. Which would you like? *Green, please.*
12. Would you like anything else? , *I'd also like a cola.*
14. May I help you? *Yes, I'd like to buy some loose-leaf*

Open Forum 2

ACADEMIC LISTENING AND SPEAKING



The Ideal Classmate

Open Forum is a three-level series that exposes students to engaging and informative content while developing essential listening and speaking skills. Each level contains listening selections and discussion activities related to a range of academic content areas, including communications, technology, business, and the social sciences. Each chapter provides presentation and practice of important listening and speaking skills so that students can develop effective learning strategies. *Open Forum* also offers vocabulary and pronunciation strands to complement the instruction.

- Repeated exposure to the content areas prepares students for the academic classroom and builds confidence.
- Diverse listening selections including radio interviews, news reports, monologues, and short lectures ensure a high level of engagement and encourage discussion.
- Abundant opportunities for conversation practice promote collaborative learning and strengthen motivation.
- Progress tests consolidate learning and provide opportunities for ongoing assessment.

MP3 Component

Downloadable MP3 files of listening selections and exercises are available on the *Open Forum* Web site (www.oup.com/elt/openforum) for extended practice.

Open Forum

Level 1
Level 2
Level 3

Available at each level:

Student Book
Audio CDs
Audio Cassettes
Answer Key and Test Booklet

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Listening Skill Focus	Speaking Skill Focus	Vocabulary	Pronunciation
Activating background knowledge	Reflecting on speaking	Compound nouns	Sentence stress
Reflecting on listening	Elaborating to keep a conversation going	Word building with noun suffixes	Unstressed function words
Predicting	Hesitating and taking time to think	Verbs + <i>-ing</i> form or infinitive	Intonation with questions
Listening for main points	Using imprecision	Words and expressions related to art	The schwa sound
Working out unknown vocabulary	Asking for further information	Adjective suffixes <i>-ful</i> and <i>-less</i>	Verb endings
Identifying organizing phrases	Expressing opinions	Words and expressions related to work	Contractions with <i>be</i> and <i>have</i>
Intensive listening for numbers	Preparing for presentations	Expressions for approximations with numbers	Stress in numbers with <i>-ty</i> and <i>-teen</i>
Identifying the purpose of a story or example	Explaining a process	Multi-word verbs (1)	Word stress
Summarizing	Checking for understanding	Words and expressions related to marketing	Using intonation to express interest
Identifying opinions and supporting arguments	Using repetition for emphasis	Collocations related to education	<i>-ed</i> vs. <i>it</i>
Identifying key words to understand details	Managing a conversation	Multi-word verbs (2)	Unstressed modal verbs
Using paraphrase to work out meaning	Managing a group discussion	Words and expressions related to time and punctuality	Linking

Introduction

Welcome to *Open Forum*, a three-level listening and speaking skills series for English language learners who need practice in extended listening and discussion in preparation for academic work, or to attain a personal goal.

The series is structured around high-interest listening texts with an academic focus that engage and motivate learners. Chapters feature academic content areas such as business, history, or psychology. The content areas are revisited as the series progresses, ensuring that learners recycle and extend the ideas and vocabulary of each topic. Focused practice in listening and speaking skills is integrated into each chapter.

Open Forum 2 is for students at the **intermediate** level.

Features of *Open Forum*

Listening Skills

- Each chapter introduces and practices a specific listening skill (e.g., listening for main points, identifying opinions and supporting arguments).
- Listening selections are adapted from authentic sources. They are carefully chosen to engage learners and teachers and to stimulate discussion.
- A wide variety of texts—including lectures, radio interviews, news reports, and informal conversations—ensures learners practice listening to a range of audio formats.
- Listening comprehension tasks provide opportunities for extensive and intensive listening, which becomes more challenging as learners progress through the series.

Speaking Skills

- Each chapter introduces and practices one specific speaking skill (e.g., explaining a process, managing a conversation).
- Speaking practice sections in each chapter provide opportunities for extended discussion on the chapter theme.
- Abundant opportunities for interaction in pairs, groups, and as a class ensure student participation.

Vocabulary

- Vocabulary sections introduce key lexical items associated with the chapter theme. The sections also highlight word-building, collocations, and phrasal verbs.

Pronunciation

- Pronunciation sections raise learners' awareness of features of natural spoken English (e.g., intonation with questions, linking).

MP3 Component

- Downloadable audio files (in MP3 format) for each chapter are available on the *Open Forum* Web site, www.oup.com/elt/openforum. Each selection complements the topic in the corresponding chapter, and provides learners with opportunities for extended listening practice in the content areas. The listening selections can be used independently or in a language lab setting.

Assessment

- Progress Tests (available in the *Answer Key and Test Booklet*) enable teachers to check learners' progress and allow learners to demonstrate mastery of the strategies they have studied.

Unit Format

1. Introducing the Topic

This section introduces the topic of the chapter, activates learners' background knowledge, and builds interest. Learners complete a quiz, answer discussion questions, look at photographs, or complete a survey.

Teaching Tip: Use this section to get students thinking and speaking about the chapter theme. Have them work in pairs or groups to maximize their speaking opportunities.

2. Listening Practice

This is the first of two major listening opportunities in each chapter. Each listening section includes five subsections:

■ Preparing to Listen

Here learners are given specific preparation for the text that they are going to hear. Learners read and discuss information specific to the piece; at this point, new vocabulary may be introduced to facilitate listening.

Teaching Tip: Heighten student interest and anticipation by having them predict what speakers will say. Leave some questions unanswered; this will motivate students to listen more carefully.

■ Listening for Main Ideas

This stage ensures that learners are able to identify the main idea of a text. The listening task encourages learners to listen to the entire recording once through, without stopping, and to pick out the general gist of the text.

Teaching Tip: Read through the directions for the task before learners listen. Check that they understand the vocabulary in the task and know what they have to do. Encourage them to focus only on the listening task as they listen. After they listen, have learners compare their answers, and check as a class.

■ Listening for More Detail

In this section, learners practice listening for specific details. As the series progresses, learners move from reacting with a minimal response (e.g., deciding whether a statement is true or false) to making more extended notes (e.g., filling in a chart). They are guided to use context to work out unknown vocabulary.

Teaching Tip: Go through the questions before learners listen, and check that they understand what they are being asked. Then play the recording. Learners may already be able to answer some of the questions. Acknowledge this fact, but do not confirm right or wrong answers at this point: encourage learners to listen a second time to check their answers. After they have listened again, ask students to compare their answers, and check as a class. If learners have difficulty with one or more of the questions, replay the relevant section of the recording as necessary.

■ Thinking and Speaking

At this point, learners are encouraged to respond to the ideas in the text, synthesize what they have heard, and apply it to their own experience. Learners also get an opportunity for speaking practice on the chapter theme.

Teaching Tip: Learners can discuss the questions in pairs, small groups, or as a class. Give them time to think before asking for answers. Encourage them to refer to the listening transcript if appropriate. The tasks are designed to be flexible and can take as little as a few minutes, or as long as 20–30 minutes, depending on class and teacher preference.

■ Focus on the Listening Skill

This section raises learners' awareness of listening skills and strategies, and provides focused training in those skills. The *Listening Skill* boxes introduce three types of listening skills:

- pre-listening skills (e.g., previewing vocabulary) are introduced before learners listen to the text;
- while-listening skills (e.g., identifying main points) are introduced and practiced as learners listen;
- detailed listening skills (e.g., working out unknown vocabulary) are practiced after students have grasped the main points.

Teaching Tip: Read the information in the *Listening Skill* box aloud as the learners follow along. Check that they understand. Then have them complete the tasks alone or with a partner. After they listen, have learners compare their answers, and check as a class.

3. Vocabulary

The vocabulary section introduces key items of vocabulary that are useful for the topic, and provides written and oral practice of the items. Where necessary, *FYI* boxes highlight relevant information.

Teaching Tip: Read the information in the *FYI* box, if there is one, aloud as the learners follow along.

Check that learners understand. Then ask learners to complete the tasks alone or with a partner.

4. Listening Practice

This section provides a second listening opportunity. The text in this section is longer than the first text, to give learners practice in extended listening. The text is usually of a different type from the first text (e.g., a lecture vs. a radio interview). The sequence of tasks is the same as in the first listening section, without the specific focus on a listening skill.

Teaching Tip: See previous *Listening Practice*.

5. Pronunciation

Learners are offered practice in listening for and understanding features of naturally spoken English (e.g., stress, linking, weak forms, and verb endings). Learners practice focused listening to identify stress and intonation and to pick out words and complete sentences. As in the *Vocabulary* section, *FYI* boxes provide relevant instruction.

Teaching Tip: Read the information in the *FYI* box, if there is one, aloud as the learners follow along. Check that learners understand. Then, ask learners to complete the tasks alone or with a partner.

6. Speaking Skills

This section raises learners' awareness of a specific speaking skill or strategy, such as asking for clarification or hesitating. These are presented in *Speaking Skill* boxes. Learners listen to a short text that exemplifies the skill or strategy in question.

Teaching Tip: Read the information in the *Speaking Skill* box aloud as the learners follow along. Check that students understand. Then, ask learners to complete the tasks alone or with partner.

7. Speaking Practice

This section provides an extensive, guided speaking activity on the theme of the chapter, and encourages students to use the skill learned in the previous section. The activity is carefully staged to maximize speaking; for example, learners might first make notes individually, then discuss the topic with a partner, and finally move into group or class discussion.

Teaching Tip: Allow plenty of time for this activity. Ask students to gather and note down their ideas; this will ensure that they have enough to say in the speaking stage. If necessary, remind learners to use the speaking skill from the previous section.

8. Taking Skills Further

The chapter concludes with suggestions to increase learners' awareness of listening and speaking skills, and ideas for listening and speaking practice outside the classroom.

Teaching Tip: The task can usually be checked in the next class. Many of the activities can be expanded into a project, if desired.

CHAPTER 2 Psychology

ABOUT THIS CHAPTER

Topics:	Leisure activities; quality of life
Listening Texts:	Radio program about the concept of "flow"; personal interviews
Listening Skill Focus:	Reflecting on listening
Focus:	Elaborating to keep a conversation going
Vocabulary:	Word building with noun suffixes
Pronunciation:	Unstressed function words

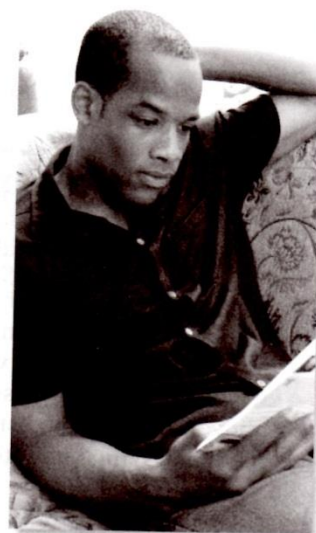
1 INTRODUCING THE TOPIC

1. Look at these results of a survey asking the question "What are your favorite leisure-time activities?" Then discuss the questions below with a partner.

Favorite Leisure-Time Activities for Adults in the United States

Favorite Activity	1995	2000	2004
Reading	28%	31%	35%
Watching TV	25%	23%	21%
Spending time with family	12%	14%	20%
Going to movies	8%	6%	10%
Fishing	10%	9%	8%
Computer activities	2%	6%	7%
Walking	8%	8%	6%
Exercise (aerobics, weights)	2%	6%	6%
Playing team sports	9%	5%	5%

SOURCE: HarrisInteractive, the Harris Poll #97, December 8, 2004



1. Are there any activities that you are surprised to see on the list?
2. Which activities have increased in popularity over time? Which have decreased in popularity? What reasons might there be for these changes?
3. Which activities do you think will change in popularity in the future?
4. What other leisure activities can you think of?

2. Work with a partner. Answer the questions about the activities in exercise 1. Then compare your answers in small groups.

1. Which activities are physical?

2. Which activities require concentration?

3. Which activities are usually done with other people?

4. Which activities are solitary?

3. Do you think certain types of activities (for example, those that are more physical or more solitary) make better pastimes? Why or why not?

2 LISTENING PRACTICE


A Preparing to Listen

1. Discuss these questions with a partner.

1. What do you think “quality of life” means? Does it have to do only with money, or are there other factors involved?
2. Make a list of things (activities, experiences, etc.) that you think contribute to quality of life.


2. Compare lists as a class. How similar or different are your lists?

B Listening for Main Ideas

-  Listen to the radio program. Then complete each statement with the correct ending.

1. Flow is described by a psychologist as a state of _____.
 - a. optimal experience
 - b. deep relaxation
2. A person can experience flow during _____.
 - a. one or two types of activities only
 - b. many different activities
3. Flow is _____.
 - a. the same as feeling happy
 - b. different from feeling happy

C Listening for More Detail

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

- ___ 1. The concept of flow was described by a psychologist.
- ___ 2. The psychologist describes being a chef in a restaurant to explain flow.
- ___ 3. It is typical to lose a sense of time and to forget your problems when experiencing flow.
- ___ 4. Both skill and challenge are required to experience flow.
- ___ 5. You can experience flow in both physical and nonphysical activities.
- ___ 6. According to the speaker, watching TV is sometimes likely to produce flow.
- ___ 7. Reading is not a typical activity that produces flow.
- ___ 8. It is possible to feel happy without experiencing flow.

D Thinking and Speaking

Work in small groups. Discuss these questions.

1. Do you think you have ever experienced flow? If so, during what activities?
2. Do you agree with the psychologist that this kind of experience might be important for achieving quality of life? Why or why not?

E Focus on the Listening Skill: Reflecting on Listening

LISTENING SKILL

It is helpful to think about what skills are necessary to be a good listener and to practice them as much as possible. This will improve your skills and make you feel more confident when listening.

1. Here are some comments from language learners who are describing their experiences with listening to lectures, stories, etc. Add a comment of your own. Then discuss the comments in small groups and compare your experiences with listening.

1. It's difficult to understand the beginning of lectures, especially when I'm not prepared or haven't thought about the topic.

3. I panic if I don't recognize a word when I'm listening. I wish I was better at figuring out words I don't know.

5. I don't always understand the point of a story or example.

2. Sometimes it's hard to tell which points are the main points in a lecture.

4. I get nervous if there are a lot of numbers in a lecture. I'm afraid I'll miss some important information.

6. Your comment:

2. In this book, you will have the opportunity to practice different skills and strategies to help you improve your listening abilities. For example, in Chapter 1 you listened to a lecture and a radio interview and practiced activating background knowledge. Look at the list of listening skills in the Table of Contents. Which chapters might help you with the problems mentioned in exercise 1?

3 VOCABULARY: Word Building with Noun Suffixes

1. You can form nouns from verbs by adding the suffixes *-ion*, *-ation*, and *-ment*. Look at the following sentences and underline the suffixes. What happens to the *e* at the end of the word when you add *-ation* or *-ion*?
1. People say they experience deep feelings of concentration and enjoyment.
 2. Many people experience relaxation.
2. Complete the following chart with the noun forms of the verbs on the left. Use the suffix indicated.

verb	noun (with <i>-ion</i>)	verb	noun (with <i>-ation</i>)	verb	noun (with <i>-ment</i>)
concentrate	<i>concentration</i>	relax	<i>relaxation</i>	enjoy	<i>enjoyment</i>
connect		prepare		require	
contribute		combine		retire	
discuss		organize		develop	
motivate		explore		manage	
participate				achieve	

3. Fill in the blank with the singular or plural noun form of the words in italics.
1. I go fishing to help me *relax*. What do you do for _____?
 2. Kelly wants to make a _____ to charity. Do you want to *contribute*?
 3. Have you *discussed* the problem with anyone? I'd be happy to have a _____ with you.
 4. Isabel is very *motivated* to learn. Do you have a lot of _____ to learn?
 5. Paul has *achieved* a lot in his field. Linda also has many _____ in her field.
 6. Do you need to *prepare* a lot for dinner? I can help you with the _____.

7. Biology is a *required* class for my degree. Is biology a _____ for your degree?
8. Did Chong *indicate* his feelings to you? He gave me no _____ at all.

4 LISTENING PRACTICE

A Preparing to Listen

Discuss these questions in pairs or groups.


1. What different kinds of surveys do you know of (e.g., telephone, door-to-door)?
What is the information typically used for (e.g., marketing)?
2. Have you ever participated in a survey? If so, what kind was it and what was it for?
3. Look at this part of a survey. What do you think the purpose of the survey is?

Quality-of-Life Survey

Please rate the levels of motivation, concentration, and enjoyment you get from each of the following activities (1 = lowest level, 5 = highest level).


	Motivation	Concentration	Enjoyment	Total
1. Working				
2. Studying				

B Listening for Main Ideas

 Listen to the personal interviews about some results of the survey on quality of life. Write two things that each person enjoys.

1. Julia: _____
2. Leo: _____
3. Annie: _____
4. Robert: _____

C Listening for More Detail

 Listen to the conversations again. Circle the correct word or phrase to complete each statement.

Julia

1. She has about (an hour and a half/a half-hour) drive to and from work.
2. She likes to (listen to the radio or music/have silence) when she drives.

3. She plays the guitar at least (three times/four times) a week.
4. She plays (with friends and alone/only with friends).

Leo

1. He says there is (a lot of/very little) difference between work and play for him.
2. He (plays computer games/watches TV) when he is not working.
3. He is developing a new (software program/computer game) with a friend.
4. He (likes/doesn't like) socializing.

Annie

1. She enjoys (a few/many) sports.
2. She participates in (team and individual sports/team sports only).
3. She likes her work as a (coach/teacher) more.
4. She (never/sometimes) watches TV in the evening.

Robert

1. He likes doing dishes because it's (relaxing/an unusual activity).
2. He often (plans his day/finds solutions to problems) while washing dishes.
3. He has a job that (is stressful/he loves).
4. On weekends, he (brings office work home/enjoys bicycling).

D Thinking and Speaking

Work in small groups and discuss these questions:

1. Whose response is most surprising?
2. Which person is most similar to you?
3. What do you think the information in this survey could be used for?


5 PRONUNCIATION: Unstressed Function Words

FYI

Some very common words, such as articles (*a, an, the*), prepositions (*to, for, of, on, from, at, in*), and conjunctions (*and, or, as, than*) are usually unstressed in both formal and informal speech. They can be difficult to hear because they are unstressed.

1. Read this part of Julia's response. Circle the words that you think will be unstressed. Compare answers with a partner. Then listen to the response and check your answers.

I usually play the guitar at least three times a week. I play in a group with friends, and I play by myself, too.


-  2. Listen to this part of Robert's response, and fill in the missing words. Compare answers with a partner and listen again if necessary.

I'm (1) an executive with (2) _____ high-pressure job. I'm busy all (3) _____ time, (4) _____ I like doing dishes? But, it's relaxing (5) _____ me, (6) _____ it often turns out (7) _____ be good thinking time. I'm surprised (8) _____ how often I come up (9) _____ solutions (10) _____ problems while I'm washing dishes.

6 SPEAKING SKILLS: Elaborating to Keep a Conversation Going

SPEAKING SKILL

Good speakers usually elaborate, or say more than just "Yes" or "No," in response to a question. This helps keep the conversation going.

-  1. Listen to an extract from Annie's conversation. How does she respond to the interviewer? Does she say only "Yes" or "No," or does she say more? Why is this type of response important?

2. Look at these questions and answers. Think of ways to elaborate on the answers. Then practice asking and answering the questions with a partner.

1. Do you like sports?

Yes/No, _____.

2. Do you watch TV a lot?

Yes/No, _____.

3. Do you read books or magazines a lot?

Yes/No, _____.

4. Are you a good cook?

Yes/No, _____.

5. Can you fix cars or other machines?

Yes/No, _____.

6. Do you like using computers and the Internet?

Yes/No, _____.

7 SPEAKING PRACTICE

1. Complete the quality-of-life survey below. Then work with a partner and take turns interviewing each other about the results. When responding to questions, remember to elaborate—don't just respond with "Yes" or "No". Take notes about your partner's answers.

Quality-of-Life Survey

Please rate the levels of motivation, concentration, and enjoyment you get from each of the following activities (1 = lowest level, 5 = highest level).

	Motivation	Concentration	Enjoyment	Total
1. Working				
2. Studying				
3. Driving				
4. Doing housework (Name the work)				
5. Doing a hobby (Specify)				
6. Doing sports (Specify)				
7. Watching sports				
8. Socializing				
9. Other (Specify)				

2. Compare the survey results in small groups. Can you make any generalizations about the results?

8 TAKING SKILLS FURTHER

Outside of class, pay attention to conversations between native speakers. Notice how people respond to *Yes/No* questions. In what situations do they elaborate? What effect do different types of responses have on a conversation? Compare your findings in the next class.



For additional listening practice on the topic of psychology, go to the *Open Forum* Web site (www.oup.com/elt/openforum) and follow the links.

WORLD ENGLISH¹

SECOND EDITION

REAL PEOPLE REAL PLACES REAL LANGUAGE

Featuring content from National Geographic and TED, the new edition of the four-level *World English* series brings the most amazing stories about our planet and compelling ideas from around the world to the integrated-skills classroom. Riveting images, fascinating topics, and high-quality video from remarkable thinkers and doers will inspire students to engage with ideas and each other.

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WORLD ENGLISH Philosophy Statement by Rob Jenkins

BACKGROUND – LEARNING AND INSTRUCTION

Learning has been described as acquiring knowledge. Obtaining knowledge does not guarantee understanding, however. A math student, for example, could replicate any number of algebraic formulas, but never come to an *understanding* of how they could be used or for what purpose he or she has learned them. If understanding is defined as the ability to use knowledge, then learning could be defined differently and more accurately. The ability of the student to use knowledge instead of merely receiving information therefore becomes the goal and the standard by which learning is assessed.

This revelation has led to classrooms that are no longer teacher-centric or lecture driven. Instead, students are asked to think, ponder, and make decisions based on the information received or, even more productive, students are asked to construct learning or discover information in personal pursuits, or with help from an instructor, with partners, or in groups. The practice they get from such approaches stimulates learning with a purpose. The purpose becomes a tangible goal or objective that provides opportunities for students to transfer skills and experiences to future learning.

In the context of language development, this approach becomes essential to real learning and understanding. Learning a language is a skill that is developed only after significant practice. Students can learn the mechanics of a language but when confronted with real-world situations, they are not capable of communication. Therefore, it might be better to shift the discussion from “Language Learning” to “Communication Building.” Communication should not be limited to only the productive skills. Reading and listening serve important avenues for communication as well.

FOUR PRINCIPLES TO DEVELOPING LEARNING ENVIRONMENTS

Mission: The goal or mission of a language course might adequately be stated as the pursuit of providing sufficient information and practice to allow students to communicate accurately and effectively to a reasonable extent given the level, student experiences, and time on task provided. This goal can be reflected in potential student learning outcomes identified by what students will be able to do through performance indicators.

World English provides a clear chart within the table of contents to show the expected outcomes of the course. The books are designed to capture student imagination and allow students ample opportunities to communicate. A study of the table of contents identifies the process of communication building that will go on during the course.

Context: It is important to identify what vehicle will be used to provide instruction. If students are to learn through practice, language cannot be introduced as isolated verb forms, nouns, and modifiers. It must have context. To reach the learners and to provide opportunities to communicate, the context must be interesting and relevant to learners’ lives and expectations. In other words, there must be a purpose and students must have a clear understanding of what that purpose is.

World English provides a meaningful context that allows students to connect with the world. Research has demonstrated pictures and illustrations are best suited for creating interest and motivation within learners. National Geographic has a long history of providing magnificent learning environments through pictures, illustrations, true accounts, and video. The pictures, stories, and video capture the learners’ imagination and “hook” them to learning in such a way that students have significant reasons to communicate promoting interaction and critical thinking. The context will also present students with a desire to know more, leading to life-long learning.

Objectives (Goals)

With the understanding that a purpose for communicating is essential, identifying precisely what the purpose is in each instance becomes crucial even before specifics of instruction have been defined. This is often called “backward design.” Backward design means in the context of classroom lesson planning that first desired outcomes, goals, or objectives are defined and then lessons are mapped out with the end in mind, the end being what students will be able to do after sufficient instruction and practice. Having well-crafted objectives or goals provides the standard by which learners’ performance can be assessed or self-assessed.

World English lessons are designed on two-page spreads so students can easily see what is expected and what the context is. The goal that directly relates to the final application activity is identified at the beginning. Students, as well as instructors, can easily evaluate their performance as they attempt the final activity. Students can also readily see what tools they will practice to prepare them for the application activity. The application activity is a task where students can demonstrate their ability to perform what the lesson goal requires. This information provides direction and purpose for the learner. Students, who know what is expected, where they are going, and how they will get there, are more apt to reach success. Each success builds confidence and additional communication skills.

Tools and Skills

Once the lesson objective has been identified and a context established, the lesson developer must choose the tools the learner will need to successfully perform the task or objective. The developer can choose among various areas in communication building including vocabulary, grammar and pronunciation. The developer must also choose skills and strategies including reading, writing, listening, and speaking. The receptive skills of reading and listening are essential components to communication. All of these tools and skills must be placed in a balanced way into a context providing practice that can be transferred to their final application or learner demonstration which ultimately becomes evidence of communication building.

World English units are divided into “lessons” that each consists of a two-page spread. Each spread focuses on different skills and strategies and is labeled by a letter (A-E). The units contain the following lesson sequence:

- A: Vocabulary
- B: Listening and Pronunciation
- C: Language Expansion
- D: Reading/Writing
- E: Video Journal


Additional grammar and vocabulary are introduced as tools throughout to provide practice for the final application activity. Each activity in a page spread has the purpose of developing adequate skills to perform the final application task.

LAST WORD

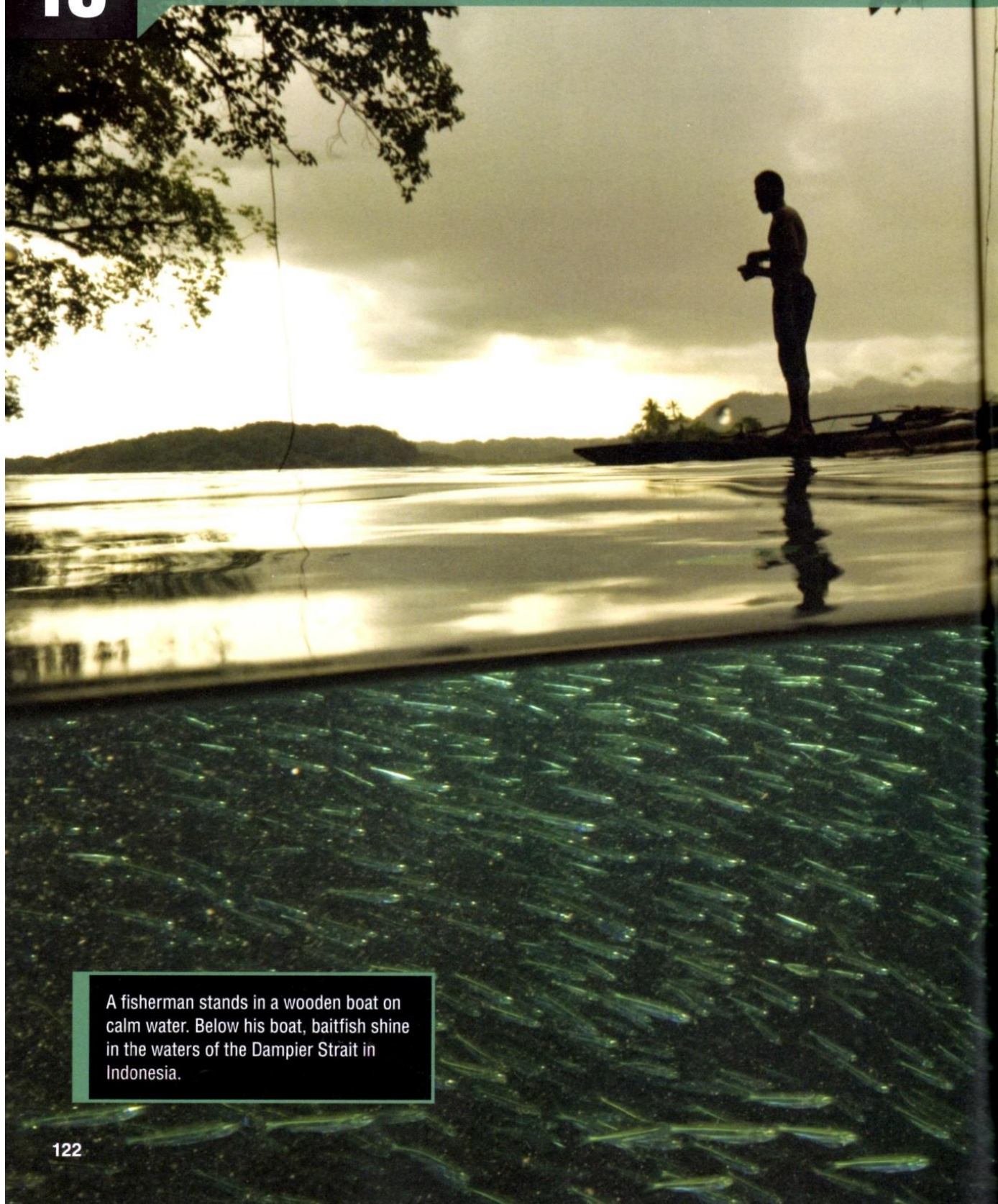
The philosophy of World English is to provide motivating context to connect students to the world through which they build communication skills. These skills are developed, practiced, and assessed from lesson to lesson through initially identifying the objective and giving learners the tools they need to complete a final application task. The concept of performance is highlighted over merely learning new information and performance comes from communicating about meaningful and useful context. An accumulation of small communication skills leads to true and effective communication outside of the classroom in real-world environments.

	Unit Goals	Grammar	Vocabulary
UNIT 1 People Page 2 	<ul style="list-style-type: none"> • Meet people • Ask for and give personal information • Describe different occupations • Describe positive and negative parts of occupations 	Review of Present tense: <i>Be</i> <i>Be</i> + adjective (+ noun) Possessive adjectives	Occupations Countries Nationalities Descriptive adjectives
UNIT 2 Work, Rest, and Play Page 14 	<ul style="list-style-type: none"> • Talk about a typical day • Talk about free time • Describe a special celebration or festival • Describe daily life in different communities 	Review: Simple present tense Prepositions of time Adverbs of frequency	Daily activities Party words Celebrations and festivals
UNIT 3 Going Places Page 26 	<ul style="list-style-type: none"> • Identify possessions • Ask for and give personal travel information • Give travel advice • Share special travel tips with others 	Possession Imperatives and <i>should</i> for advice	Travel preparations and stages Ordinal numbers Travel documents and money
TED TALKS Video Page 38 Eric Whitacre: A Virtual Choir 2,000 Voices Strong			
UNIT 4 Food Page 42 	<ul style="list-style-type: none"> • Give a recipe • Order a meal • Talk about diets • Discuss unusual foods 	Count and non-count nouns: <i>some</i> and <i>any</i> <i>How much</i> and <i>How many</i> with quantifiers: <i>lots of</i> , <i>a few</i> , <i>a little</i>	Food Food groups Diets
UNIT 5 Sports Page 54 	<ul style="list-style-type: none"> • Describe activities happening now • Compare everyday and present-time activities • Talk about favorite sports • Discuss adventures 	Present continuous tense Stative verbs	Doing sports Present-time activities Team sports and individual sports
UNIT 6 Destinations Page 66 	<ul style="list-style-type: none"> • Discuss past vacations • Exchange information about vacations • Use <i>was/were</i> to describe a personal experience • Describe a discovery from the past 	Simple past tense Simple past tense of <i>to be</i>	Travel activities Emphatic adjectives
TED TALKS Video Page 78 Lewis Pugh: My Mind-Shifting Everest Swim			

Listening Skill Focus	Speaking Skill Focus	Vocabulary	Pronunciation
Activating background knowledge	Reflecting on speaking	Compound nouns	Sentence stress
Reflecting on listening	Elaborating to keep a conversation going	Word building with noun suffixes	Unstressed function words
Predicting	Hesitating and taking time to think	Verbs + <i>-ing</i> form or infinitive	Intonation with questions
Listening for main points	Using imprecision	Words and expressions related to art	The schwa sound
Working out unknown vocabulary	Asking for further information	Adjective suffixes <i>-ful</i> and <i>-less</i>	Verb endings
Identifying organizing phrases	Expressing opinions	Words and expressions related to work	Contractions with <i>be</i> and <i>have</i>
Intensive listening for numbers	Preparing for presentations	Expressions for approximations with numbers	Stress in numbers with <i>-ty</i> and <i>-teen</i>
Identifying the purpose of a story or example	Explaining a process	Multi-word verbs (1)	Word stress
Summarizing	Checking for understanding	Words and expressions related to marketing	Using intonation to express interest
Identifying opinions and supporting arguments	Using repetition for emphasis	Collocations related to education	<i>-ed</i> vs. <i>it</i>
Identifying key words to understand details	Managing a conversation	Multi-word verbs (2)	Unstressed modal verbs
Using paraphrase to work out meaning	Managing a group discussion	Words and expressions related to time and punctuality	Linking

	Unit Goals	Grammar	Vocabulary
UNIT 7 Communication Page 82 	<ul style="list-style-type: none"> • Talk about personal communication • Exchange contact information • Describe characteristics and qualities • Compare different types of communication 	Verbs with direct and indirect objects Irregular past tense Sensory verbs	Communication Electronics The senses
UNIT 8 Moving Forward Page 94 	<ul style="list-style-type: none"> • Talk about plans • Discuss long- and short-term plans • Make weather predictions • Discuss the future 	Future tense: <i>be going to</i> <i>Will</i> for predictions and immediate decisions	Short- and long-term plans Weather conditions Weather-specific clothing
UNIT 9 Types of Clothing Page 106 	<ul style="list-style-type: none"> • Make comparisons • Explain preferences • Talk about clothing materials • Evaluate quality and value 	Comparatives Superlatives	Clothing Descriptive adjectives Clothing materials
TED TALKS Video Page 118 Diana Reiss: Peter Gabriel, Neil Gershenfeld, Vint Cerf: The Interspecies Internet? An Idea in Progress			
UNIT 10 Lifestyles Page 122 	<ul style="list-style-type: none"> • Give advice on healthy habits • Compare lifestyles • Ask about lifestyles • Evaluate your lifestyle 	Modals (<i>could, ought to, should, must</i>); <i>have to</i> Questions with <i>how</i>	Healthy and unhealthy habits Compound adjectives
UNIT 11 Achievements Page 134 	<ul style="list-style-type: none"> • Talk about today's chores • Interview for a job • Talk about personal accomplishments • Discuss humanity's greatest achievements 	Present perfect tense Present perfect tense vs. simple past tense	Chores Personal accomplishments
UNIT 12 Consequences Page 146 	<ul style="list-style-type: none"> • Talk about managing your money • Make choices on how to spend your money • Talk about cause and effect • Evaluate money and happiness 	Real conditionals (also called the first conditional)	Personal finance Animals Animal habitats
TED TALKS Video Page 158 Michael Norton: How to Buy Happiness			

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
<p>Focused listening: A radio call-in program</p>	<p>Asking for contact information</p> <p>Describing sights, sounds and other sensations</p> <p>The /b/ and /v/, /l/ and /r/ sounds</p>	<p>TED TALKS</p> <p>"Diana Reiss, Peter Gabriel, Neil Gershenfeld, Vint Cerf: The Interspecies Internet? An Idea in Progress"</p>	<p>Writing a text message</p> <p>Make a list</p>	<p>National Geographic:</p> <p>"Wild Animal Trackers"</p>
<p>General listening: A talk show</p>	<p>Talking about weekend plans</p> <p>Discussing the weather</p> <p>Reduced form of <i>going to</i></p>	<p>National Geographic:</p> <p>"Future Energy"</p>	<p>Writing statements about the future</p>	<p>National Geographic:</p> <p>"Solar Cooking"</p>
<p>Focused listening: Shoe shopping</p>	<p>Talking about clothes</p> <p>Shopping—at the store and online</p> <p>Rising and falling intonation</p>	<p>National Geographic:</p> <p>"Silk—the Queen of Textiles"</p>	<p>Writing about buying clothes</p>	<p>National Geographic:</p> <p>"How Your T-Shirt Can Make a Difference"</p>
<p>General listening: Personal lifestyles</p>	<p>Discussing healthy and unhealthy habits</p> <p>Asking and telling about lifestyles</p> <p><i>Should, shouldn't</i></p>	<p>National Geographic:</p> <p>"The Secrets of Long Life"</p>	<p>Writing a paragraph about personal lifestyle</p>	<p>National Geographic:</p> <p>"The Science of Stress"</p>
<p>Listening for general understanding and specific details: A job interview</p>	<p>Interviewing for a job</p> <p>Catching up with a friend</p> <p>Reduced form of <i>have</i></p>	<p>National Geographic:</p> <p>"Humanity's Greatest Achievements"</p>	<p>Writing about achievements</p>	<p>National Geographic:</p> <p>"Spacewalk"</p>
<p>Listening for specific details: At a travel agency</p> <p>Listening for key information</p>	<p>Making decisions about spending money</p> <p>Talking about important environmental issues</p> <p>Intonation, sentence stress</p>	<p>TED TALKS</p> <p>"Michael Norton: How to Buy Happiness"</p>	<p>Write about cause and effect</p> <p>Writing Strategy: Make suggestions</p>	<p>National Geographic:</p> <p>"The Missing Snows of Kilimanjaro"</p>

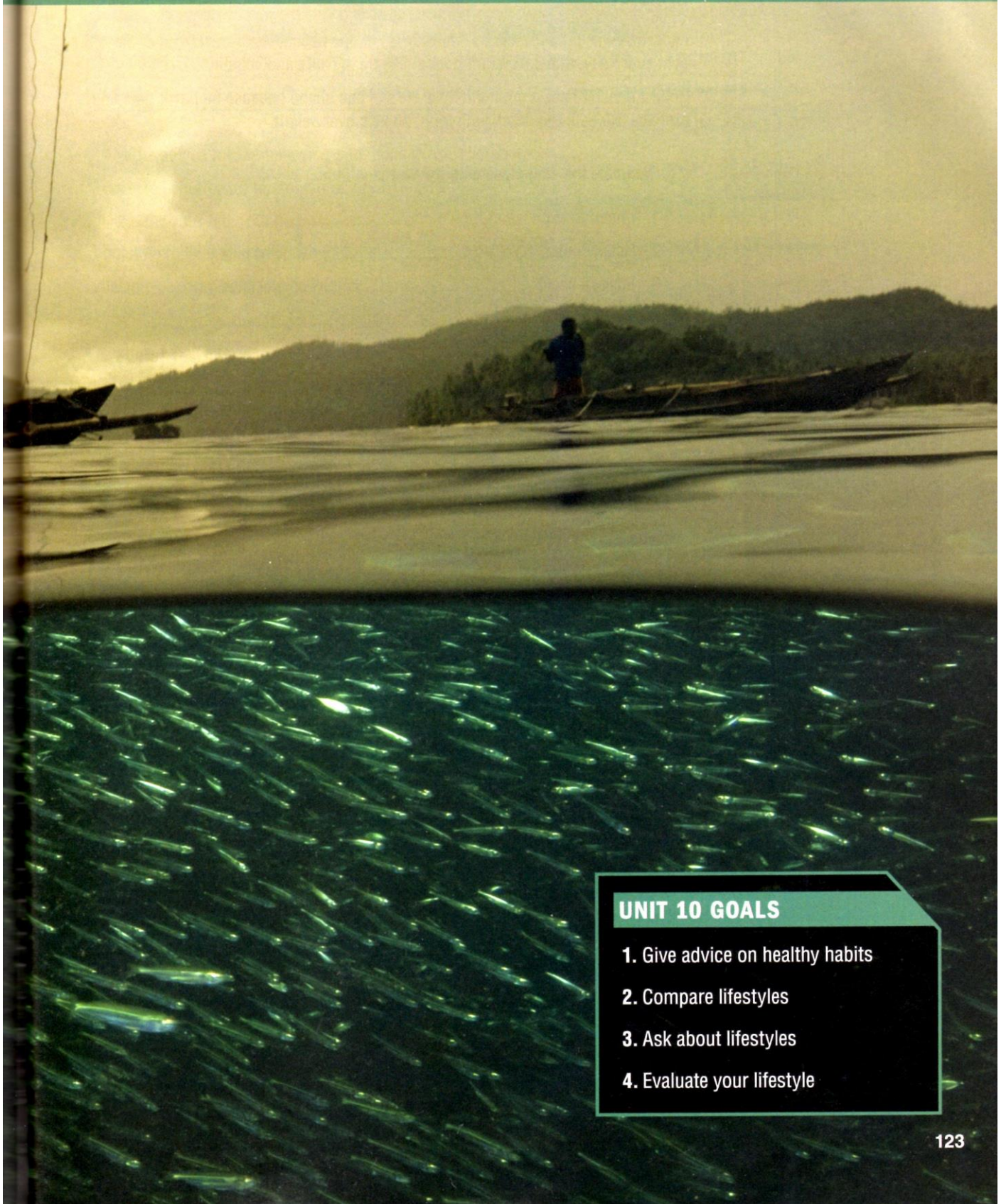


A fisherman stands in a wooden boat on calm water. Below his boat, baitfish shine in the waters of the Dampier Strait in Indonesia.

**Look at the photo,
answer the questions:**

1 What does the photo show about
the fisherman's lifestyle?

2 What is your lifestyle like?
Can you improve it?



UNIT 10 GOALS

1. Give advice on healthy habits
2. Compare lifestyles
3. Ask about lifestyles
4. Evaluate your lifestyle

A

GOAL 1: Give Advice on Healthy Habits



Vocabulary

Alicia has a **healthy** lifestyle. She's in **good shape** because she **works out** at the gym every day. She eats healthy food, like fresh fruits and vegetables.

Robert doesn't have a good **lifestyle**. He's in **bad shape** because he never gets any exercise. He eats too much **junk food**, so he's overweight.

A Complete the sentences with the words in **blue**.

1. I need to exercise more. I'm in _____.
2. Helen doesn't have a _____ diet. She eats a lot of junk food.
3. I have a healthy _____. I don't smoke and I exercise regularly.
4. I need to change my diet. I eat too much _____.
5. Jane is looking much better. She _____ and eats healthy food, like vegetables and fruit. Soon she'll be in _____.



▲ cycling



▲ smoking



▲ watching lots of TV



▲ drinking lots of water



▲ getting eight hours of sleep every night



▲ sunbathing



▲ eating a balanced diet



▲ eating lots of sugar

B Write the activities in the correct column in the chart below.

Healthy	Unhealthy

Grammar: Modals (*could, ought to, should, must*); *have to*

Make suggestions	Give advice	Express obligation
You could stop smoking.	You should/ought to stop smoking.	You must/have to stop smoking.
! gentle	!! strong	!!! very strong

A Write advice for the following situations in your notebook.

1. Tell your sister to stop smoking. **!!!**
2. Tell your father to go on a diet. **!!**
3. Tell your friend to stop watching so much television. **!**
4. Tell your brother to get more exercise. **!!**
5. Tell your mother to get more sleep. **!**
6. Tell your friend to stop sunbathing. **!!!**

B Write the advice you would give to these people in your notebook. Then compare your advice with your partner's. Discuss differences.

1. Aisha wants to lose weight.
2. Yun wants to be on the Olympic swimming team.
3. Arata works too much.
4. Jaime needs some money.
5. Jack isn't happy at work.
6. Sam wants to get better grades.

Conversation

A Listen to the conversation. Why does Alex want to lose weight?

- Alex:** I need to lose some weight. My clothes don't fit anymore. What should I do?
- Faisal:** Well, instead of watching TV all day, you could get more exercise.
- Alex:** Like what?
- Faisal:** Like cycling, or you could work out at the gym.
- Alex:** I don't have time. I'm too busy.
- Faisal:** OK. Then you could change your diet. Eat something healthier, like fruit.
- Alex:** You mean, no more hamburgers! Oh no!
- Faisal:** OK. Buy some bigger clothes then.

B Practice the conversation with a partner. Switch roles and practice it again.

C **GOAL CHECK** Give advice on healthy habits

Ask your partner questions about the activities on page 124. Then give your partner advice.

Real Language

We use *like what?* to ask for an example. We can use *like* to give an example.

Do you get eight hours of sleep every night?

No, I don't.

You should get more sleep.

B GOAL 2: Compare Lifestyles



▲ Ben



▲ Maggie



▲ Anita

Listening

A 16

Look at the photos. Guess who is healthy or unhealthy. Rank the people from healthy lifestyle to unhealthy lifestyle. Compare your answers with your classmates. Listen and check.



B 16

Listen again and answer the questions.

1. Does Ben exercise every day? _____
2. Does Ben smoke? _____
3. What exercise does Maggie do? _____
4. Name two things that Maggie has for breakfast. _____
5. Where does Anita get her vegetables? _____
6. What is Anita's one bad habit? _____

C

Work with a partner. What advice would you give to Ben, Maggie, and Anita on how to improve their lifestyles?

Pronunciation: *Should, shouldn't*

A 17

Listen to the sentences. Notice the difference between *should* and *shouldn't*.

I **should** get more sleep. They **shouldn't** eat junk food.

B 18

Listen to the conversations and circle *should* or *shouldn't*.

Conversation 1

Lorena: What can I do to improve my image?

Zuleja: Well, you (**should** | **shouldn't**) change your hairstyle. Your hair looks great!

Lorena: And what about my clothes?

Zuleja: I think you (**should** | **shouldn't**) buy some more fashionable clothes. You (**should** | **shouldn't**) wear less makeup as well.

Conversation 2

Bill: What can I do to change my image?

Adrian: I think you (**should** | **shouldn't**) shave your beard, but you (**should** | **shouldn't**) change your hairstyle.

Bill: And what about my clothes?

Adrian: You (**should** | **shouldn't**) buy some new clothes.

C

Choose one of the conversations and practice with a partner.



Communication

A Answer the questions for yourself. Then survey two classmates.

Lifestyle choices	Me		Classmate 1 Name _____		Classmate 2 Name _____	
Do you play computer games?	Yes → No	____ hours per day	Yes → No	____ hours per day	Yes → No	____ hours per day
Do you eat fresh vegetables?	Yes → No	____ per day	Yes → No	____ per day	Yes → No	____ per day
Do you spend time on social media?	Yes → No	____ hours per day	Yes → No	____ hours per day	Yes → No	____ hours per day
Do you work out every day?	Yes → No	____ hours per day	Yes → No	____ hours per day	Yes → No	____ hours per day
Do you drink coffee or tea every day?	Yes → No	____ cups per day	Yes → No	____ cups per day	Yes → No	____ cups per day
Do you eat sugary foods?	Yes → No	____ per day	Yes → No	____ per day	Yes → No	____ per day

B Tell a partner about you and the classmates you interviewed.

C Tell your group about your lifestyle.

D **GOAL CHECK** **Compare lifestyles**

As a group, decide who has the best lifestyle and give reasons.

Salma works out in the gym every day for two hours and doesn't eat sugary foods.

Yahir eats five pieces of sugary food per day and never works out. Salma has a much better lifestyle.

Ramona and I never play computer games, but Alfredo plays for about two hours per day.

C

GOAL 3: Ask About Lifestyles



stress-free

Language Expansion: Compound adjectives

A Match the compound adjectives to their meanings.

- a. works too much
- b. delicious
- c. without worries or problems
- d. not high in calories
- e. makes you happy
- f. produced in your own garden
- g. all your life
- h. not made in a factory

- 1. mouth-watering _____
- 2. homemade _____
- 3. heartwarming _____
- 4. lifelong _____
- 5. stress-free _____
- 6. homegrown _____
- 7. overworked _____
- 8. low-calorie _____

B Complete the sentences. Use adjectives from exercise A.

- 1. Kevin and I went to kindergarten together. We are _____ friends.
- 2. When I was a child, my father had a vegetable garden, so we ate lots of _____ fruit and vegetables.
- 3. I have to work long hours, and I'm always tired. I think I am _____.
- 4. My grandmother makes the best _____ chicken soup in the world! It's absolutely _____.

Grammar: Questions with *how*

How much exercise do you get?

How many cigarettes do you smoke a day?

How old is your father?

How long did your grandfather live?

How often do you go to the gym?

*We use **how much** to ask about the quantity of non-countable nouns.

*We use **how many** to ask about the quantity of countable nouns.

*We use **how old** to ask about age.

*We use **how long** to ask about length or a period of time.

*We use **how often** to ask about frequency.

A Match the questions and the answers.

- | | |
|---|--------------------|
| 1. How often does Mike go swimming? ____ | a. She's about 95. |
| 2. How old is Akuru's grandmother? ____ | b. Until I'm 80. |
| 3. How much junk food do you eat? ____ | c. About 15. |
| 4. How long do you think you will live? ____ | d. Not much. |
| 5. How many cigarettes does Mario smoke a day? ____ | e. Once a week. |

B Write the questions.

Questions

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

Answers

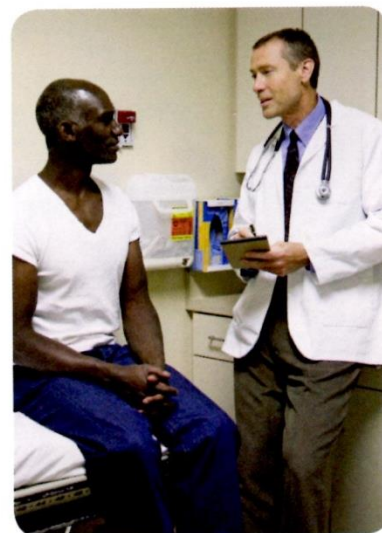
We go to the gym three times a week.
I am 27 years old.
I think it will take about two hours.
I weigh 168 pounds.

C Write five *Wh-* questions in your notebook. Ask your partner the questions.

Conversation

A Listen to the conversation. What's the problem with Mr. Lopez?

- Doctor:** Good morning, Mr. Lopez. How can I help you?
Mr. Lopez: Hello, doctor. I'm always tired, but when I go to bed I can't sleep.
Doctor: OK. How long have you had this problem?
Mr. Lopez: Since I started my new job.
Doctor: What do you do?
Mr. Lopez: I'm in advertising.
Doctor: How many hours do you work?
Mr. Lopez: I work about 80 hours a week.
Doctor: 80 hours! That's a lot. And how much exercise do you get?
Mr. Lopez: Not much. I don't have the time.
Doctor: OK. It seems to me that you are overworked. You need to work less and find time to get more exercise. Maybe you should look for a more stress-free job.



B Practice the conversation with a partner. Switch roles and practice it again.

C Change the underlined problem to create and practice a new conversation.

D **GOAL CHECK** Ask about lifestyles

Ask a partner about his or her lifestyle.

D GOAL 4: Evaluate Your Lifestyle

Reading

A Discuss the questions with a partner.

1. Do you want to live to be 100 years old?
2. What do you think you should do to live to be 100 years old?

B Answer the questions.

1. A long, healthy life depends on mainly two things. What are they? _____
2. Why do men live longer in Sardinia than in the United States? _____
3. How old was Ushi the last time the writer visited her? _____
4. How often should you exercise? _____
5. What are the advantages of growing your own vegetables? _____

Word Focus

genes = parts of the body that determine physical characteristics

joke = to say something that is not serious

perfume = liquid that smells good

prevent = to avoid

run away = to leave

Sardinia, Italy and Okinawa, Japan

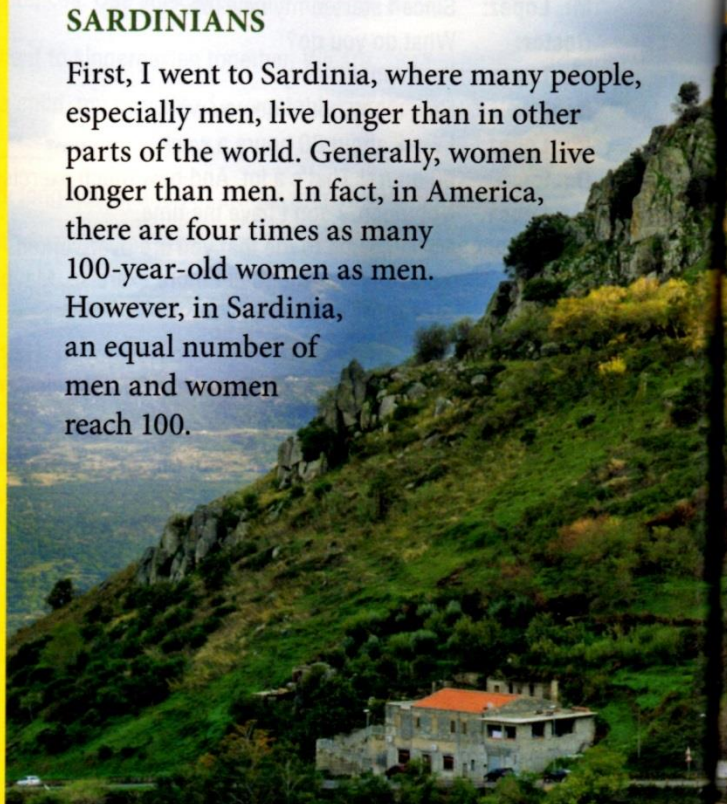
THE SECRETS OF LONG LIFE

A long, healthy life is no accident. It begins with good **genes**, but it also depends on good habits. If you have a healthy lifestyle, experts say you may live up to ten years longer. So what is the secret of a long life?

I visited places in the world where many people live to be 100 years old, including Sardinia in Italy and Okinawa in Japan. Sardinians and Okinawans live longer, have fewer illnesses, and enjoy long, healthy lives.

SARDINIANS

First, I went to Sardinia, where many people, especially men, live longer than in other parts of the world. Generally, women live longer than men. In fact, in America, there are four times as many 100-year-old women as men. However, in Sardinia, an equal number of men and women reach 100.



The reason is possibly that the men have a stress-free life working outside, while the women look after the house and the family money. "I do the work," says Tonino, holding his wife Giovanna around the waist. "My wife does the worrying."

OKINAWANS

Since I last visited Ushi five years ago, she's taken a new job, tried to **run away** from home, and started wearing **perfume**. Normal for a young woman, perhaps, but Ushi is 103. When I ask about the perfume, she **jokes** that she has a new boyfriend, then puts a hand over her mouth and laughs.

"Okinawans have one-fifth the heart disease, one-fourth the breast and prostate cancer, and one-third less mental health problems than Americans,"

says Craig Willcox of the Okinawa Centenarian Study. What's the key to their success? "*Ikigai* certainly helps," Willcox says. The word translates to "reason for living," and it may help to prevent stress and diseases such as high blood pressure.

Okinawans have a low-calorie diet. "A full plate of Okinawan vegetables, tofu, miso soup, and a little fish or meat contains fewer calories than a small hamburger," says Makoto Suzuki of the Okinawa Centenarian Study. "And it will have many more healthy nutrients."

When she's not watching sumo wrestling on TV, Yasu Itoman, 100, gets her own exercise by growing onions, tomatoes, carrots, and other herbs and vegetables in her garden. Her homegrown vegetables may help prevent cancer.



Bosa, Sardinia

D

GOAL 4: Evaluate Your Lifestyle



Do you play a sport?

Yes, I do.

What sport do you play?

Min-jun plays football.

Seo-yeon has a stress-free life. She does yoga.

Communication

A Go around the class and find someone who does each of the following. Write the names in the chart, and then ask a follow-up question.

Find someone who . . .	Name
1. . . plays a sport.	
2. . . has a stress-free life.	
3. . . has a clear reason for living.	
4. . . grows his or her own vegetables.	
5. . . has a grandparent more than 70 years old.	

B Report to the class.

Writing

A Write a paragraph about your own lifestyle. Answer the questions.

1. Do you lead a healthy lifestyle?
2. How often do you exercise?
3. What sort of food do you eat?
4. Do you get enough sleep?
5. How can you improve your lifestyle?

B **GOAL CHECK** Evaluate your lifestyle

Discuss with a partner the good habits and the bad habits in your lifestyles. Take turns. Give each other advice.



Traffic can be very stressful.

Before You Watch

A Make a list of things that can cause stress. Discuss your list with a partner.

B Match the words and the definitions.

- | | |
|--------------------------|--|
| 1. hormones _____ | a. stress on your body, like running |
| 2. physical stress _____ | b. stress on your mind, like too much work |
| 3. mental stress _____ | c. chemicals produced by your body |

Word Focus

If you feel under **stress**, you feel worried and tense because of difficulties in your life.

While You Watch

A Watch the video. Circle **T** for *true* and **F** for *false*.

- | | | |
|--|----------|----------|
| 1. There are two types of stress: physical and mental. | T | F |
| 2. Stress produces hormones. | T | F |
| 3. When you exercise, you don't burn all the hormones. | T | F |
| 4. Long-term hormones can cause problems. | T | F |

After You Watch

A Discuss the questions with a partner.

1. What did you learn from this video?
2. Will it change your lifestyle?

Communication

A Work in groups of three or four. You have been assigned to design your school's or office's Anti-Stress Campaign. Make a list of four things you will do.