

Jack C. Richards & Chuck Sandy

An upper-level multi-skills course

剑桥国际英语教程

Passages

5

学生用书

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剑桥国际英语教程

学生用书 5

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教材简介

《剑桥国际英语教程》4&5 级 (*Passages*) 专为非英语国家的英语学习者编写, 是目前国际上最有影响的英语教程之一, 也是剑桥大学出版社在全球销量最大的教材。

《剑桥国际英语教程》4&5 级 (*Passages*) 是适合中高级至高级水平英语学习者使用的综合教程。它为完成了《剑桥国际英语教程》3 级 (*New Interchange 3*) 学习的学生提供了继续学习的课本, 并与其内容紧密结合, 前后融会贯通。教材在进行语法和词汇的系统指导的同时, 也涵盖了英语语言学习的四项技能: 听、说、读和写, 并通过以话题为基础的教材大纲, 培养学生英语学习的流利性和准确性。话题中生动有趣的语言为培养他们的个性和进行讨论提供了尽可能多的机会, 与此同时, 还促进了语言与交际技巧两方面的发展。

《剑桥国际英语教程》4&5 级 (*Passages*) 主要使用美国英语, 但涉及各个国家、地区和文化。它不仅题材新颖广泛, 富有时代气息, 而且还提供了大量关于东西方文化差异的信息, 充分体现了英语作为国际交流用语的丰富性和多元性。

课时安排

《剑桥国际英语教程》4&5 级提供了 60 至 90 小时的课堂教学材料。在有更多课时的情况下, 教师用书中的扩增活动练习可以延长每单元课时。学期时间较短时, 可减少花费在阅读、写作、扩增活动练习和做练习册的时间。

教材组成

● Student's Book 学生用书(彩色)

学生用书包括 12 个学习单元(每单元 8 页)和 4 个复习单元(每个单元 4 页)。每单元练习分为两个主题课。每 3 个单元后有一个复习单元; 书后还附有语法扩展项目。


● Teacher's Manual 教师用书

教师用书包括详尽的教学指导、每单元讲解、辅助活动建议、完整的练习答案以及听力活动的录音文本。书后附有练习册的答案。

● Workbook 练习册

练习册通过形式多样的练习, 加强学生的语法、阅读、写作和词汇能力。每单元 6 页, 与学生用书同步并行。练习册既可在课堂上使用, 也可作为家庭作业。

● Class Audio Cassettes 录音带

录音带供在教室或语言实验室中使用, 包括听力练习的录音。尽管朗读者以现代北美口音为主, 但在必要时也有各种非英语国家人的口音。凡有录音的练习均标注有  符号。

● Placement and Evaluation Package 评估测试包

帮助教师更有效地测评学生水平, 包括“定级测试”(Placement Test) 和“成绩测试”(Achievement Test) 两种。“定级测试”帮助教师评定学生的英语能力, 合理安排学生的分级学习; “成绩测试”针对每一单元的

小测验帮助教师了解学生对所学内容的掌握程度。测试题型包括听力、阅读和口语。针对测试，评估测试包还为教师设计了详细的评分标准和口语考试组织方法。

单元组织

学习用书中的每一单元都围绕一个中心话题或主题编写，分为两部分课程（课文 A 和课文 B），每课共 4 页，互为补充，从不同视角来掌握单元主题。例如，5 级中第 4 单元的标题为“迷信和信仰”。在前 4 页的课程中，学生一起讨论普遍的迷信现象，并根据各自的文化背景来描述不同的信仰，讨论之后完成相关内容的问卷。后 4 页的课程题为“信不信由你”，主要内容包括民间故事、传说和神话。在此课中，学生可以发现很多神奇的现象和不同的信仰。

教程采用以下结构：

课文 A：

第一页：通过听力和口语练习引入第一课的话题。

第二页：从语法练习过渡到交际活动。

第三页：提供进一步的听力和口语练习。

第四页：写作练习教授实用的写作及作文技巧。

课文 B：

第一页：通过听力和口语练习引入第二课的话题。

第二页：从语法练习过渡到交际活动。

第三页：提供进一步的听力和口语练习。

第四页：通过阅读文章提高阅读技巧并鼓励讨论。

教学法

《剑桥国际英语教程》4&5 级注重培养中高级至高级水平学习者英语的流利性和准确性。本教程适合已学习了一段时间英语并在总体语言技能方面有较好基础的学生。他们现在需要通过以下几方面技能训练扩展交际能力：

- 拓宽用英语进行讨论和理解的话题范围
- 增强语法知识及其运用
- 扩展词汇知识及其运用
- 流利地讲英语，即在说话时不出现不必要的停顿或断句即可表达很多想法
- 准确地讲英语，即在说话时运用恰当的语音和语法

为教授这些技能，《剑桥国际英语教程》4&5 级围绕以下几方面使用交际教学法：

- 引出扩展学生口语和语法技能的话题
- 为学生提供机会完成分组进行的交换信息和协商涵义的交际任务
- 通过引出的活动培养学生对语法和谈话语言的掌握以及对示范句型的掌握，然后提供机会在真实交谈环境中练

习运用所学知识

与此同时，以话题为推动力的教材大纲，为最大限度地展现学生个性和反应的语言课程提供丰富的信息来源。

练习类型

《剑桥国际英语教程》4&5 级练习类型如下：

Information-based tasks 信息任务题

这些任务展现真实世界中的信息（如调查、真实教学活动、短文）。这些信息常常是一课书的开始，并使学生对全课基础的话题产生兴趣并有所反应。

Oral exercises 口语练习

这些练习由训练流利性的两人和小组活动组成，包括讨论任务、排序活动、课堂调查以及其他鼓励交换信息的活动。

Listening exercises 听力练习

这些练习出现在每课的第一页或第三页上，拓展各项听力技能，如听大意、听细节信息和听推断。听力材料均在英语国家和英语为第二语言国家人的面谈和讨论的真实录音基础上，经过编辑和重新录制而成，更加清晰。

Grammar exercises 语法练习

语法练习集中在对中高级至高级水平学习者很重要的语法项目上。这些练习旨在：

- 说明学生在之前已经遇到过的某些结构和语法项目的其他一些更复杂的用法
- 扩展学生的语法知识，作为口语和写作的基础

《剑桥国际英语教程》4&5 级的语法部分以结构用法开始，把学生从控制练习过渡到在交际环境中的结构运用。

Reading exercises 阅读练习

阅读文章由原文改编而成，更加清晰。课前阅读和课后阅读任务使学生充分利用阅读文章，并提高阅读技能，如跳读、浏览和推断，同时可以激发课堂讨论。

Writing exercises 写作练习

每单元包括一页的写作练习。在《剑桥国际英语教程》5 级中，学生学习使用主题句、确定中心思想和写作素材以及组织段落。学生从写短文开始，本书结束时写三段式文章。

Vocabulary exercises 词汇练习

每单元词汇练习扩展学生在词组、同义词和反义词以及习语和搭配方面的知识。

Grammar extensions 语法扩展

语法扩展位于全书最后,对学生用书中介绍的语法结构进行扩展说明。

作者的话

我们的目标是《剑桥国际英语教程》4&5 级可以提供给学生生动有趣的主题,使英语学习充满乐趣。同时还提供给学生在真实生活交际中所需的工具。我们希望你们喜欢这本书,并期待您对本教程提出宝贵的意见和建议。

Jack C. Richards
Chuck Sandy

Introduction

Passages is a two-level multi-skills course for upper-intermediate to advanced-level students of North American English. It provides an ideal follow-up for students who have completed a beginning to intermediate course, and is carefully coordinated to function as a sequel to *New Interchange*, one of the world's most successful English courses for adult and young adult learners of English.

The course covers the four skills of listening, speaking, reading, and writing, while giving systematic attention to grammar and vocabulary. *Passages* seeks to develop both fluency and accuracy in English through a topic-based syllabus. The topics are of high interest to students and provide maximum opportunities for personalization and discussion, promoting the development of both linguistic and communication skills.

Course Length


Each level of *Passages* provides material for 60 to 90 hours of class instruction. In situations where more time is available, the Teacher's Manual provides Optional Activities to extend each unit. Classes with shorter semesters can reduce the amount of time spent on Reading, Writing, Optional Activities, and the Workbook.

Course Components

The **Student's Book** contains 12 eight-page units and four review units. The exercises in each unit are grouped into two thematic lessons. There is a review unit after every three units; there's also a set of Grammar Extensions at the back of the book.

The **Teacher's Manual** contains detailed suggestions on how to teach the course, unit-by-unit notes, numerous suggestions for optional follow-up activities, complete answer keys, and transcripts of the listening activities. Answers to Workbook exercises are found at the back of the book.

The **Workbook** provides a variety of exercises that develop students' proficiency with the grammar, reading, writing, and vocabulary in the Student's Book. Each six-page unit follows the same teaching sequence as the Student's Book. The Workbook can be used for classwork or for homework.

The **Class Audio Cassettes** are for use in the classroom or laboratory. They contain the recordings for the listening exercises. Although the speakers primarily model North American accents, nonnative varieties of English are also used where appropriate. Exercises that are recorded are indicated with the symbol .

Placement and Evaluation Package

This contains multiple versions of a placement test designed to identify the appropriate level of *New Interchange* or *Passages* for students entering a program. The Package also offers review tests and mid-term and final exams for each level of *New Interchange* and *Passages*, enabling teachers to determine how successfully the students have mastered the material. All tests are photocopiable and an audio cassette is provided for the listening sections.

Unit Organization

Each unit of the Student's Book is organized around a central topic or theme and is divided into two four-page lessons (Lessons A and B), which complement each other by treating the unit topic from a different perspective. For example, Unit 4 in this book is entitled "Superstitions and beliefs." In the first four-page lesson, students discuss common superstitions, describe superstitious beliefs from their own cultures, and complete a questionnaire that will reveal how superstitious they are themselves. The second four-page lesson, "Believe it or not," highlights folk tales, urban legends, and myths. In this lesson, students explore strange phenomena and beliefs.

The following unit structure is used throughout the course:

Lesson A

page one: Fluency activities introduce the topic of the first lesson through real-world information and oral work.

page two: Grammar exercises provide controlled practice leading to communicative activities.

page three: Fluency pages provide further listening practice and oral work.

page four: Writing exercises teach practical writing and composition skills.

Lesson B

page one: Fluency activities introduce the topic of the second lesson through real-world information and oral work.

page two: Grammar exercises provide controlled practice leading to communicative activities.

page three: Fluency pages provide further listening practice and oral work.

page four: Reading passages develop reading skills and stimulate discussion.

Approach and Methodology

Passages seeks to develop both fluency and accuracy at the upper-intermediate to advanced levels of proficiency. The course is based on the assumption that students have studied English for a number of years and have a good foundation in general language skills. They now need to extend their communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- extend their knowledge and use of grammar
- broaden their knowledge and use of vocabulary
- speak English fluently, i.e., express a wide range of ideas without unnecessary pauses or breakdowns in communication
- speak English accurately, i.e., use an acceptable standard of pronunciation and grammar when communicating

To teach these skills, *Passages* uses a communicative methodology that centers around:

- presenting topics that extend students oral and grammatical skills
- providing students with opportunities to carry out communicative tasks in pairs and groups that require exchange of information and negotiation of meaning
- developing students' control of grammar and conversational language through activities that present and model language patterns, and then provide opportunities to practice them in authentic communicative contexts

At the same time, the topic-driven syllabus provides a rich source of information as a source for language lessons that allow the maximum amount of student personalization and response.

Exercise Types

The following exercise types are used throughout *Passages*:

Information-based tasks

These tasks present real-world information (e.g., surveys, realia, short texts). They often begin a lesson and are designed to generate students' interest in and reaction to a topic that forms the basis of the lesson.

Oral exercises

These exercises consist of fluency-focused pair and group activities, including discussion tasks, ranking activities, class surveys, and other activities that encourage an exchange of information.

Listening exercises

These exercises appear on fluency pages (page one or page three of each lesson) and develop a variety of listening skills, such as listening for general ideas, listening for specific information, and inferencing. The listenings are based on authentic recordings of interviews and discussions with native and second-language speakers of English. They have been edited and re-recorded for clarity.

Grammar exercises

The grammar exercises focus on areas of grammar that are important at the upper-intermediate to advanced levels. These include exercises that seek to:

- illustrate how structures and grammar items that students may have previously encountered can be used in more complex ways
- expand students' grammatical resources as the basis for both speaking and writing

The grammar sections in *Passages* begin by showing how a structure is used and then take students from controlled practice to use of the structure in a communicative context.

Reading exercises

Readings are adapted from a variety of authentic sources and edited for clarity. Pre-reading and post-reading tasks allow students to fully utilize the reading passages and to develop reading skills, such as skimming, scanning, and making inferences. They also stimulate class discussion.

Writing exercises

Each unit contains one page of writing activities. In this book, students learn the basics of composition through various genres, such as book reports, comparison and contrast, summaries, business letters, and personal experiences.

Vocabulary exercises

Vocabulary exercises in each unit develop students' knowledge of lexical sets relating to the unit topic as well as idioms and phrasal verbs.

Grammar extensions

Grammar extensions are located at the back of the book. They expand on the grammatical structures introduced in the Students Book.

From the Authors

It has been our goal with *Passages* to provide stimulating subject matter that will make learning English fun while at the same time giving students the tools they need to communicate in the real world. We hope that you enjoy *Passages* and look forward to hearing your comments on the course.

Jack C. Richards
Chuck Sandy

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Plan of the Book

FUNCTIONS

GRAMMAR

VOCABULARY

Unit 1 • Relationships pages 2-9

A The best of friends

- Defining and describing friendship
- Expressing opinions
- Stating preferences
- Describing incidents and events
- Talking about rules

B More than a friend

- Phrasal verbs
- Gerund and infinitive constructions

- Adjectives to describe incidents and events

Unit 2 • Clothes and appearance pages 10-17

A The way we dress

- Discussing approaches to fashion
- Describing style and trends
- Expressing opinions about clothing
- Talking about first impressions
- Describing appearance

B How we appear to others

- Review of verb patterns
- Cleft sentences with *what*

- Adjectives describing style and appearance
- Adjectives describing people

Unit 3 • Exceptional people pages 18-25

A High achievers

- Talking about people who have made an impact
- Describing characteristics
- Organizing events chronologically
- Describing qualities of a hero

B Personal heroes

- Compound adjectives
- Superlative adjectives

- Phrasal verbs

• • • • • Review of Units 1-3 pages 26-29

Unit 4 • Superstitions and beliefs pages 30-37

A Superstitions

- Reporting events
- Talking about personal beliefs
- Comparing beliefs
- Reporting what someone else believes
- Categorizing attitudes
- Expressing opinions

B Believe it or not

- Reporting clauses
- Reporting clauses in the passive

- Nouns for unusual phenomena

Unit 5 • Reading and television pages 38-45

A Trends in reading

- Analyzing information
- Discussing conflicting opinions
- Offering explanations
- Discussing advantages and disadvantages of TV

B Television

- Sentence adverbs
- Negative adverbs at the beginning of a sentence
- *Such . . . that* and *so . . . that*

- Nouns for types of television programs

Unit 6 • Art and music pages 46-53

A The enjoyment of art

- Describing works of art
- Expressing preferences
- Comparing and contrasting
- Describing styles of art
- Describing artists and commenting on their styles
- Commenting on facts

B The importance of music

- Double comparatives
- Cause and effect with participles

- Nouns and adjectives that refer to art
- Nouns that refer to music

• • • • • Review of Units 4-6 pages 54-57

Unit 7 • Changing times pages 58-65

| | | | |
|-----------------------------------|---|--|----------------------------------|
| A Lifestyles in transition | • Describing changes in lifestyles | • Relative pronouns in defining relative clauses | • Nouns related to modern trends |
| B Setting goals | • Analyzing how changes affect different people | • <i>As if, as though, as, the way, and like</i> | |
| | • Expressing agreement and disagreement about lifestyle changes | | |
| | • Giving advice about lifestyles and goals | | |

Unit 8 • Buying and selling pages 66-73

| | | | |
|------------------------------------|--|--|--------------------------------|
| A What's new on the market? | • Talking about products on the market | • Placement of direct and indirect objects | • Nouns related to shopping |
| | • Comparing experiences | • Verbs in the subjunctive | • Nouns related to advertising |
| B Consumer beware | • Stating reasons | | |
| | • Giving and asking for advice | | |

Unit 9 • Animals pages 74-81

| | | | |
|------------------------------|---|--|-------------------------|
| A A wild bunch! | • Stating facts about animals | • Noun clauses with <i>whoever</i> and <i>whatever</i> | • Categories of animals |
| B "Man's best friend" | • Talking about categories of animals | • <i>Whenever</i> and <i>wherever</i> contrasted with <i>when</i> and <i>where</i> | |
| | • Expressing opinions about animals | | |
| | • Expressing preferences for pets | | |
| | • Talking about specific and undetermined time and location | | |

• • • • • **Review of Units 7-9** pages 82-85**Unit 10 • Language and communication** pages 86-93

| | | | |
|---------------------------------|---|--|--|
| A The nature of language | • Analyzing differences between spoken and written language | • Subject-verb agreement in sentences with quantifiers | • Idiomatic expressions related to the use of language |
| B Great communicators | • Discussing what correct language is | • Overview of passives | |
| | • Making suggestions for solving language problems | | |

Unit 11 • Science and technology pages 94-101

| | | | |
|------------------------------------|---|---|---|
| A Good science, bad science | • Talking about scientific advances | • Indefinite and definite articles | • Nouns referring to scientific processes |
| B Technology and you | • Analyzing the effects of science and technology | • Present perfect and present perfect continuous tenses | |
| | • Reporting on scientific developments | | |

Unit 12 • Getting down to business pages 102-109

| | | | |
|-------------------------|--|---|--|
| A Entrepreneurs | • Talking about hypothetical situations | • Subject-verb inversion in conditional sentences | • Nouns and adjectives referring to essential qualities in the workplace |
| B The new worker | • Comparing and contrasting personal preferences | • Adverb clauses of condition | |
| | • Expressing values and preferences in work and business | | |

• • • • • **Review of Units 10-12** pages 110-113• • • • • **Grammar Extensions** pages 114-117

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Unit 1 Relationships

Lesson A

The best of friends

The nature of friendship

starting point

A Read these statements about friendship. Can you explain what they mean? What other statements can you add to the list?



1. A friend is someone who accepts me as I am.
2. A friend is someone you look up to in some way and yet you can be critical of.
3. A friend is someone who walks in when the rest of the world walks out.
4. In prosperity, our friends know us; in adversity, we know our friends.
5. A friend is someone who knows you and loves you just the same.
6. A friend is someone who cheers you up when you're feeling down.
7. True friends don't drift apart even after many years of separation.
8. Good friends are hard to find, harder to leave, and impossible to forget.

What the first statement means to me is that a real friend doesn't try to change me into something I'm not.

B Group work Consider the statements above and any you've added to the list. What are the three most essential elements of friendship?

Complete acceptance is one of the most important elements, as far as I'm concerned. You really need to be able to...

Expressing opinions

As far as I'm concerned, ...
In my opinion, ...
From my experience, ...

Friendship among men vs. friendship among women

listening

A Listen to a professor talk about the ideas of best-selling author Deborah Tannen. In her opinion, what is the main difference between friendship among men and friendship among women?

B Group work Do you agree with Tannen's ideas?

Phrasal verbs

A phrasal verb is a verb plus a particle, such as up, down, off, and along. Phrasal verbs follow several patterns.

Separable: Some phrasal verbs can take objects before or after the particle. Pronouns, however, always appear before the particle.

I tell jokes to **cheer up my friends** (cheer my friends up). 让...开心
My jokes almost always **cheer them up**.

Inseparable: With some phrasal verbs, the object always appears after the particle.

I just **ran into an old friend**. I **ran into her** at the mall. 碰见
I always **stand by my friends**, and they always **stand by me**. 支持

Three-word verbs: Some phrasal verbs have a particle and a preposition.

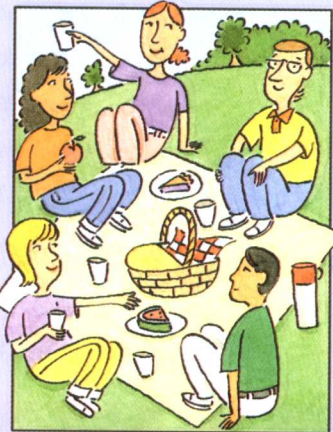
If I have an argument at work, my friend Jason always **sticks up for me**.
Because Jason is so loyal, I basically **put up with** almost anything he does.

Intransitive: Some phrasal verbs take no object.

After my friend John **moved away**, we **drifted apart**.
Although my friend Sarah and I are different, we **get along** very well.
Once we had an argument, but then we **made up**. 和好

Some of these verbs can add a preposition, however, and take an object.

I **get along with Sarah**. I **made up with Sarah**.



Pair work Complete these questions with the phrasal verbs below. Compare your answers. Then discuss each question together.

| | | |
|------------------------------|--------------------|-----------------------|
| cheer (someone) up | let (someone) down | stick up for |
| drift apart | make up | talk (something) over |
| get along | put up with | |
| get over (something/someone) | run into (someone) | |

- Which of your friends do you get along with the best? Why?
- When you're feeling down, do you have a special friend who can always cheer you up?
- If you're in a situation where other people are criticizing you, do you have a good friend who generally sticks up for you?
- Have you ever had a bad argument with a friend? Did it take you a long time to get over your anger? Do you ever find it impossible to make get along up with someone and resume your friendship?
- Have you ever lost touch with a friend and stopped seeing each other? What are some things that cause friends to drift apart?
- Have you ever run into a friend that you hadn't seen in a long time? If so, did you make plans to see each other again?
- Has a friend ever disappointed you, that is, let you down in some way? In those situations, is it a good idea to make your feelings up with the friend? Or is it better not to let your friend know how you feel?
- Are there limits to what you must tolerate in a friendship? What are some things that you would never put up with?

What should friends have in common?

discussion

A How similar do people need to be to become good friends? Do you agree with the statements in this list? Add two statements of your own.

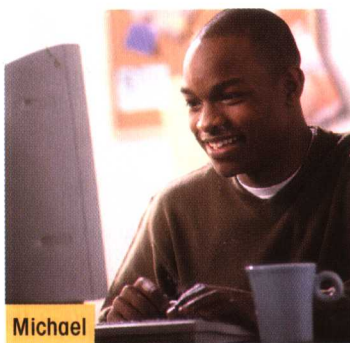
| Friends . . . | Agree | Disagree |
|---|--------------------------|--------------------------|
| 1. should be close in age. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. should have a similar social background. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. should have similar ideas about religion. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. should come from similar kinds of families. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. should have the same educational background. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. should have similar values. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. should enjoy doing the same kinds of things. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. should have similar personalities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. _____ | | |
| 10. _____ | | |

B Pair work What are the three most important things for friends to have in common? Discuss with a partner.

How can you make new friends?

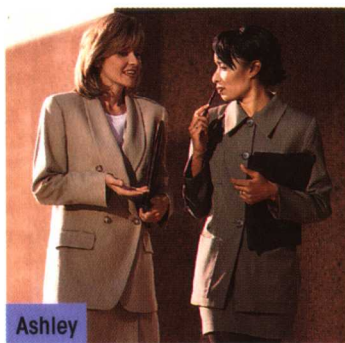
discussion

Group work Read what these people say about meeting new friends, and discuss the questions below.



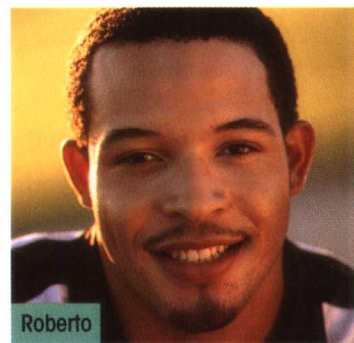
Michael

"You can meet more people and make more friends on the Internet because it puts you in touch with the whole world."



Ashley

"I hang out mostly with people from work. When you're with people all day, you really get to know what they're like and how easy they are to get along with."



Roberto

"I've made some really good friends at the gym I go to. People there are very friendly. Talking to them as you work out is a good way to get to know them."

1. Do you think these are good ways to meet potential friends? Why or why not?
2. What are some other good ways to make friends?
3. How did you meet your friends?
4. What advice would you give someone who wanted to make more friends?

A: For me, the Internet is not a good way to meet friends. I need some personal contact, not just a faceless message on the screen.

B: Oh, I don't really agree. I think you can get to know people very well just by corresponding with them. . . .

writing

The first paragraph of a composition contains a thesis statement, which presents the main idea. Each of the following paragraphs has a single focus, expressed in a topic sentence, that develops the thesis statement.

A Read the composition. Underline the thesis statement in the first paragraph. Then match each of the other paragraphs with the phrase below that best summarizes its focus.

- why we have a close friendship 4
- what we have in common 2, 1, 3
- how we are different 1

How we are different?

- ① My best friend, Ada, and I are different in many ways, but we have one important thing in common. Whenever I have the urge to go somewhere new, I can always count on Ada to go with me. Our friendship shows that people who are very different can still be good friends.
- ② The differences between Ada and me are significant. Ada is an artist who loves to take photographs and draw pictures of the interesting things she sees. I am a sales representative for a pharmaceutical company, and I spend most of my time talking to doctors. Ada is a very organized person, but I'm very impulsive. She's very quiet, but I'm a very talkative person who enjoys telling stories.
- ③ Still, Ada and I both love exploring new places. We discovered this shortly after we met several years ago. One day we were talking about vacations, and we found we had both traveled to many of the same places. Right then, we made a plan to visit a nearby historical city the following weekend.
- ④ Although our personalities are quite different, Ada and I have become close over the years, and we now have a very special friendship. Every time we meet, we're always full of news, and it's always a pleasure. I think the main reason for this is that we respect and enjoy each other's personality and interests.

B Write a composition about a close friend. Then exchange your composition with a partner, and answer these questions.

1. What is the thesis statement? Underline it.
2. Does each paragraph have a single focus? Write the focus for each in the margin of the paper.
3. What else would you like to know about your partner's friend? Ask at least two questions.

The first date

starting point

A Read about the places these people went on a first date. Did they make good choices? Why or why not?



Sarah: "I normally don't like going to amusement parks, but this time was different, and we had a lot of fun. We went on some terrifying rides and ended up going through a haunted house. The experiences gave us something to talk about."



Andrea: "I suggested that we go to a restaurant for dinner. Once in the restaurant, we had to wait for ages for a table. The food was bad, the service was lousy, and to top it all off, when we got back to the parking lot, it had already closed for the night."



Jason: "She said she didn't want to be taken anywhere special, so we went to a movie. It was a great choice because the movie was really scary, and she held my hand all the way through."

A: You shouldn't choose a restaurant for a first date. It forces you to sit and talk for a couple of hours, and that can be a strain.

B: Yes, but it can be very romantic, as long as you choose the right place.

B Group work What do you think of these suggestions for things to do on a first date? Discuss them and give other suggestions of your own.

- ☐ going dancing at a club
- ☐ renting a video and watching it at home
- ☐ having a picnic in the park
- ☐ visiting a museum

I think the best idea is having a picnic in the park. It's relaxing and inexpensive....

Dating services

listening

A Listen to an advertisement for a dating service. What does the service offer? How do you become a member?

What the service offers

How to become a member

B Pair work Would you use the service? Why or why not?