

TEACHER'S EDITION

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)



教师用书

外语教学与研究出版社

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教师用书

编著: (美) Isobel Rainey de Diaz 等

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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, 能使学习落到实处。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、深化和提高寓于学得英语的过程之中，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

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Introduction

In Detail helps students to understand the subtle details of English at the upper-intermediate and advanced level. It progressively builds up all the skills that students will need to be ready to take one of the major standardized tests of English. Its multiskills syllabus integrates communicative, grammatical and critical thinking objectives. Its carefully crafted grammar and vocabulary syllabus builds up student awareness of higher level grammatical structures and higher level vocabulary areas such as word formation and collocation.

What is In Detail?

In Detail is a two-level course which takes students from an intermediate to an advanced level of English. Designed as a sequel to *Up Close*, *In Detail* can be successfully used as a follow-up to any core program. Its features:

- An extensive program in listening, speaking, reading and writing focusing on skills development. Each listening, speaking, reading and writing section has a clear skill development objective and the appropriate exercises for students to reach that objective.
- A Grammar in Detail section with extensive practice of the key grammatical points in the unit.
- A Vocabulary in Detail section with exercises to build and extend vocabulary related to the topic of the unit and provide additional teaching material.
- A Warm Up introductory section encouraging students to reflect on what they may already know about the topic of the unit and to recall vocabulary and schematic knowledge appropriate for that unit.
- A Putting It Together section at the end of each unit where students recycle the knowledge and structures they have acquired in the unit, and extend their skills to higher level discussion of the themes of the unit.
- Goal boxes highlighting the major objective of each unit.
- A Review section for students to consolidate their learning.
- A CNN® video component extending the theme of each unit and providing additional listening practice and vocabulary with a worksheet to guide viewing.

The gradual and secure development of skills in all major areas will allow students to build confidence in their fluency and their ability to tackle high-level tasks in English.

Who is In Detail for?

In Detail is for secondary and adult students who need English at an advanced level for work or study purposes. It is particularly appropriate for high school and university students who may be planning to follow a course of studies at a high level in English.

Why is In Detail called a course for global communication?

At the advanced level of English, it is extremely important that students be exposed to some of the different varieties of English that exist. Although the core of *In Detail* is American English, students will have the opportunity to listen to a variety of accents on the audio tapes/CDs and the videos. The reading material in *In Detail* is taken from different sources to reflect a global perspective. The issues that the readings cover are relevant to any student anywhere in the world today.

How are grammar and vocabulary taught in In Detail?

The unique methodology of the Grammar in Detail sections allows teachers a choice to handle grammar inductively or deductively. These sections contain clear grammar charts which could be used as a source for the presentation of grammar, or can be used simply as a grammar reference for students as they work on the grammar tasks. Similarly, vocabulary is presented in a context which allows the students to deduce meaning and to use the important skills of guessing in context and making generalizations. At the advanced level, it is extremely important that students begin to stand on their own feet when it comes to grammar and vocabulary, and *In Detail* helps students bridge the gap between learner dependence and learner independence.

How are listening and speaking handled in In Detail?

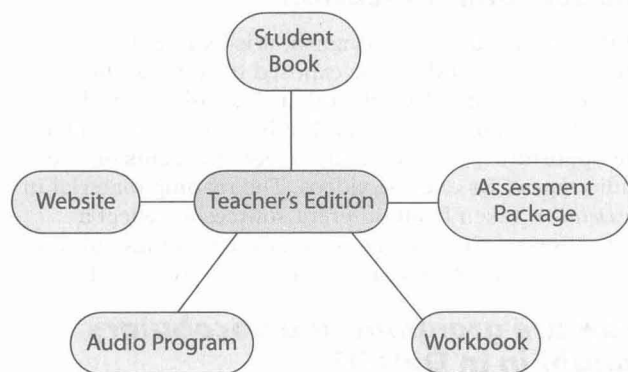
The Listening section builds up the skill of extensive listening by exposing students to the type of listening required in academic as well as everyday surroundings. It also gives them practice with the most common items that appear on standardized listening tests.

Speaking is promoted in every section of *In Detail*. Students are provided with focused opportunities to discuss the topics of each unit in depth and relate them to their personal experiences and opinions. In addition, the Speaking section introduces students to the useful phrases and expressions used by native speakers in different situations to strengthen their oral control in different contexts, and provides extensive role play and discussion practice to develop their fluency.

How is reading handled in In Detail?

Reading is a major component of *In Detail*. The skills of skimming, scanning, intensive and extensive reading are practiced in every unit. The reading texts cover a range of topics intended to broaden students' outlook and extend their general knowledge of the world. In the Reading in Detail section students learn new vocabulary as well as the important skill of guessing words in context. Each unit emphasizes a new reading strategy so that by the end of *In Detail 2* students will have acquired and practiced 24 different reading strategies.

In Detail Components



Both levels of *In Detail* offer a wide range of components to meet the needs of your course.

Student Book

The *In Detail* Student Book contains twelve 10-page thematic units which provide an extensive program in multiskill development. Each listening, speaking, reading and writing section is designed to promote learner independence as they offer all of the necessary language input and practice required to achieve the unit goals. It features four 4-page Review Units to help students monitor their progress, and a quick reference language summary and glossary.

Workbook

Each 7-page Workbook unit offers a consistent design that corresponds exactly to the Communication, Grammar, Reading and Writing goals of the unit. The extra practice provided in the Workbook has been designed to enhance the student's development as an independent learner. By correlating the material to the unit goals, students know exactly what learning objective they are working on. Workbook pages corresponding to Review Units provide learning logs, vocabulary review, skills groundwork and strategy-building tasks.

Teacher's Edition

The *In Detail* Teacher's Edition is a time-saving companion to the series. Its wrap-around design places teacher's notes and answer keys where they are needed — directly opposite the Student Book page. Each unit begins with a two-page unit

preview to give the teacher an at-a-glance view of the scope of the material to be covered in the unit as well as useful preparation tools. The Teacher's Edition includes:

- Student Book and Workbook answer keys
- Complete tapescript
- Suggestions for extension or optional activities
- Language and cultural notes
- Additional word banks
- How-to's for strategy building

Audio Program

The audio program consists of two classroom tapes containing two listening texts per unit and two supplementary listening texts to accompany each of the four Review Units. The consolidation of the listening skill is a prime objective of this level of instruction. In *In Detail* the student is exposed to native American English as well as some British English voices.

Assessment Package

The testing materials for *In Detail* are provided in a CD-Rom package containing ExamView software. This package will facilitate the entire assessment procedure by supplying printable midterm and final tests as well as question banks for teachers to use in creating their own tests.

Website

The *In Detail* student website (<http://indetail.heinle.com>) offers extra practice to consolidate the development of grammar, reading, and writing skills as well as promote the firm grasp and expansion of vocabulary. These exercises and activities can be used for self-access or assessment purposes. Results can be e-mailed directly to students and teachers at your convenience.

CNN® Video

CNN® video clips are available to expand each unit's theme. These CNN® video clips provide authentic language input and integrate listening and speaking practice through lively classroom discussion.

Pacing In Detail

In Detail can meet the needs of a variety of teaching situations. Its consistent unit design provides the flexibility required by teachers faced with reduced classroom hours and increased outcome standards.

In Detail can be taught in an integrated skills program in 60–90 hrs. It can also be taught in fewer hours in a program that focuses on the development of special skills.

FYI

Note: At the post-intermediate level all classes are heterogenous and display different needs for the presentation, re-teaching, practice and reviewing of language items.

Suggested unit pacing for an integrated skills program:

Lesson 1	25–30 min. 35–45 min.	1 Warm Up 2 Reading in Detail
Lesson 2	50 min.–1 hr.	3 Grammar in Context
Lesson 3	50 min.–1 hr.	4 Speaking
Lesson 4	25–30 min. 35–45 min.	5 Vocabulary in Detail 6 Listening
Lesson 5	25–30 min. 25–30 min.	7 Writing 8 Putting It Together

Teachers working in programs emphasizing oral skills or academic skills may want to cover fewer sections of the *In Detail* unit and supplement their course with the ancillary materials available.

In either case the Reading in Detail and Grammar in Detail sections will always be central to their course. For oral skills programs the Writing section, and independent practice components may be omitted, giving students more time to work on all of the Putting It Together activities and to use the CNN® video in class.

For academic programs, we recommend that students increase their independent practice time using the Review Unit, website, and workbook materials. Teachers working in these programs may want to reduce the time spent on oral skills and can decide to omit the Putting It Together sections or select only one of the optional activity types presented on these pages.

Planning for supplementary materials:

50–90 min.	Independent practice per Workbook unit
20–30 min.	Independent grammar practice per Review Unit
20–30 min.	Independent vocabulary practice per Review Unit

90–120 min.	Independent practice on student website per unit
60 min.	Fluency practice in each Review Unit
30–45 min.	Extra listening practice in each Review Unit
30–45 min.	CNN® video clips and worksheets (1 per Unit)

Working with CNN® Video

The 12 CNN® video clips to accompany *In Detail 1* are authentic segments from CNN® broadcasts. Each clip is linked to a unit theme. They are short (2–3 minutes) to permit students to view the clip several times in its entirety during a video lesson. The impact and entertainment value of watching an entire clip can never be regained at a later stage after partial viewing. For this reason we recommend that the class watch the entire clip before any exploitation for comprehension.

The video worksheets at the back of the Student Book have been designed to facilitate the video lesson with a warm up activity and **First viewing**, **Second viewing** and **After viewing** sections.

The five skills in *In Detail*

Reading

Pre-reading exercises help activate students' prior knowledge.

Lower-level strategies are reviewed and practiced as students become independent advanced readers.

2 Reading in Detail

Skimming for the general idea

Before you read a text in detail, skim through it to get a general idea of the topic.

Before you read

A. PAIR WORK How popular is soccer in your country? What are the names of the most important teams? What sort of mascots do famous teams have? Which other sports are important in your country? Which sports do you watch and which do you play?



First reading

B. Skim the text and choose a suitable title for the article from the list.

1. Women in Soccer History
2. Historical Changes to Soccer Rules
3. Making Soccer History

Although the distant origins of soccer can be traced back thousands of years, the modern game is a dynamic sport, often undergoing significant changes in its rules, its players, its team formations, and in the organization of its important events. In the 1950s, the Brazilian national team, with its innovative team strategies, changed the way the game is played. Japan and Korea found a new way to organize soccer's greatest tournament, offering shared venues¹ for the World Cup in 2002. But soccer is not just a man's game. In many parts of the world women have struggled, with varying degrees of success², to achieve recognition for women's soccer. Recent years have seen them make great advances.

In 1958, Brazil won the World Cup in Sweden. This was a surprise win for two reasons. First, because no other Latin American team before had ever won when the finals took place outside Latin America. And, secondly, because Brazil had never won the Cup before. Their victory was unforgettable, not just because of their skill, speed, and goal-scoring ability but also because they caught their opponents off guard³ by changing the traditional 5-3-2 team formation. Brazil's new approach permitted⁴ much greater flexibility. When defending, they used the 4-3-3 formation with four players defending at the back, three in midfield, and three in the attack. While attacking, they reversed the formation and placed four men up front. From then onwards, soccer changed forever, with teams all over the world taking their cue⁵ from the flamboyant⁶ Brazilians and experimenting with a greater variety of formations.

While Brazil influenced the way soccer is played on the field, Japan and Korea completely changed the way soccer's World Cup is organized. They became the first Asian nations ever to host the finals and the first countries to do this together. Until 2002, the World Cup



had taken place in only one country each time, but Japan and Korea formed a partnership⁷, using a total of twenty stadiums, ten in Japan and ten in Korea, to meet the needs of the thousands of soccer fans that flocked⁸ to Asia from all over the world. Most of the stadiums were new and designed to the highest standards, so this also contributed to making the 2002 World Cup very memorable for the fans.

The time when a women's World Cup attracts the same interest and excitement as the men's event is probably still a long way off, but historically speaking, women's role in the story of soccer starts a surprisingly long time ago. The first known records of women's soccer are some Chinese frescoes of women playing soccer at the time of the Donghan Dynasty⁹ (A.D. 25-220). Women's soccer then



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seems to have disappeared with the Western and Eastern Jin dynasties. In the late 19th century, records show that women's soccer matches were very popular in Scotland, where married women played against single women. In the 20th century, however, the women's game was banned¹⁰ in England, Holland, and Germany. Then, in the second half of that same century, women's soccer made a comeback, and since 1984, it has had its own World Cup event. Now, many countries such as Italy, Denmark, Sweden, Japan, the U.S., and Brazil are very enthusiastic about women's soccer. So maybe, some time soon, women's soccer will produce its own soccer legends of the stature of Zidane, Maradona, Ronaldo, and Pelé.

venue → place where an event happens
varying degrees of success → sometimes successfully, sometimes unsuccessfully
catch off guard → to surprise greatly
permit → allow
take a cue → follow the example
form a partnership → work together officially
dynasty → a ruling family
ban → not to allow or to officially forbid

Second reading

C. Find these facts.

1. Give examples of how Brazil, Japan and Korea and women soccer players have influenced soccer history.
2. Give four reasons why Brazil's performance in the 1958 World Cup was unforgettable.
3. Give three reasons why Japan and Korea made history at the 2002 World Cup.
4. Mention two countries that supported women's soccer in the past and six which support it now.

Think about it

1. Why does the text say that women have had varying degrees of success in their attempts to be recognized as playing the game as well as men?
2. Why was Brazil's change of formation so successful in the 1958 World Cup?
3. Why was Japan's and Korea's organization of the 2002 World Cup an especially difficult task?
4. What kind of reasons might England, Holland, and Germany have had for banning women's soccer in the first part of the 20th century?

Vocabulary in context

D. Match the explanations or synonyms on the right to the words on the left as they are used in the text.

- | | |
|-------------------------|---|
| 1. Line 3: dynamic | a. very exciting and different |
| 2. Line 11: struggled | b. moved in great crowds or large numbers |
| 3. Line 19: victory | c. did the opposite |
| 4. Line 23: flexibility | d. beating (another team or other teams) |
| 5. Line 26: attacking | e. receive (as a guest or guests) |
| 6. Line 26: reversed | f. made great efforts in the face of difficulties |
| 7. Line 29: flamboyant | g. permanent proof |
| 8. Line 34: host | h. trying to score goals |
| 9. Line 39: flocked | i. lively, always changing |
| 10. Line 55: records | j. variety (of movement) |

Discussion

E. Do women play soccer in your country? What do you think about women playing soccer? Do you think there will ever be mixed teams of both male and female players? Why or why not?

Post reading exercises require students to comprehend text as well as to infer responses not directly stated in the text.

Vocabulary in context exercises encourage students to expand their passive vocabulary from reading texts.

Open-ended final activities put new language input into use in focused classroom discussions.

Grammar

Practice in pairs accelerates awareness and comprehension of grammar.

Personalization supports grammar knowledge.

Grammar and communication are practiced in tandem in Interact activities.

3 Grammar in Detail

The zero / habitual conditional; review of all conditionals

Practice

A. PAIR WORK Match the first part of the sentence on the left with the second part on the right.

- | | |
|---|---|
| 1. If I didn't have so many good friends, | a. he would find it easier to make friends. |
| 2. If he had listened to her friends, | b. I will have to make new friends. |
| 3. If you were more open to friendship, | c. you will find it easy to make friends. |
| 4. If she hadn't had her Internet friend, | d. you would be a happier person. |
| 5. If they had been true friends, | e. I would find life very difficult. |
| 6. If I go abroad to work, | f. she'd have had no one to help her. |
| 7. If he joined a choir or a salsa club, | g. this quarrel would never have happened. |
| 8. If you come to live here with us, | h. they would still be married. |

B. Work alone and complete these statements with true information about your past and present habits. Note that in all these statements you can use *when*, or *whenever* instead of *if*.

- If I had a problem as a small child, I _____
- If I feel lonely and depressed, I _____
- If my friends give me good advice, I _____
- If I don't have a lot of work on the weekends, I _____
- If I found my schoolwork too difficult, I _____
- If our parents had visitors when we were children, we _____

Interact

C. PAIR WORK Ask your partner about his or her past and present habits and make a note of what he or she tells you.

EXAMPLES

- What did you do whenever you had a problem as a small child?
Whenever I had a problem as a small child, I asked my grandfather for help.
- What do you do whenever you feel lonely and depressed?
As a matter of fact, I never feel lonely or depressed.

D. Use your notes in C to tell the class what you have learned about your partner.

EXAMPLES: Whenever Jorge had a problem as a small child, he asked his grandfather for help.

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Grammar charts can be used as a source for presentation or simply as a reference for students as they work through the section.

On-going assessment opportunities appear at the end of every grammar section.

The zero / habitual conditional; review of all conditionals

Type of conditional sentence

Habitual activity

If I am happy, I share my happiness with a friend.
If I had a problem as a child, I told my grandmother.

Scientific fact or universal truth

If there are a lot of cars in a city, pollution gets worse.
If seawater evaporates, it rises.

Real past effects future

If they've practiced, they will play well today.
If she's been working hard, she will go to bed early.

Unreal present effects past

If they weren't so selfish, they wouldn't have won.

Unreal past effects present

If she hadn't gotten to a hospital, she would have died.

Notes

Both verbs are in the simple present.
Both verbs are in the simple past.

Both verbs are in the simple present.
Both verbs are in the simple present.

The verb in the *if* clause is in the present perfect or present perfect continuous, and the verb in the main clause is in the future tense.

The verb in the *if* clause is in the simple past, and the verb in the main clause is in the past conditional: *would/ought to have + pp*.

The verb in the *if* clause is in the past perfect, and the verb in the main clause is in the conditional: *would + simple or progressive infinitive*.

Don't forget: With habitual actions, scientific fact, or eternal truths, *when* or *whenever* can replace *if*.

E. Match the beginnings of the sentences on the left with the endings on the right.

- | | |
|--|--|
| 1. If the Gobi Desert weren't so vast, | a. we will be so happy. |
| 2. If that team had a better manager, | b. we would be in bed by now. |
| 3. If you've been walking in the desert all day, | c. we would have seen all of it. |
| 4. If they have scored by half time, | d. you'll get tired. |
| 5. If we had crossed the river by boat, | e. they would have been the winners today. |

Test yourself

F. Use a check (✓) to indicate if the following conditionals are grammatically correct. Write an X if the sentence is not correct, and rewrite it.

- If the temperature of water drops to 0° C / 32° F, the water freezes. _____
- If I am feeling fed up, I went downtown. _____
- If people travel to the Gobi Desert, it is because they love adventure. _____
- If you've been working hard, you relaxed. _____
- If she hadn't gone on vacation into space, she wouldn't feel so weak now. _____
- If he weren't so selfish, she hadn't divorced him. _____
- If the soldiers had seen those journalists, they would be dead now. _____
- If they have reached the top of the mountain by now, they will be so happy. _____

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Speaking

Discourse items are presented directly and then practiced throughout the lesson.

Note-taking strategies are practiced in preparation for oral discourse.

Integrated listening and speaking tasks help develop awareness of discourse techniques and improve speaking skills.

4 Speaking

Speaking focus

Showing that you are paying attention

You can show the other person that you're paying attention to them by using expressions like these. These are especially useful when you are talking on the phone.

Uh-huh. Mm-hm. Really? I see. Oh?

A. PAIR WORK What makes a good job? A bad job? Do you think most people's ideas about this are similar or different? Use the expressions above when listening to your partner.

According to recent surveys, in the U.S., the most respected occupations are doctor, scientist, and teacher, while the least respected occupations are accountant, banker, and journalist.

The results for Russia are different. There, the most respected occupations are businessman or woman, banker, and politician, and the least respected occupations are researcher, soldier, and engineer.



B. GROUP WORK Work with another pair. Look at the list below and discuss the meaning of each item and which jobs can offer these things. Make notes about why each point is important or not important for you.

excitement	status
job security	balance of work and family life
salary and benefits	independence
variety	creativity
helping other people	(your own idea)

C. Look at your notes. Imagine you want to find the perfect job. Circle the three things on the list that are the most important for you.

D. GROUP WORK Take turns telling your group about the three things that are important for you. On the basis of people's priorities, suggest possible jobs for each group member.

E. CLASS TASK Discuss your classmates' suggestions. Did you like any of them? Who came up with the most interesting ideas?

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Listening

Listening strategies are reviewed and practiced throughout the lesson.

Two-step listening lowers students' anxiety and prepares them for real-world listening.

Standardized test practice opportunity at the end of each lesson.

6 Listening

Listening strategy

Listening with a purpose

Before you listen, think about what you need the information for. This helps you to decide which information is important.

Before you listen

A. PAIR WORK Where do you get information about new movies? How do you decide which movies you want to see? Where can you find movie schedules?

B. You want to see a movie with a friend on Saturday. You will finish work at 8:30. Your friend must be home before 12:00 midnight. You call two movie theaters to listen to their recorded schedules. What information do you need to listen for?

First listening

C. Listen and write the names of the movies.

Audion Theater	Movie	Time
Cinema 1		
Cinema 2		
Cinema 3		
CineClub Theater		
Theater 1		
Theater 2		
Theater 3		
Theater 4		

Second listening

D. Listen again. If there is a show time that you and your friend can attend, write it next to the name of the movie.

After listening

E. PAIR WORK Decide which movie you would like to see and why.

Test yourself

F. Read the question and think about the specific information you need to listen for. Then listen and answer the question.

At which branch of the bank can you get money on Saturday afternoon?
 a. at the Main Branch
 b. at the City Tower Branch
 c. at the Airport Branch
 d. at none of the branches

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7 Writing

Describing a process

Before you write

A. **GROUP WORK** Brainstorm and list all the things you know about tea and the tea-growing process. Try to answer these questions:

In which countries is tea grown?

How many varieties of tea are there?

What colors does tea come in?

Is tea drunk in your country? If so, is it widely drunk or is tea drinking uncommon?

B. Read the following text and complete the notes.

There are more than three thousand varieties of tea, each with its own special flavor, color, and aroma. Just like wines, teas take their names from the regions where they are grown. Although tea is grown mostly in Asia, in such countries as China, India, Sri Lanka, and Japan, it is also cultivated in some African and Latin American countries. Teas vary in type according to the way in which they are processed after they are harvested.

Black tea: Black tea is produced only in conditions of high humidity and warm temperatures. The leaves are harvested and spread out on the ground. Next, the leaves are rolled. Rolling frees the aromatic juices and causes a chemical process because of the influence of oxygen from the air. During this fermentation process, the tea leaves turn a bright reddish-brown color. After a few hours, the leaves are dried with hot fans.

Green tea: As soon as they are harvested, the leaves are put into a large steamer and heated. This softens the leaves for rolling and means that the juices do not oxidize. The leaves are then dried again and again until crisp. They remain green in color.



Number of tea varieties:
Origins of names of teas:
Places where teas are grown:
Reasons why teas vary in types:

Conditions for producing black tea:
First step in processing:
Second step in processing:
Effects of second step:
Color of tea after second step:
Final step in the process:

First step in processing green tea:
Effects of first step:
Next step in processing green tea:
Color before, during, and after processing:

Write

C. Describe coffee processing. Write two paragraphs: (1) an introduction to coffee in general, and (2) a description of the most common form of processing. Use the Internet or an encyclopedia to collect the information you need.

Unit 5 Travel 53

Writing

Rhetorical modes presented and developed systematically.

Internet or bibliographic research required to complete some of the assignments.

Brainstorming is introduced as part of pre-writing.

Model passage illustrates writing task.

7 Writing

Comparing and contrasting

Before you write

A. **GROUP WORK** Work in groups and discuss the ways in which the following forms of written communication are similar and the ways in which they are different. When and why do you use each form? Is one form faster than the other? How expensive is each form?

short notes to family and friends	e-mail messages to family and friends
postcards	journal entries
	personal letters

B. Read the text about the similarities and differences between e-mail and cell phone communication. Then underline and list the words or expressions that establish (1) the similarities and (2) the differences between them.

E-mail Communication and Cell Phone Communication

Both e-mail and the cell phone are amazing inventions of the late 20th century that have contributed greatly to the ease of communication within and across nations. It would be hard to decide which of the two has been more beneficial to humankind. Like e-mail communication, the cell phone has contributed greatly to an enormous increase in the volume and efficiency of business deals. Similarly, the cell phone has been just as crucial as e-mail communication in helping family and friends to keep in touch even when they live far apart. The cost of using a cell phone and of an e-mail is similar, too. Both are quite expensive but for different reasons. With e-mail, it is the initial investment of buying a computer that is expensive; with cell phones, the cost of calls can be quite high. Despite the similarities between the two, there are also some major differences.

In the first place, cell phone communication is a lot more convenient than e-mail communication. You can carry a cell phone with you wherever you go; you can't do this with your PC. On some cell phones, you can access your e-mail, but that is not the same as having full e-mail and Internet facilities on your PC. Unlike e-mail communication, cell phone communication allows for a wide range of human emotions. The person you are talking to can tell from your voice if you are sad, angry, happy. Closely related to this is the fact that with cell phone communication, you know—again because of the voice—who you are talking to. In contrast, with e-mail communication, you might make friends via the Internet with a person who might be dangerous in some way. Whereas, however, health hazards are not so likely with e-mail, with the cell phone, there appears to be a real risk that excessive use may result in the development of brain tumors.

Words or expressions for comparing

Words or expressions for contrasting

Write

C. **PAIR WORK** Work in pairs and write two paragraphs comparing and contrasting e-mail communication and personal letters as a way of staying in touch with family and friends. Try to use some of the words and expressions you listed in B.

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