

# In Detail 1 致用美语教程

English for Global Communication

编著: Isobel Rainey de Diaz(美) with Kristin L. Johannsen(美)

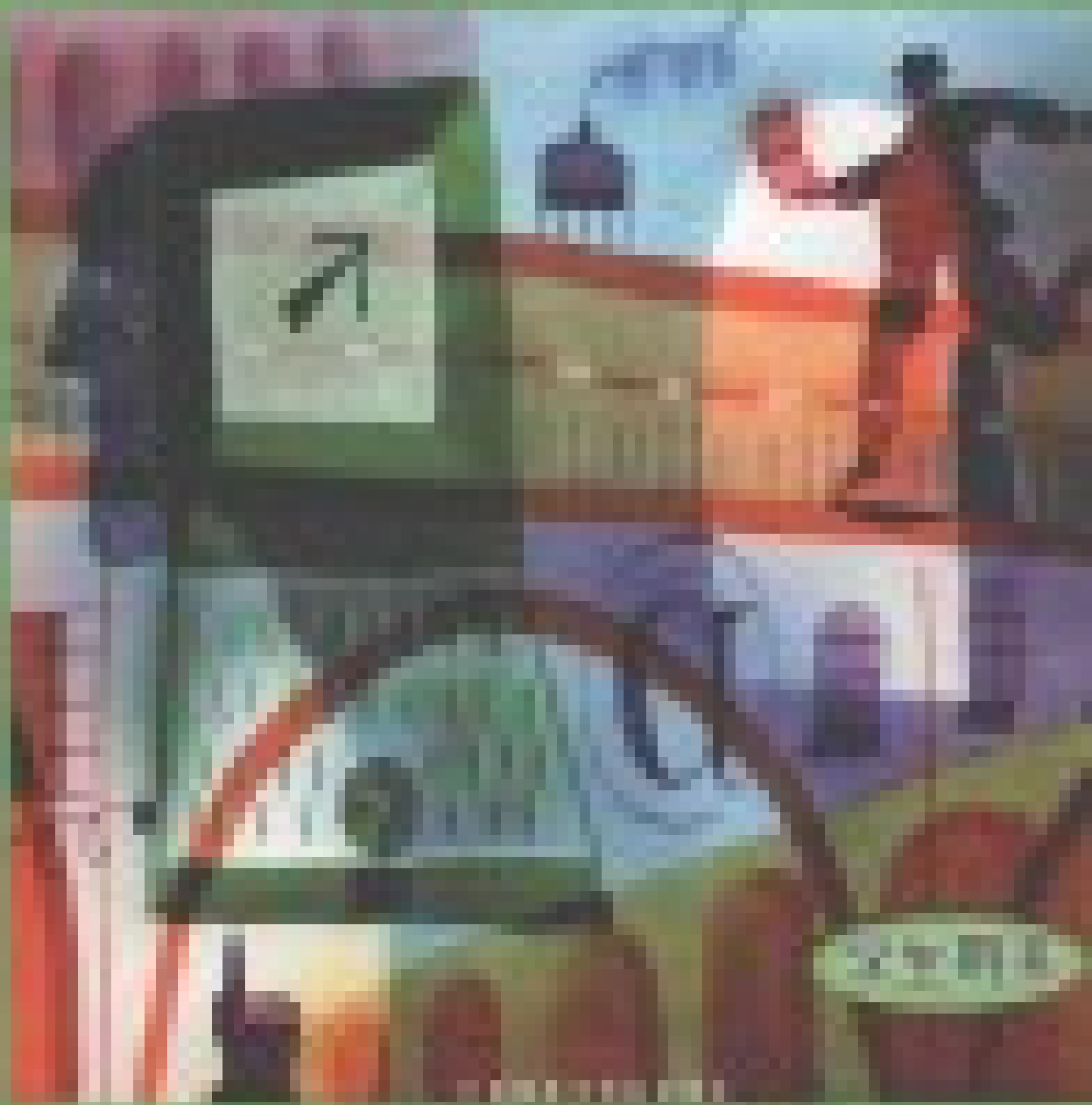


学生用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

# In Detail 1 致用美语教程



# In Detail

English for Global Communication

## 致用美语教程

### 学生用书

编著: Isobel Rainey de Diaz (美)

with

Kristin L. Johannsen (美)

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS  
北京 BEIJING

1

(京)新登字 155 号

京权图字: 01-2003-4315

图书在版编目(CIP)数据

致用美语教程 1 学生用书/(美)迪亚兹等编著. —北京:外语教学与研究出版社, 2004.7  
ISBN 7-5600-4231-7

I. 致… II. 迪… III. 英语, 美国—教材 IV. H310.1

中国版本图书馆 CIP 数据核字(2004)第 055992 号

In Detail 1: English for Global Communication by Isobel Rainey de Diaz with Kristin L. Johannsen

Original Book ISBN: 0-8384-4530-6

In Detail 1: English for Global Communication Workbook by John Chapman

Original Book ISBN: 0-8384-4531-4

Copyright © 2003 by Heinle, a division of Thomson Learning

Original language published by Thomson Learning (a division of Thomson Learning Asia Pte Ltd). All Rights reserved.

本书原版由汤姆森学习出版集团出版。版权所有, 盗印必究。

Foreign Language Teaching and Research Press is authorized by Thomson Learning to publish and distribute exclusively this edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, Macao SARs and Taiwan Province). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书由汤姆森学习出版集团授权外语教学与研究出版社独家出版发行。此版本仅限在中华人民共和国境内(不包括中国香港、澳门特别行政区及台湾省)销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

## 致用美语教程 1 学生用书

编著: (美) Isobel Rainey de Diaz 等

\* \* \*

责任编辑: 张晓芳

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京大学印刷厂

开 本: 889×1194 1/16

印 张: 16

版 次: 2004 年 7 月第 1 版 2004 年 7 月第 1 次印刷

书 号: ISBN 7-5600-4231-7/G·2169

定 价: 34.90 元

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519



通读 *In Detail: English for Global Communication* (以下简称 *In Detail*), 觉得这是一套值得推荐的教材。为了把想法说清楚, 下文首先简单介绍该教材, 然后讲讲 *In Detail* 为什么值得推荐, 最后是结语。

### 一、简介

*In Detail* 是国际知名出版社 Thomson 公司下设的 Heinle 分社于 2003 年推出的一套高级英语教材, 是该公司著名英语教学系列图书 Thomson Learning ELT International 教材部分的一部力作。

*In Detail* 是一套集听、说、读、写和语法、词汇技能训练为一体的综合英语教材, 使用群体为具有中级和中级以上水平的大学生和成年学习者。该教材的宗旨是帮助学习者发展较高水平的全面英语交际能力。

*In Detail* 分为两个等级, 每个等级的教学资源由六种课件组成: 学生用书、练习册(附在学生用书内)、教师用书、听力磁带、ExamView 试题生成软件、美国有线电视新闻网(CNN)录像光盘。*In Detail* 还开辟了自己的学生网站, 为学习者提供进一步练习和巩固语法、阅读、写作技能和扩大词汇量的机会。

两个等级各由 12 个单元组成, 每单元围绕一个主题, 通过八个板块的教学活动来训练综合英语运用能力, 这八个板块依次是热身活动、阅读精练、语法精练、口语活动、词汇精练、听力活动、写作活动、综合运用。每三个单元之后设一个复习单元。*In Detail* 的各个板块既有其内在的联系, 又有自身的系统性, 因此可作为综合英语课主教材, 也可以用于单项英语技能的培养与训练。

### 二、特点

与其他同类教材相比, *In Detail* 是一套更加成熟的教材。它凝聚着外语教学多年积累的经验和智慧, 所体现的外语学习观念更贴近外语学习者的实际情况, 也更加注重融入应用语言学和外语教学领域的最新相关研究成果。应该说, *In Detail* 为学习者构建了高质量的英语学习环境。该教材的特点如下:

1. **富有时代气息。**教材围绕 24 个主题展开, 视角宽广, 体现出编者的全球化意识。教材内容贴近当代青年人的兴趣和关注点, 同时不乏人类共同关注的永恒主题, 具有较强的知识性和人文内涵, 鼓励积极向上的人生态度。选材体裁多样。在资源配套方面, 该教材为学习者构建了系统性较强的、多维度的立体英语环境, 能够充分调动他们的视觉和听觉感官, 提供外语学习过程所需要的复用、扩展、递增、循环的语言环境。多种形式、多种体裁的语言输入和语言活动有助于提高学习者的学习兴趣, 也为学习风格不同的学习者提供了良性发展空间。*In Detail* 的练习册、复习单元和学生网站为学习者提供了良好的自主学习机会。
2. **切合实际的语言运用观。**语言运用原本是通过听、说、读、写等途径共同实现的, 我们使用语言时, 听、说、读、写常常交织在一起, 相互依赖、相互诱发、相互补充。教材的设计思路, 体现了这样的语言运用观。板块和练习活动的设计既突出听、说、读、写各项技能的强化训练, 又强调各项技能的成就过程你中有我、我中有你, 走的是综合发展的必由之路。口语技能是一般外语学习者的薄弱环节, 则贯穿在各项技能的训练之中。教材整体设计的明显着眼点是培养学习者的全面英语交际能力。
3. **学习者是教学主体。**每单元的八个板块都有各自十分明确的目标, 这种高透明度首先意味着把学习任务交给学习者自己, 明确的目标还有助于减少学习者的盲目性, 有助于诱发学习动力和师生之间的协调和默契, 有助于帮助学习者自我评估。每个板块都有适量的练习活动, 能使学习落在实处。这些活动目的明确, 衔接流畅, 操作性强, 不少颇有趣味, 鼓励学习者积极参与和合作学习, 一些活动很容易激活学习者的联想和创造性思维, 启发学习者对相关问题的进一步思考。教材十分注意在学习方法上引导学生, 恰当地引进了相关的外语学习策略研究成果, 把语言技能和学习策略、学习技巧的训练

有机地融合在一起。在语言产出的训练上，教材重视对学习者的引导和辅助。教材有亲和力，从多处为学习者着想。仅举一例：编者巧妙地设计了一些小栏目，酌情为解决学习者可能遇到的问题支招，这些问题可能是语言本身的，也可能是语用性质的，或心理方面的。教学资源的配备系统性强，不仅为不同程度的学生提供了发展空间，也十分重视为学生提供发展自学能力的环境。

4. **重视语言基本功。**教材的语言地道、流畅。从易到难的安排贴近语言学习循序渐进的规律。语法精练和词汇精练两个板块名副其实，做到了“精”与“练”。语法项目的选择具有针对性，每单元都通过归纳法和解释法配以精心设计的练习来提高学习者的英语结构意识，两种方法既可互补，又可顾全学习者不同的学习方式；语法练习的设计遵循不同形式的反复练习和循序渐进原则，具有较强的系统性。词汇练习强调词汇语境、形态、习语和固定搭配，不局限于词汇精练板块，也融入各项技能板块的练习之中，学习者习得的词汇围绕主题扩展开来，便于联想和记忆。语法精练和词汇精练板块的系统性之强和练习量之大，在近年引进的英语主体教材中实为罕见，体现了编者对外语学习者语言基本功的高度重视和对成年人外语习得过程较为贴切的认识，与近来应用语言学界提出的（成年外语学习者）应把语法当作一种技能来练的看法合拍。
5. **重视巩固学习成果。**每三个单元之后设一个复习单元，提供新的语境，再次激活学习者通过习得所获得的语言表征，这是外语习得过程必不可少的环节。复习单元也为没有赶上进度的学习者提供补课的良机。
6. **重视形成性评估和学习者自我评价。**形成性评估贯穿于该教材的始终，成为学习者外语学习过程的有机组成部分。形成性评估进一步体现以学习者为主体的理念，引导学习者不断巩固学习成果、学会把握自己的学习进程、主动地学习。
7. **语言、文化、思维一体化。**该教材体现的语言观是多维度的，尤其突出了语言与文化、语言与思维的内在联系。教材致力于不同文化之间的沟通，这不仅仅体现在选材上，还体现在教学指导之中。与不少引进教材不同的是，该教材重视利用教材的潜能发展学习者思考问题的能力，将学习者思维能力的启动、深化和提高寓于习得英语的过程之中，并促使他们通过语言理清自己逐渐扩展和深化的思路，达到思维能力的提高。
8. **教师用书可操作性强。**以学生为主体的教育理念，意味着教师的任务不仅仅是传授知识、演练技能。常被忽略的是，教师有责任规划、引导、推动、协助、监查学习者的学习过程。如何做到这些，教师用书提供了可行的思路 and 做法，其特点是操作线条清晰，语言朴实精炼，从整体上看具有很强的操作性。教师用书点到即收的风格为教师灵活运用教材提供了空间。

### 三、结语

说一套教材比较成熟，往往指它所体现的教学理念比较合理，所设计的教学活动能够奏效。说 *In Detail* 比较成熟，还指它的整体规划性强、系统性强，像一个系统工程，给人以融会贯通的感觉；编者明白自己在做什么，为什么要这样做，很少留下知其然而不知其所以然和赶进度的痕迹。

作为引进教材，尽管 *In Detail* 体现出全球化意识，其整体内容仍有较强的美国本土文化色彩。在为我所用时，使用者尚需悉心体察各自教学环境的构成特点，努力营造适合我国学习者的个性化英语教学空间。

北京外国语大学

吴一安

2004年4月



## Author's Acknowledgments

While writing this series, the author was Visiting ESP Lecturer in the Escuela Universitaria de Ingeniería Técnica Minera at the University of León, Spain. She would like to express her gratitude to the Director of the School Don Fernando Fernández San Elías for his encouragement, and for the confidence he showed her in allowing her access to her office at the weekends. She is also indebted to the Director of Studies Don Gustavo Elízaga Antón for his practical support, and to all her colleagues, administrative staff, teachers and students, in the School for their cheerful cooperation inside and outside the classroom.

The author also wishes to acknowledge that, while writing the series, her family—Pedro Agustín, Julian, Ivan, Jan and Jo—have been a major source of inspiration and fortitude.

Sincere thanks are also due to the editorial team Berta, Jean, and Ruth and support author Kristin for their singleminded determination not just to produce a wonderful upper intermediate/advanced series but to get it published on schedule!

In addition to the above, we would like to extend our thanks to the following professionals who have offered invaluable comments and suggestions during the development of this series:

Nicolas Baychelier, *Chung Yuan Christian University, Taiwan, China*

Andrew Berriman, *Shih Hsin University, Taiwan, China*

Grazyna Anna Bonomi, *Yázigi Internexus, Brasil*

An-Jean Chiang, *Yuan Ze University, Taiwan, China*

Tania Cvihun Kedzior, *ITESM Prepa Tec Eugenio Garza Sada, México*

Tamaki Harrold, *Simul Academy, Japan*

Margaret B. Hug, *ESL Specialist Program, U.S. Consulate, México*

Patricia Lálangue del Vall, *Instituto de Enseñanza Superior del Ejército, Argentina*

Patricia Alejandra Lastiri, *Instituto de Enseñanza Superior del Ejército, Argentina*

Han-yi Lin, *Language Center, National Cheng-chi University, Taiwan, China*

Ramiro Luna Rivera, *ITESM, México*

Maria Teresa Maiztegui, *Uniao Cultural Brasil Estados Unidos, Brasil*

Claudia Marín Cabrera, *Comunidad Educativa Diocesana El Buen Pastor / Pontificia Universidad Católica del Peru*

Maria Ordoñez, *Universidad de Celaya, México*

Stephen Shrader, *Language Institute of Japan*

Kang-Jen Tien, *Chang-Gung University, Taiwan, China*

Maria Christina Uchoa Close, *Instituto Cultural Brasil-Estados Unidos, Brasil*

# Table of Contents

## UNIT 1 Fashion Page 1

### Communication

Discussing appearance and style  
Asking for and giving opinions  
Evaluating products

### Grammar

Verbs and expressions with the *-ing* form

### Vocabulary

Fads and fashions  
Appearance and dress  
Compound adjectives

### Skills

Reading for specific information: newspaper column  
Listening using background knowledge  
Writing a magazine or newspaper report

## UNIT 2 Couples Page 11

### Communication

Discussing relationships  
Asking for and giving reasons  
Giving advice

### Grammar

Relative clauses: restrictive and nonrestrictive

### Vocabulary

Love and relationships  
Personal qualities and problems  
Three-word verbs

### Skills

Reading for main ideas, facts and inference:  
magazine article  
Listening for sequence words  
Writing a letter giving advice

## UNIT 3 Music Page 21

### Communication

Talking about music  
Discussing tastes in cultural activities  
Asking about likes and dislikes

### Grammar

Uses of the present perfect

### Vocabulary

Musical groups and instruments  
Money problems and solutions

### Skills

Reading an expository text: feature article  
Listening and predicting vocabulary  
Writing an informal letter

## Review Unit 1 Page 31

Review Your Grammar  
High Challenge  
Review Your Vocabulary  
Review Your Speaking  
Review Your Listening

## UNIT 4 Soccer Page 35

### Communication

Talking about sports  
Agreeing and disagreeing  
Describing and justifying choices in detail

### Grammar

Past perfect  
Past perfect contrasted with simple past

### Vocabulary

Sports and sporting events  
Soccer and styles of playing  
Noun + gerund as compound adjective

### Skills

Reading for inference and detail: encyclopedia excerpt  
Listening and making inferences  
Writing: justifying choices

## UNIT 5 Travel Page 45

### Communication

Inquiring and informing about travel destinations  
Debating the pros and cons of the tourist industry  
Describing and discussing your preferences as a traveler

### Grammar

Passive voice

### Vocabulary

Travel and tourism  
Destinations and tourist attractions  
Verbs and nouns of transportation and movement

### Skills

Reading for general and specific information:  
travel journal  
Listening for important ideas  
Writing: describing a process

## UNIT 6 Communication Page 55

### Communication

Discussing similarities and differences in types  
of communication  
Describing the uses of gestures and facial expressions  
Discussing the use of cell phones in public places



## Grammar

More uses of the *-ing* form

## Vocabulary

Communication and gestures

Animal noises

Metaphorical uses of animal noises

## Skills

Reading for detail, inference and cross references:  
a scientific text

Listening for specific information

Writing: comparing and contrasting

## Review Unit 2 Page 65

Review Your Grammar

High Challenge

Review Your Vocabulary

Review Your Speaking

Review Your Listening

## UNIT 7 Dancing Page 69

### Communication

Expressing regrets

Expressing relief

Hesitating

### Grammar

Unreal past (third) conditional

Review of conditionals

### Vocabulary

Dancing and health

The body and internal organs

Formation of compound adjectives

### Skills

Reading for inference and note-taking:  
newspaper article

Listening and guessing new words

Writing an Internet ad

## UNIT 8 Landmarks Page 79

### Communication

Discussing causes and solutions

Giving a short talk

Managing the topic and negotiating final decisions

### Grammar

Passive voice: simple past

### Vocabulary

Natural and man-made landmarks

Geographic features and terms

Geographic terms

## Skills

Reading and making inferences: magazine article

Listening and using visual cues

Writing: text for a travel brochure

## UNIT 9 Movies Page 89

### Communication

Getting a more detailed explanation

Discussing movies

Giving short reports of movies

### Grammar

Cause and effect

Emphatic expressions: *so* + adj. or adv. + *that* ...

*such* + (a/an) + adj. + n. + *that* ...

### Vocabulary

Movies and movie stars

Film industry and finance

Definitions and synonyms

### Skills

Scanning for facts and inference: history text

Listening with a purpose

Writing movie reviews

## Review Unit 3 Page 99

Review Your Grammar

High Challenge

Review Your Vocabulary

Review Your Speaking

Review Your Listening

## UNIT 10 Risk Page 103

### Communication

Making deductions; giving advice

Discussing risks and justifying choices

Narrating facts about conflicts or peace processes

### Grammar

Modal verbs with present, past and perfect infinitive

### Vocabulary

Occupations: risks and benefits

Peace, war, and conflict

Idioms using conflict terms

### Skills

Reading informal job descriptions

Listening and note-taking

Writing a personal letter expressing sympathy

## UNIT 11 Friends Page 113

### Communication

Discussing different types of friendship: face to face and Internet  
Resolving difficult situations with friends  
Introducing a difficult topic

### Grammar

The zero or habitual conditional  
Review of all conditionals

### Vocabulary

Terms for different types of relationships  
Friends: qualities and defects  
Idioms for loyal and disloyal behavior

### Skills

Reading and interpreting poems  
Listening for the main point  
Writing a Haiku poem

## UNIT 12 Television Page 123

### Communication

Describing a TV program  
Giving specific examples  
Discussing TV censorship

### Grammar

Noun clause: subject, object, complement

### Vocabulary

Television and other media  
Types of TV programs  
Positive and negative connotations of media terms

### Skills

Scanning and interpreting TV reviews  
Listening to distinguish between general and specific information  
Writing TV reviews

## Review Unit 4 Page 133

Review Your Grammar  
High Challenge  
Review Your Vocabulary  
Review Your Speaking  
Review Your Listening

**Video Worksheets** Page 137

**Language Summary** Page 147

**Glossary** Page 152

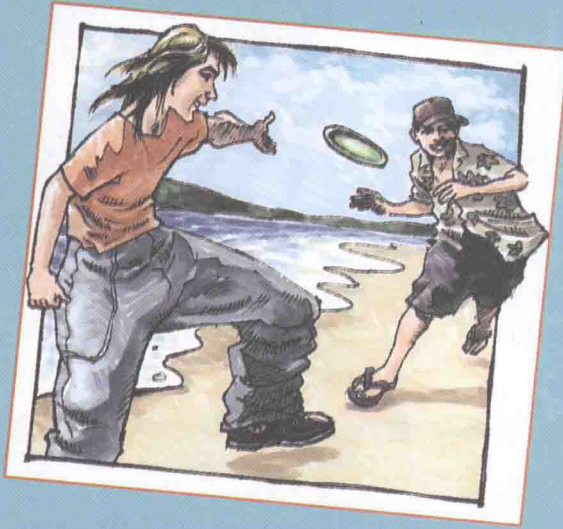
## \*\*\*\*\* Workbook \*\*\*\*\*

Unit 1 Fashion .....	157
Unit 2 Couples .....	164
Unit 3 Music .....	171
Review Unit 1 .....	178
Unit 4 Soccer .....	180
Unit 5 Travel .....	187
Unit 6 Communication .....	194
Review Unit 2 .....	201

Unit 7 Dancing .....	203
Unit 8 Landmarks .....	210
Unit 9 Movies .....	217
Review Unit 3 .....	224
Unit 10 Risk .....	226
Unit 11 Friends .....	233
Unit 12 Television .....	240
Review Unit 4 .....	247



# Fashion



## 1 Warm Up

**A. PAIR WORK** Describe the pictures in as much detail as possible. Talk about the people's clothes and hair styles. Where are they and what are they doing? What sort of people are they?

**B.** Put the words and expressions under the appropriate heading.

sneakers boots miniskirts sweat shirts T-shirts chinos flared pants  
jeans long hair for men long hair for women shaved head for men or  
women dreadlocks jogging skateboarding hip-hop dancing playing  
computer games bungee jumping

**C. PAIR WORK** Use the words in each group to talk about what is in or out of fashion in your country.

EXAMPLES:

*Hip-hop dancing is in and jogging is out.*  
*Sneakers are out and boots are in*  
*this year.*  
*Jeans are always in fashion.*

FYI

We usually say something is "in" or "out" instead of in fashion and out of fashion.

### Communication

Discussing appearance and style

Asking for and giving opinions

Evaluating products

### Grammar

Verbs and expressions with the  
-ing form

### Vocabulary

Fads and fashions

Appearance and dress

Compound adjectives

### Skills

Reading for specific information:  
newspaper column

Listening using background  
knowledge

Writing a magazine or newspaper  
report

Out of fashion

In fashion

Always in fashion



## 2 Reading in Detail

### Reading strategy

#### Dealing with unfamiliar words in a reading

When you are reading a long text, you will not understand every single word. Do not worry about this. You can still understand most of the text, even when you do not know exactly what every word means.

### Before you read

**A.** How important is fashion to you? How and where do you find out about the latest fashions in clothes and hair styles? What do you think is the difference between a fad and a fashion?

### First reading

**B.** Read the text and complete the lists of fads and fashions mentioned.



FYI

fad = an activity that people go wild about for a time (The word *craze* is also used.)

#### Fads

1. \_\_\_\_\_
2. *skateboarding*
3. \_\_\_\_\_

#### Fashions in clothes

1. *hot pants*
2. \_\_\_\_\_
3. \_\_\_\_\_

## Fads and Fashions

**M**y mother, who is seventy-six, was clearing out her attic last week, and horror of horrors, she came across some of the clothes I wore as a teenager in the 70s. Anyway, when my 17-year-old daughter Tanya, who happened to be around at the time, saw all these old items of clothing and footwear, she was thrilled. This morning she came down to breakfast wearing a maroon tank top covered in orange stars. I sure hope my mother threw out those pink hot pants!



It's true what they say: What goes around, comes around, and especially in the world of fads and fashions. Establishing a clear distinction° between fads and fashions is pretty easy. A fad is an activity, like bungee jumping, that people go wild about for a while. Then the novelty wears off°, people get bored, the fad dies out, and everyone moves on to the next craze. Fashions are

more about personal style—the kind of clothes you wear or the way you wear your hair: dreadlocks, Afro, flattop, beehive, etc. Most fads and fashions are here today, gone tomorrow, although with the help of clever marketing people, some things come back into fashion after having been “out” for some time. However, some fads or fashions have staying power, that is, they remain popular and eventually become a permanent part of our culture and lifestyle. Skateboarding, once just a fad, is now a permanent pastime in many countries. Or the miniskirt: In the 60s it was very “trendy”—as people used to say back then—but it went out of fashion in the 70s. Then, in the late 80s and early 90s, it made a comeback and it looks as if it's here to stay.

These days a major cause of parent-teenager clashes is the latest fad for body piercing. My friends—the parents—tell their kids that it can be dangerous. The know-it-all kids counter this by informing their poor, ignorant parents that many ancient cultures practiced body piercing. They explain how the Maya pierced their tongues and Egyptian pharaohs pierced their navels°; in fact, it was a sign of courage. Of course, today's kids have to go one better than Ramses III, so they have their lips, earlobes,

eyebrows, nostrils, you name it, pierced. Tanya is  
 50 thinking about having something done, but she won't tell  
 me exactly what or exactly where! I've told her to think  
 carefully about it, and to talk to friends who have had the  
 experience and ask them about how much it hurts and  
 how long it takes to heal.

55 Like fads, fashions can change quickly, although  
 some clothes, such as jeans, which we all have in our  
 wardrobe°, never go out of fashion. Often, however,  
 basic classics like jeans are made more upbeat by adding  
 details such as studs° or patches. Adding a famous name  
 60 to the label on the jeans is another way of making them  
 more attractive to the buyer. These "designer jeans" are  
 not very different from ordinary jeans: they are made of  
 the same fabric and they look similar. They just happen  
 to cost up to \$300 a pair! Most of us like to follow  
 65 fashion up to a point, but only a few people can afford to  
 pay that much. Personally, I wouldn't dream of paying

such a high price for a  
 pair of jeans. It makes me  
 wonder where people get  
 70 that kind of cash. Maybe  
 they sell off their old 70s  
 clothes. Hey, that's it!  
 Excuse me while I make a  
 quick call to my mother.  
 75 I've got to catch her  
 before she gives away all  
 those platform shoes!



establishing a clear distinction = clarifying the difference between two things  
 the novelty wears off = something is no longer new or interesting  
 navel = the little hollow or protruberance in the abdomen  
 wardrobe = all the clothes a person owns  
 studs = decorative metal buttons

## Second reading

### C. Find these facts.

1. In what way are fads and fashions different?
2. What two things do fads and fashions have in common?
3. Which fad and which fashion mentioned in the text have become permanent in many countries?
4. Why did the Maya and the Egyptian pharaohs pierce their bodies?
5. In what way are designer jeans different from ordinary jeans?

## Think about it

1. Why might people get bored with a fad?
2. Why might fads and fashions come back into fashion after they have been out of fashion for some time?
3. Why can body piercing be dangerous?
4. How does the fashion industry succeed in making money out of basic classics?

## Vocabulary in context

### D. Read the text again and find the following words and expressions.

1. In paragraph 2, another way to express the idea *make a comeback* (line 37) \_\_\_\_\_
2. In paragraph 2, an expression with the opposite meaning of *dies out* (line 22) \_\_\_\_\_
3. In paragraph 3, a word with the opposite meaning of *know-it-all* (line 42) \_\_\_\_\_
4. In paragraph 4, a word with a similar meaning to *upbeat* (line 58) \_\_\_\_\_

## Discussion

**E. GROUP WORK** Discuss the fads and fashions that are popular in your country at the moment. Which of these fads and fashions would you do, wear, or have? Which would you never dream of doing, wearing, or having?

Give reasons. Do the fashions suit you? Why or why not? Are the fads dangerous, silly, harmless, or fun?



### 3 Grammar in Detail

#### Uses of the -ing form



**FYI**

VW is the abbreviation for Volkswagen and the car is known either as a Beetle or a Bug, because of its shape.

have dreadlocks  
learn hip-hop dancing  
buy designer clothes  
play computer games  
scuba dive play Frisbee  
wear miniskirts  
surf the Internet

#### Practice

**A.** Complete the sentences with the -ing form of the verb.

walk wear pay rent shop play try

EXAMPLE: *Renting videos became popular in the 1980s.*

- \_\_\_\_\_ flowered shirts was very fashionable in the 1970s.
- \_\_\_\_\_ for expensive clothes is one of her pastimes.
- In my opinion, \_\_\_\_\_ \$300 for a pair of jeans is crazy.
- According to some doctors, \_\_\_\_\_ is better for your health than many other forms of exercise, such as weight training.
- \_\_\_\_\_ to fit as many people as possible into a VW Beetle was a popular fad in the 1960s.
- \_\_\_\_\_ frisbee is an old fad that makes a comeback from time to time.

**B.** Use gerunds (-ing form) to complete the sentences with true information about you and fads and fashions such as the following. Add your reason.

EXAMPLE: *I'm nervous about shaving my head. My girlfriend won't like it.*

- I'm really interested in \_\_\_\_\_.
- I'm afraid of \_\_\_\_\_.
- I got tired of \_\_\_\_\_.
- I'm very careful about \_\_\_\_\_.
- I could never get used to \_\_\_\_\_.
- I could never get excited about \_\_\_\_\_.
- I look forward to \_\_\_\_\_.
- I would never dream of \_\_\_\_\_.

**C. PAIR WORK** Use expressions above to talk about fads and fashions with your partner.

EXAMPLE: **You:** *I'd never dream of wearing a miniskirt.*

**Your partner:** *Really? Why?*

**You:** *Miniskirts don't look good on me.*

interview visit go eat  
buy drive see shop

**D.** Complete the statements on the left with the gerund of one of these verbs. Then match them with the reasons on the right.

EXAMPLE: *I miss playing Frisbee. It was such fun.*

- I avoid \_\_\_\_\_ on Saturdays.
- They dislike \_\_\_\_\_ home at 6:30 p.m.
- They quit \_\_\_\_\_ designer clothes.
- We had trouble \_\_\_\_\_ the models.
- He appreciated \_\_\_\_\_ more of his kids.
- She suggested \_\_\_\_\_ to the fashion show.
- He can't help \_\_\_\_\_ so much.
- She enjoys \_\_\_\_\_ her grandmother.
- a. She simply loves clothes.
- b. They were such fun.
- c. The traffic is very heavy.
- d. He simply loves food.
- e. They were so busy.
- f. She's so funny.
- g. There are always so many people.
- h. They are too expensive.



## Uses of the *-ing* form

Rule	Examples
1. A gerund is the <i>-ing</i> form of a verb.	swim— <i>swimming</i> , dance— <i>dancing</i> study— <i>studying</i> , read— <i>reading</i>
2. A gerund can be the subject of a sentence.	<i>Dancing</i> is good for your health. <i>Going</i> to the movies is fun.
3. A gerund can be the object of a verb + a preposition or a verb phrase + a preposition.	be afraid of, get used to, be careful about, be interested in, get excited about, get bored with, get tired of, look forward to, be good at, be nervous about, talk about  Some people are afraid of <i>getting</i> married. I'm looking forward to <i>seeing</i> you soon.
4. A gerund can be the object of certain verbs.	avoid, delay, discuss, dislike, enjoy, finish, miss, practice, quit, have trouble, regret, spend time  Some students avoid <i>taking</i> tests. He regrets <i>leaving</i> his job.

### Test yourself

**E.** Complete the dialog with the *-ing* form of the verbs in the box.

find    include    leave out    look at    publish    read    write

**Editor:** Have you finished (1) \_\_\_\_\_ that report on the fashion show?

**Reporter:** Er . . . no, not yet. I'm having a little trouble with the text. In fact, I was thinking of (2) \_\_\_\_\_ the text completely.

**Editor:** What?

**Reporter:** Well, I think, when it's a report of a fashion show, most people enjoy (3) \_\_\_\_\_ the photos of the models much more than actually (4) \_\_\_\_\_ a report. I know I do, and I'm a writer!

**Editor:** Yes, you are a writer and that's what we pay you to do!

**Reporter:** But don't you think that (5) \_\_\_\_\_ all the photos plus a lot of text would make the report too long?

**Editor:** No, I don't think so. Anyway, I wouldn't dream of (6) \_\_\_\_\_ a report of a fashion show with no text. This is a respectable news magazine! Now get busy!

**Reporter:** Okay, boss. I'll get on it right away.

**Editor:** Good. I look forward to (7) \_\_\_\_\_ your report on my desk by the end of the day.

## 4 Speaking

### Speaking focus

#### Asking for and giving opinions

What do you think of ...?  
What's your opinion about ...? How do you feel about ...?

Personally, I think ... It seems to me ... As far as I'm concerned, ...

#### FYI

These expressions are often used when talking informally about fashion:  
I'm not into it. It's not me.  
That's not my style.

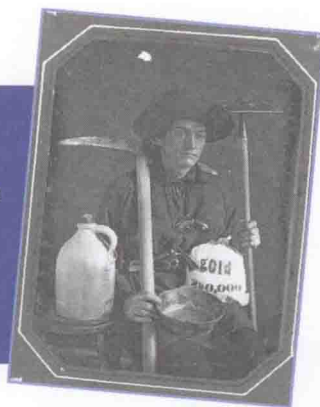
**A. PAIR WORK** Look at the picture and talk with your partner about the fashions that are shown. Use the expressions in the box. Then talk about new fashions you have seen in your country recently.

**B. GROUP WORK** Choose one of the situations below and with your group members, decide your roles. Think about what you might say to explain your opinion and persuade the other group members to agree. Make short notes. Then practice your conversation. When you're ready, take turns acting out your role plays for the class.

- A:** You are a teenager and you want to color your hair bright red.  
**B:** You are A's mother. You think A's natural hair color looks very nice.  
**C:** You are A's friend. You think A worries about fashion too much.
- A:** You are the manager of the most expensive department store in your city. You want all your employees to dress formally.  
**B:** You are a salesperson in the department store. You have just had your hair done in a very unusual style and you really like it.  
**C:** You are B's coworker. You think that styles are important because they show our personality.
- A:** You are a 40-year-old mother or father, and your hair is getting gray. You want to color it so you can look young again.  
**B:** You are A's teenage son or daughter. You think people shouldn't try to hide their age.  
**C:** You are A's hairdresser. You want people to have fun with new styles.

**C.** Discuss the role plays with the class. Who had some interesting ideas? Do you agree or disagree with them?

Jeans first became popular in the U.S. during the California Gold Rush of the mid-nineteenth century when a German immigrant, Levi Strauss, started making hard-wearing practical pants from a fabric he brought from Germany. He called the pants Levi's. In 2002, the Levi's company paid approximately \$44,000 for the oldest-known pair of jeans dating back to the 1880s. They were originally owned by a Nevada miner. Five hundred replicas of the pair were made, and they sold at \$400 each.



## 5 Vocabulary in Detail



1



2



3



4



5

badly dressed  
overdressed  
casually dressed  
appropriately dressed  
well dressed

**FYI** outfit =  
a set of clothing

**A.** Use words from the box to describe the pictures.

EXAMPLE: *The woman in picture 5 is overdressed.*

**B.** Read the description below. Then put the words in *italics* in the correct column to complete the chart.

The woman in picture 1 is well dressed. The outfit she has chosen is *simple* but *elegant* and the colors and *style* suit her. Her *accessories*—purse and shoes—*go well with* her suit, which is *beautifully cut*.

### Talking about clothes

#### Nouns

the (1) \_\_\_\_\_ = the design  
and overall look of clothes  
(2) \_\_\_\_\_ = gloves,  
shoes, etc.  
the cut of the clothes  
A classic suit

#### Verbs

to suit someone = look  
good on someone  
to (3) \_\_\_\_\_ =  
look good together  
to match = be the same  
color or style as

#### Adjectives

casual  
(4) \_\_\_\_\_ = not  
flashy  
drab = dull  
(5) \_\_\_\_\_ = stylish  
scruffy = untidy and not very  
clean

#### Compound adjectives

well dressed  
well made  
well finished  
beautifully finished  
(6) \_\_\_\_\_  
badly made  
badly cut

**C.** Now use expressions from the chart to describe the people in the other pictures above.

**D. PAIR WORK** Would you dress like the people in the pictures?

EXAMPLES:

S1: *Would you dress like the woman in picture 1?*

S2: *No, it's not me. I'm not into suits. And those colors don't look good on me.*

S1: *How about dressing like the man in picture 4?*

S2: *You gotta be kidding! He's so scruffy!*