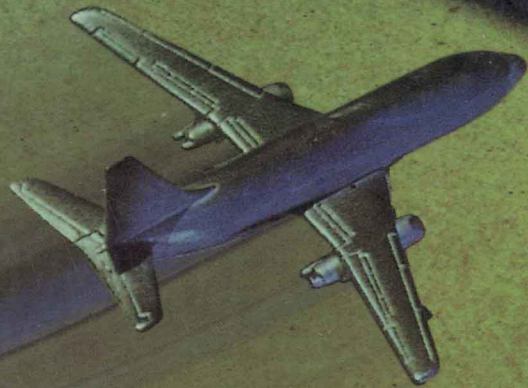


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ENGLISH

Second Edition

Fast Forward



Lynda Berish

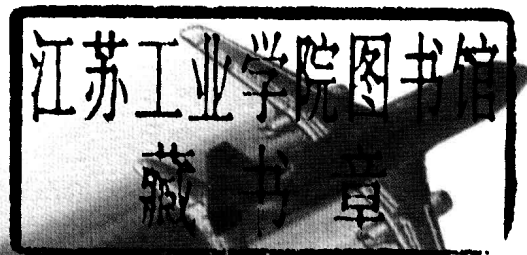
Sandra Thibaudeau

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ENGLISH

Second Edition

Fast Forward



Lynda Berish
Sandra Thibaudeau
Collège Marie-Victorin

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To the Teacher

The *English Fast Forward* Series

The *English Fast Forward* series is designed for young adults learning English for work, career, or college-education purposes. It is a dynamic blend of imaginative interactive activities. Whole-language and grammar activities are treated thematically with the interests of college-age students in mind.

English Fast Forward 3 is aimed at students who already have a good command of basic English structures and vocabulary, but who need to develop their ability to cope with more sophisticated demands in the form of richer language use. The book will help these students develop greater accuracy and depth in their language production and understanding.

The Activities

The second edition of *English Fast Forward 3* incorporates many suggestions from teachers, and has been thoroughly classroom tested. New themes are based on up-to-date topics that students want to talk about. The addition of CBC video and audio clips provides further stimulation for student interaction. Many of the video and audio segments come from CBC programs such as “Out Front” and “Undercurrents,” which are produced by or geared towards college students. Many of the new readings come from web sites of particular interest to teenagers and are written by college students.

The twelve units in the book have varied formats. Each consists of one or two challenging readings and a listening passage, as well as grammar, video, and speaking activities. A wide variety of activities accompany the listening and reading passages. The eight new video clips provide visual stimulation. New speaking activities encourage students to speak for longer lengths of time. The “Grammar Close-Up” sections provide innovative grammar practice in each unit. Three units feature “Where to Find Friends,” a section on “Gallicisms” that sometimes create difficulties for students at this level.

Teacher's Manual

A complete teacher's manual accompanies the book. The manual contains instructions for the activities, suggestions for getting the most out of each unit, and a complete answer key. Tape scripts for the listening passages are also included.

Achievement Tests

A new set of reproducible mid-term and final exams are provided in the teacher's manual. These exams follow the format and themes of the book, and test for listening, reading, and writing. There are also suggestions for testing and evaluating oral production.

The authors wish success and satisfaction to their colleagues and to the students who use these materials.

Lynda Berish
Pandra Thibodeau

UNIT

1

You're Smarter Than You Think

Learning Objectives

In this unit you will:

- discuss education, intelligence, talents, and abilities
- listen to information about succeeding in college
- read about different kinds of intelligence
- review the present tense: simple and continuous
- watch a video about the life of a teenager
- build writing skills in paragraph organization



YOUR DAILY SMILE

If you think you can, you can.

— Robert Louis Stevenson

Non-Stop Talking

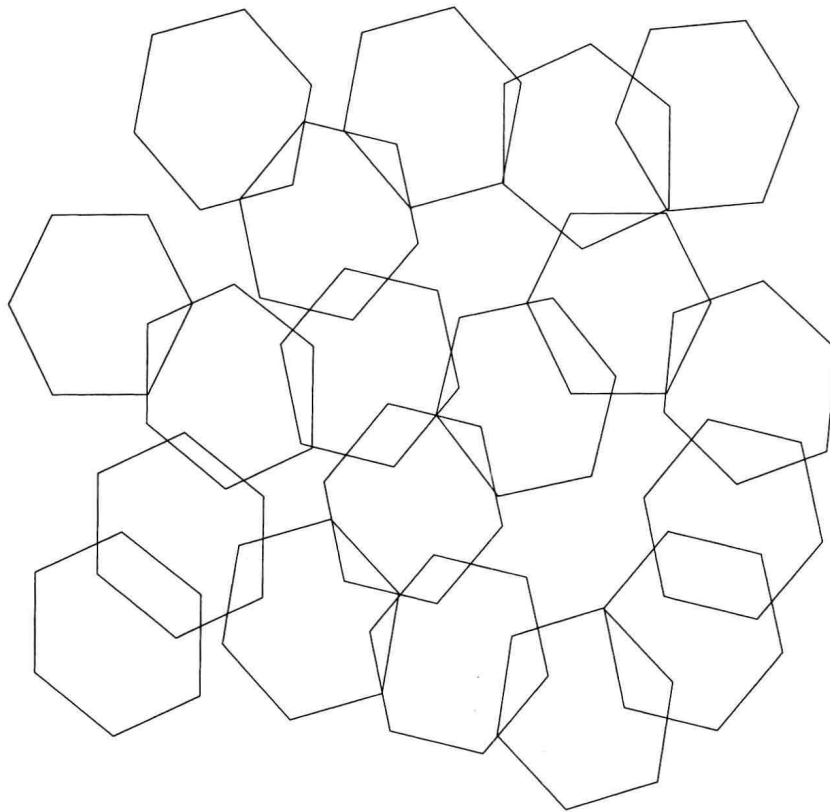
In groups of three or four, talk about these questions. Keep talking for 20 minutes. Be prepared to give the class a summary of your group's ideas and information.

1. What does it mean to be "smart"?
2. What does "talent" mean?
3. What are your special talents?
4. What do you like to do in your spare time?
5. What kinds of things would you like to learn in the future?
6. What were your favourite subjects in elementary and high school?
7. What is your favourite course now?
8. Which courses do you find the most difficult?
9. Which courses are the most useful to you?
10. Which courses do you think will help you most in the future?
11. What are some similarities between high school and college?
12. What are the differences between high school and college?
13. What do you like best so far about college?
14. Does anything about college worry you?
15. Do you think you will work harder in college than you did in high school?
16. What kinds of activities do you participate in at college?
17. Is it easy to make friends in college? Why or why not?
18. Is English difficult for you? Why or why not?
19. What kinds of activities would you like to do in your English class?
20. What jobs or careers interest you?

Brain Power

Work with a partner. Solve as many puzzles or problems as you can in ten minutes.

- A. How many hexagons are on page 3?
How many triangles are created by the overlaps?
How many diamonds are created by the overlaps?



B. During college registration, the fire alarm rang. Some students left their forms on the table and ran out. Now the secretary can't remember who wanted which course. She can only remember what the students were wearing. Help the secretary match the students with the courses.

1. Alain was wearing a red sweater.
2. Maria was signing up for a math course.
3. The student who wanted philosophy wasn't wearing a yellow sweater.
4. The student with the green sweater was registering for history.
5. Richard was not wearing a yellow sweater.
6. Melanie was wearing a blue sweater, not a black one.
7. Chantal was registering for chemistry. She was not wearing yellow.
8. The student with the blue sweater was registering for Spanish.

	Alain	Maria	Richard	Melanie	Chantal
course					
sweater					

C. For each word on the list, think of as many songs as you can that include that word.

- | | |
|---------|----------|
| 1. love | 3. happy |
| 2. blue | 4. baby |

D. Find a solution.

You have just moved into your first apartment. You live with a roommate. You really like your roommate, but lately this person has developed some habits that really annoy you. For example, your roommate is leaving dirty clothes all over the apartment and eating all the food that you buy without replacing it. What do you do?

How did you do? Did you find all the answers? If you didn't, don't worry! People have different kinds of smarts. Read on to find out more about yours.

How Smart Are You?

A. Discuss these questions.

1. What is an IQ test?
2. What does it measure?
3. Do you think an IQ test is a good measure of intelligence?
4. In what other ways can intelligence be measured?

B. Work with a partner. Read the paragraphs and choose the best word in each set of parentheses.

How smart are you? If your answer to this (1. idea, question, thought) is based on some old report card or IQ (2. test, exam, competition), you might be selling (3. ourselves, herself, yourself) short. Experts have pooh-poohed the IQ test and (4. another, other, others) school-related tests as a true measure of (5. athletics, games, intelligence) and learning ability in the real world. "Smart" (6. are, is, was) being able to respond (7. happily, successfully, correctly) to new situations and to learn from past (8. lives, courses, experiences).

We can all learn, (9. so, but, and) we learn in (10. different, similar, other) ways. Some people learn (11. less, far, more) easily through books or numbers. Others learn better through interacting (12. for, with, by) people. There are several kinds of smart, according to educators. Being intelligent takes in any one—or more—of (13. it, them, him). Tuning in to (14. your, her, his) own kinds of smart can guide your choice of career and recreation—or simply give you a means to make any kind of (15. active, course, learning) possible.

Putting Your Smarts to Work

A. Prepare to Read

Forget the bad report cards and mediocre IQ test results. Intelligence comes in many forms. For example, you may be “people smart” or “picture smart.” Find out which categories you score in, and how to put your smarts to work.

Read the sentences. If the information applies to you, circle the letter at the end of the sentence.

1. I'm into at least one sport or regular physical activity. **C**
2. I often see clear images when I close my eyes. **B**
3. I have a pleasant singing voice or play an instrument. **D**
4. I have opinions that set me apart from the crowd. **E**
5. I can imagine how something might look from a bird's-eye view. **B**
6. I prefer group games over solitary recreation. **A**
7. My best ideas come to me when I'm doing something physical. **B**
8. I like getting involved in social events at work or in my community. **A**
9. I have at least three close friends. **A**
10. TV jingles or other tunes often run through my head. **D**
11. If I hear a musical selection more than twice, I can usually hum or sing it back fairly accurately. **D**
12. I like to draw or doodle. **B**
13. I have a hobby or interest that I keep pretty much to myself. **E**
14. I regularly spend time alone thinking or reflecting. **E**
15. I really like working with my hands. **C**
16. I consider myself well coordinated. **C**
17. I'd prefer to spend a weekend alone in a cabin in the woods than at a resort with lots of people. **E**
18. I can easily figure out the moods, habits, and thoughts of other people. **A**
19. I find it tough to sit still for long periods of time. **C**
20. I like jigsaw puzzles, mazes, and other visual puzzles. **B**
21. I can tell when a musical note is off-key. **D**
22. I can easily tap out the beat to a piece of music. **D**
23. People often come to me for advice. **A**
24. I'm sensitive to colour. **B**

Which letters did you circle three or more times? You probably have smarts in those areas. For example, if you circled the “A” after sentences 6, 8, and 9, you have skills in the “people smart” area.

B. Read for Content

Read about the categories that apply to you. *Note:* Most people will find themselves in more than one category.

A. People Smart

Ask It, Talk It, Share It

If you are the person everyone comes to for advice, you have “interpersonal intelligence.” Being “people smart” means you are quick at understanding what makes others tick. You are sympathetic and sensitive to people’s moods, and you give good advice.

You learn well by talking things over with others. You also need their input in order to make sense of things. Julie, a university student, recalls that

ter to do this, advises Julie. Talking out each point or section will really help the learning sink in.

- Teach, or even pretend-teach, what you’ve been learning. Teach to a dog, a cat, or a snoring friend! Many educators say that the best way to find out if you really know something is to teach it.

If you have good interpersonal skills, you enjoy being with others, and work well in groups. You might consider a career as a teacher, politician, social worker, or publicist.

B. Picture Smart

See It, Draw It, Colour It

If you are “picture smart” you probably see things (in your mind and in the outside world) that others miss. But too many ideas

conveyed in words or numbers may confuse you.

- Take advantage of the visual aids around you: illustrated books, how-to TV shows, computer-aided design programs.
- Try “mapping out” complex ideas on a single sheet of paper. When studying a particular chapter, Karen draws a series of circles (representing each thought or idea) with interconnecting lines to show the relationships among them. Use circles, sketches, pyramids—whatever seems to work. It’s important to see the subject or problem as a whole rather than trying to understand it through bits of information.
- Colour-code information (using highlighters or tabs) in order to sort it out or remember it. For example,

YOU'RE SMARTER THAN YOU THINK

Susan Hirshorn

when she couldn’t understand what was going on at lectures, she talked to different people and discovered that she wasn’t the only one who was lost. Then she found a study partner, and together they sorted the information out. This really paid off at exam time when she was stuck on a question. Suddenly she’d remember that was exactly what she’d discussed with her study partner, and the answer would come back as clear as a bell! When learning with others isn’t possible, try this:

- Treat books, tapes, and other learning materials like people. Talk to the author on a first-name basis: “OK, Dave, let’s see what you’re trying to say here” or “Tell me, Annie, do I have this straight?” Don’t wait until you’ve read the whole chap-

a figure-skating coach uses bright colours worn on different parts of the body to help students and coaches concentrate on specific movements.

As a visual person, you appreciate art and like to create. Artistic people do well in careers in the arts, architecture, engineering, decorating, and fashion design.



C. Body Smart

Touch It, Make It, Do It

If you have body smarts, you use your body skilfully. You may be graceful or athletic. Use your talented fingers and other “body smarts” to cultivate the powers of the mind.

- Use models and other objects to think creatively. Got a problem at work? Make the stapler your “boss,” the telephone your “assignment,” and so on.
- Learn “in motion.” For Richard, that means studying during a long, brisk walk. He carries cue cards (containing key words, statements, or math formulas) that hang from a big key ring so that he can flip through them easily.
- If your best ideas come while you’re bathing, jogging, or washing the floor, try keeping a tape

recorder with you to log your inspirations before they fade.

- Learn by doing. Ask if you can participate in a demonstration of your employer’s product. At school, volunteer for lab work or a field trip to experience how something works.

If you have body smarts, you may be thinking about a career as an athlete or dancer. But you can also use your fine muscle control to excel at anything from fixing cars and electrical wires to brain surgery.

D. Music Smart

Hear It, Hum It, Sing It

People with musical smarts can rarely keep this to themselves. And why should you? The world would be a much poorer place without music. Now, think about using this ability to ease you through something boring or difficult.

- Make up a song or chant about something in order to remember it.
- During lectures and other aural experiences, focus more on listening than on taking notes. Whenever possible, try learning from tapes or radio.
- Experiment with different types of music to soothe your nerves or to rev you into action. Hands-on tasks (like cooking or sewing) are a real chore for many people unless they are singing along to something on the radio.

If you are musical, you may play an instrument, sing in a band, or write music. You may be thinking of a career as musician, songwriter, or singer. But even if your career isn’t headed for the stage, you can use music to enrich your life and that of others. For example, you might enjoy teaching music or just singing with your friends or family.