

Pre-Intermediate

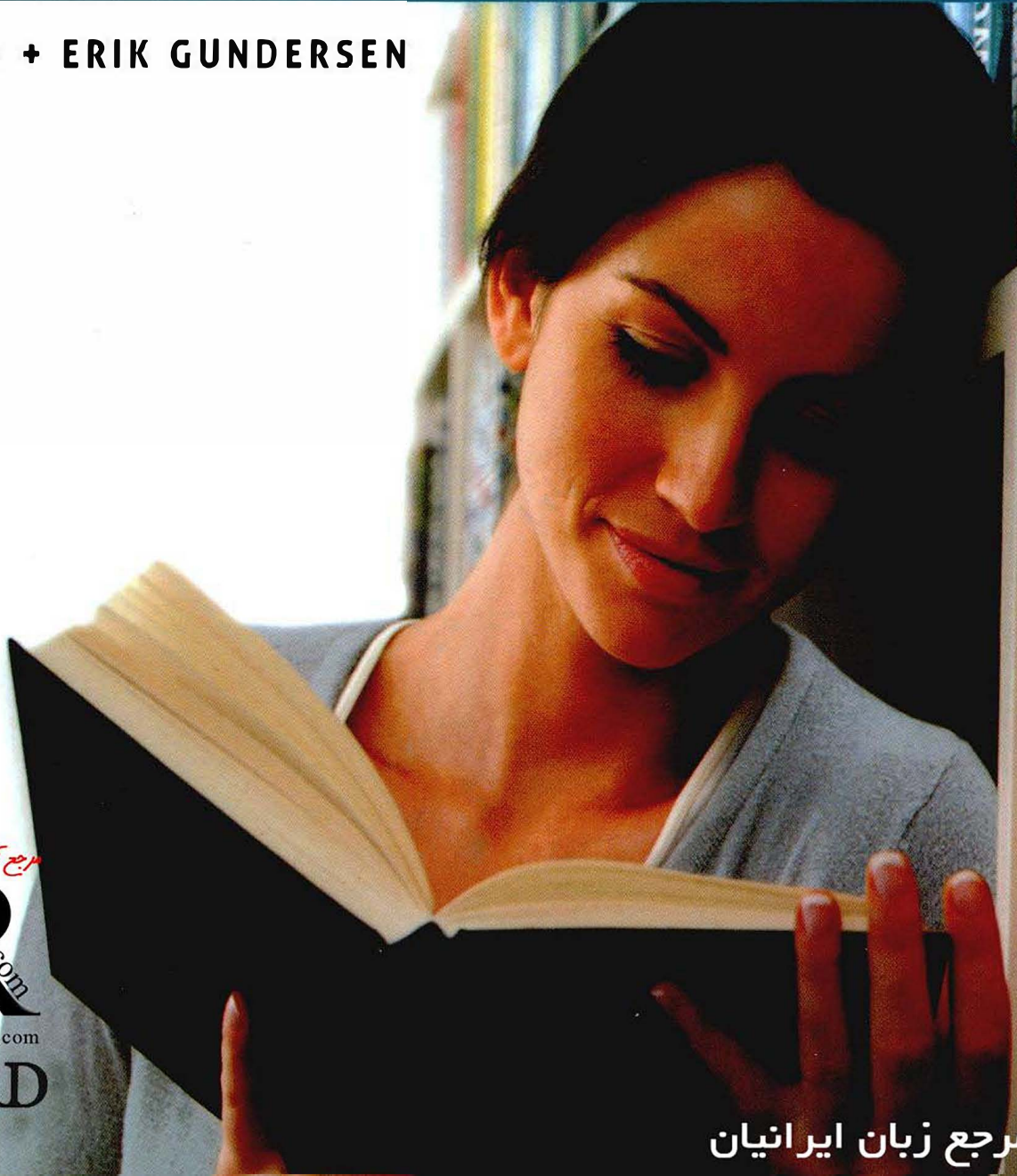
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# Select Readings

Teacher-approved readings for today's students

LINDA LEE + ERIK GUNDERSEN



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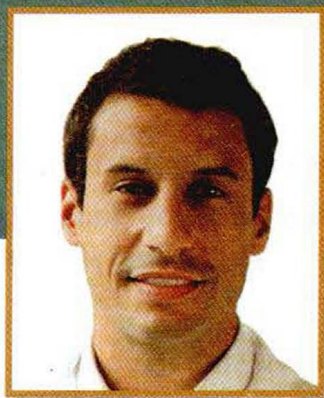
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به صورت نشر برخط و حامل به ثبت رسیده است.  
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# Teacher-approved readings for today's students



Teachers tell us that the single most important factor in engaging their students in reading courses is having a book that offers high-interest, level-appropriate content. So, as its title suggests, *Select Readings, Second Edition* features dynamic, carefully-selected readings chosen by experienced teachers to meet the needs of today's global learners.

The publisher would like to thank the following teachers who worked closely with us to select and approve the topics and reading passages throughout *Select Readings, Second Edition*:

**Paul Batt**, EMLI, Taichung

**Andrew Boon**, Toyo Gakuen University, Japan

**Crystal Brunelli**, Tokyo Jogakkan Middle and High School, Japan

**İlke Büyükduman**, Istanbul Sehir University, Turkey

**Tina Chantal Chen**, English Language Institute of Testing and Education, Zhonghe City

**Kim Dammers**, Konyang University, Korea

**Erdogan Erturkoglu**, Bezmi Alem University, Turkey

**Lee Faire**, Toyama College of Foreign Languages, Japan

**Yuehchiu Fang**, National Formosa University, Huwei

**Wendy M. Gough**, St. Mary College/Nunoike Gaigo Senmon Gakko, Japan

**Michael Griffin**, Chung-Ang University, Korea

**Hirofumi Hosokawa**, Fukuoka Jo Gakuin University, Japan

**Zoë Hsu**, National Tainan University, Tainan

**Cecile Hwang**, Changwon National University, Korea

**Zeynep Kurular**, ITU SFL Prep School, Turkey

**Carmella Lieske**, Shimane University, Japan

**Desiree Lin**, Tunghai University, Taichung City

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# Scope and Sequence

Chapter	Content	Reading Skill	Building Vocabulary
<b>Chapter 1</b> Are You Getting Enough Sleep?	The importance of sleep	Previewing	Using collocations
<b>Chapter 2</b> Mika's Homestay in London	Studying in an English-speaking country	Scanning for details	Learning compound words
<b>Chapter 3</b> It's Not Always Black and White.	English expressions with color words	Skimming	Understanding idioms
<b>Chapter 4</b> Helping Others	Volunteering	Identifying the topic and main idea	Using prefixes: <i>un-, im-, in-, ir-</i>
<b>Chapter 5</b> Generation Z: Digital Natives	Everyday use of digital media	Finding supporting details	Learning collocations about technology
<b>Chapter 6</b> How to Be a Successful Businessperson	Building a successful business	Making inferences	Learning word forms
<b>Chapter 7</b> The Growth of Urban Farming	Growing food in large cities	Understanding the author's purpose	Understanding word roots

Chapter	Content	Reading Skill	Building Vocabulary
<b>Chapter 8</b> Can You Live Forever?	Trying to live forever	Understanding headings	Understanding suffixes: <i>-al, -ic, -ist, -logy</i>
<b>Chapter 9</b> Baseball Fans Around the World	The behavior of baseball fans	Making predictions	Grouping words and phrases
<b>Chapter 10</b> Mobile Phones: Hang Up or Keep Talking?	Using mobile phones	Distinguishing facts from opinions	Expressing certainty and uncertainty
<b>Chapter 11</b> Vanessa-Mae: A 21st Century Musician	A young musician's life	Dealing with unfamiliar words	Understanding suffixes: <i>-able, -ous, -ful, -less</i>
<b>Chapter 12</b> A Day in the Life of a Freshman	A university student's life	Using context clues	Understanding phrasal verbs
<b>Chapter 13</b> Love at First Sight	Falling in love	Summarizing	Choosing definitions in a learner's dictionary
<b>Chapter 14</b> Great Places to Visit	Travel destinations	Reading words in groups	Using context to recognize word forms



# Series Overview irLanguage.com

## with Teaching Suggestions

*Select Readings, Second Edition* is a reading course for students of English. In *Select Readings, Second Edition*, high-interest, authentic reading passages serve as springboards for reading skills development, vocabulary building, and thought-provoking discussions and writing.

The readings represent a wide range of genres (newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and on-line discussions) gathered from well-respected sources, such as *The Wall Street Journal* and *National Geographic*, and approved by experienced teachers.

### General Approach to Reading Instruction

The following principles have guided the development of *Select Readings, Second Edition*:

- **Exposing students to a variety of text types and genres helps them develop more effective reading skills.** Students learn to handle the richness and depth of writing styles they will encounter as they read more widely in English.
- **Readers become engaged with a selection when they are asked to respond personally to its theme.** While comprehension questions help students see if they have understood the information in a reading, discussion questions ask students to consider the issues raised by the passage.
- **Readers sharpen their reading, vocabulary-building, and language skills when skills work is tied directly to the content and language of each reading passage.** This book introduces students to reading skills such as skimming and scanning and vocabulary-building strategies such as learning synonyms and understanding phrasal verbs. Each skill was chosen in consultation with teachers to ensure that the most applicable and appropriate skills were selected for students at the Pre-Intermediate level.
- **Good readers make good writers.** Reading helps students develop writing skills, while writing experience helps students become better readers.
- **Background knowledge plays an important role in reading comprehension.** An important goal of *Select Readings, Second Edition* is to illustrate how thinking in advance about the topic of a reading prepares readers to better comprehend and interact with a text.

### Chapter Overview

Each chapter in *Select Readings, Second Edition* includes the eight sections described below.

#### 1. Opening Page

The purpose of this page is to draw readers into the theme and content of the chapter with relevant artwork and a compelling quotation.



### Teaching Suggestions:

- Ask students to describe what they see in the photo(s) or artwork on the page and guess what the chapter is about. Have them read the quotation, restate it in their own words, and then say if they agree with it. Finally, ask what connection there might be between the image and the quotation.
- Call students' attention to the *Chapter Focus* box. Give them a chance to think about the content and skills they are about to study and to set their own learning goals for the chapter.

## 2. Before You Read

The first activity in each *Before You Read* section is designed to get students to connect personally to the topic of the chapter and to activate their background knowledge of the topic. A second activity or question in this section asks students to further explore their knowledge of the topic by completing a task with a partner. The third activity asks students to complete a *Previewing Chart*, which provides specific tasks for previewing a text. The purpose of this chart is to encourage students to make a habit of using simple previewing strategies before they read any text.

### Teaching Suggestions:

- Make sure that students understand the purpose of the *Before You Read* activities. Explain that activating prior knowledge will help them to better comprehend the reading passage.

## 3. Reading Passage

In general, the readings become increasingly long and/or more complex as the chapters progress. To help students successfully tackle each passage, we have provided the following support tools:

*Vocabulary glosses.* Challenging words and expressions are glossed throughout the readings. In most cases, we have glossed chunks of words instead of individual vocabulary items. This approach helps students develop a better sense of how important context is to understanding the meaning of new words.

*Culture and Language Notes.* On pages 141–153, students will find explanations for cultural references and language usage that appear in blue type in the readings. Notes are provided on a wide range of topics from scientific information, to geographical references, to famous people.

*Maps.* Each location featured in a reading passage is clearly marked on one of the maps found on pages 154–157.

*Numbered lines.* For easy reference, every fifth line of each reading passage is numbered.

*Recorded reading passages.* Listening to someone reading a text aloud helps language learners see how words are grouped in meaningful chunks, thus aiding comprehension.

### Teaching Suggestions:

- Encourage students to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful experience.
- Play the recorded version of the reading passage and ask students to listen to how the reader groups words together. As they listen to the recording, students can lightly underline or circle the groups of words.

## 4. After You Read: Understanding the Text

Following each reading, there are two to three post-reading activities that give students the chance to (a) clarify their understanding of the text, (b) practice reading skills previously introduced, and (c) discuss the issues raised in the reading. The first activity in this section is designed to give students practice with the types of comprehension questions used on exams such as TOEFL®, TOEIC®, and IELTS™. Questions are also labeled to highlight the reading skill required to answer the question.

### Teaching Suggestions:

- Get students to discuss their reactions to the readings in pairs or groups. The process of discussing questions and answers gives students an opportunity to check their comprehension more critically.
- If time permits and you would like students to have additional writing practice, ask them to write a short essay or a journal entry on one of the questions in the *Consider the Issues* section.

## 5. Building Vocabulary

Reading extensively is an excellent way for students to increase their vocabulary base. Considering this, we pay careful attention to developing students' vocabulary-building skills in each chapter of *Select Readings, Second Edition*. A variety of vocabulary-building skills are introduced and recycled throughout the book. Each *Building Vocabulary* section starts out with a short explanation and examples of the skill in focus. In the activities that follow the explanation, students typically scan the reading to gather and analyze various types of words and then use the words in a new context.

### Teaching Suggestions:

- View the explanation and examples at the beginning of each *Building Vocabulary* section before asking students to tackle the activities that follow. Encourage them to ask any questions they have about the explanations or examples.
- Encourage students to keep a vocabulary notebook. Present various ways in which students can organize the words in their notebook: by chapter, by topic, by part of speech, etc.

## 6. Reading Skill

At the beginning of each *Reading Skill* section, students encounter a short explanation of the skill in focus and, when appropriate, an example of how that skill relates to the reading in the chapter. The first task following this explanation asks students to return to the reading to think about and use the new reading skill. The **new Apply the Reading Skill** sections then give students the opportunity to apply the strategy to a *new short reading* that is related to the topic of the main reading passage.

### Teaching Suggestions:

- Review the explanations and sample sentences at the beginning of each *Reading Skills* section before asking students to tackle the questions that follow. Encourage them to ask any questions they have about the explanations or examples.
- Reflect with students on the ways in which they can apply the reading skills they have learned in each chapter to other reading passages. Then have them apply the new reading skill as they work with the second reading passage in this section.

## 7. Discussion and Writing

At the end of each chapter, students have an opportunity to talk and write about a variety of issues. The activities in this section provide students with a chance to broaden their views on the topic of the reading and to address more global issues and concerns.

### Teaching Suggestions:

- When time permits, let students discuss a question a second time with a different partner or group. This allows them to apply what they learned in their first discussion of the question.
- Choose one or more of the questions in this section as an essay topic for students.

## 8. Words to Remember

Each chapter ends with a list of *Words to Remember*. A majority of these words are Oxford 2000 keywords, and many are also highlighted on the Academic Word List. This section provides an efficient means for students to keep track of important new vocabulary by chapter. In addition, the **new Mini-Dictionary** on pages 158–164 features carefully crafted definitions of each *Word to Remember* from the new **Oxford Basic American Dictionary for learners of English**, giving students an alphabetical reference of the words and their definitions all in one place.

## Additional Resources for Teachers of Reading

- *Teaching Second Language Reading* by Thom Hudson
- *Techniques and Resources in Teaching Reading* by Sandra Silberstein
- *Reading* by Catherine Wallace

## Series Components

### Testing Program CD-ROM with Student Book Answer Key

Students today are facing increased pressure to excel at standardized testing in order to gain entrance to universities and secure competitive jobs. *Select Readings, Second Edition* offers an exciting new Testing Program CD-ROM, including tests modelled after the IELTS™, TOEFL®, and TOEIC® standardized tests, as well as **general achievement and unit tests**. The reading tests included on the new Testing Program CD-ROM with Student Book Answer Key were written and approved by testing experts to ensure a close connection to the widely-used standardized tests above. Each test features a reading passage followed by questions designed to measure comprehension as well as reading- and vocabulary-skill proficiency. All unit tests feature new and different reading passages to test the skills learned in that unit.

### Class Audio CDs

*Select Readings, Second Edition* offers Class Audio CDs featuring carefully recorded **audio of all main reading passages** in each level of the series. Giving students the opportunity to listen to a fluent English speaker as they follow along in the text significantly aids comprehension and supports listening and speaking skill development. This is particularly useful for aural learners, who absorb information best through hearing it presented. Each Class Audio CD features a **variety of accents** to expose students to the many sounds of English around the world today.

### Audio Download Center

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# Are You Getting Enough Sleep?

Chapter

# 1

## Chapter Focus

### CONTENT

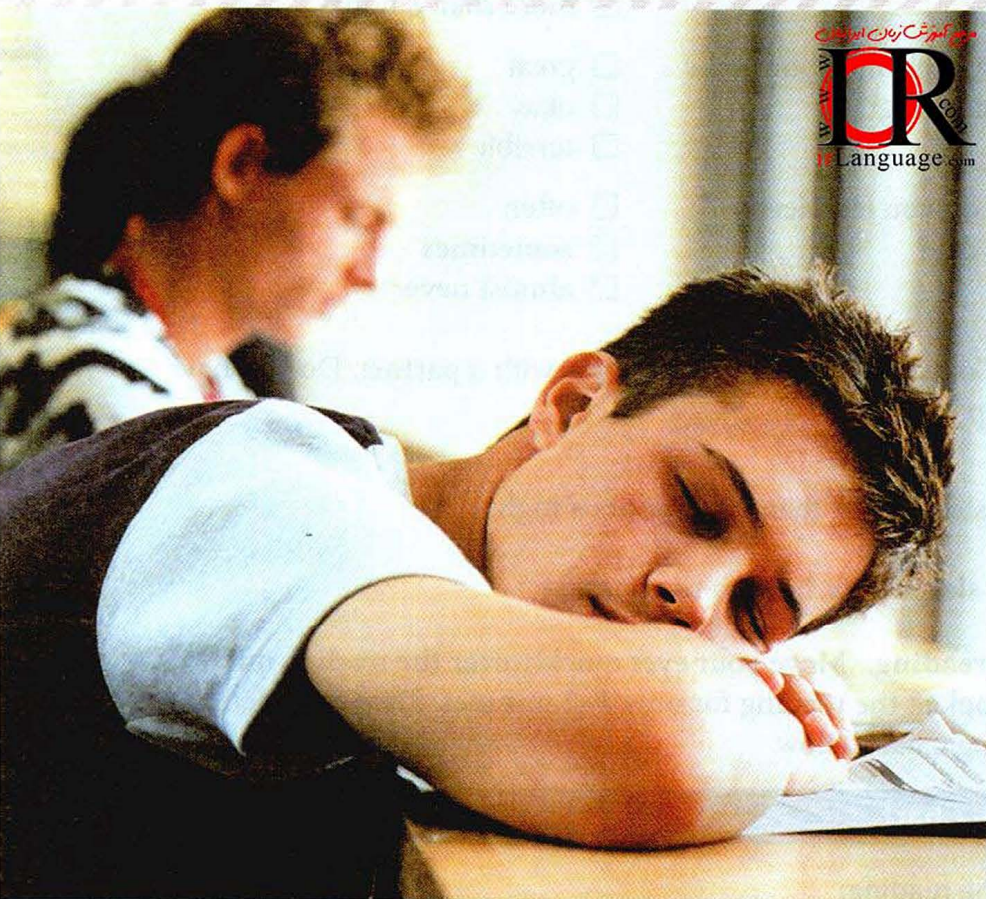
The importance of sleep

### READING SKILL

Previewing

### BUILDING VOCABULARY

Using collocations



“The amount of sleep required by the average person is five minutes more.”

—Wilson Mizner, American playwright and entrepreneur (1876–1933)

## Before You Read

**A. Connect with the topic.** Check (✓) your answers to these questions about sleep.

- |   |  |
|---|--|
| 1. How many hours a night do you usually sleep?     | <input type="checkbox"/> fewer than 6 hours    |
|   | <input type="checkbox"/> between 6 and 8 hours |
|   | <input type="checkbox"/> more than 8 hours     |
| 2. How do you feel when you wake up in the morning? | <input type="checkbox"/> great                 |
|   | <input type="checkbox"/> okay                  |
|   | <input type="checkbox"/> terrible              |
| 3. How often do you feel sleepy during the day?     | <input type="checkbox"/> often                 |
|   | <input type="checkbox"/> sometimes             |
|   | <input type="checkbox"/> almost never          |

**B. Pair work.** Compare answers to Activity A with a partner. Do you have the same sleep habits?

**Example**

A: I usually sleep fewer than eight hours a night.

B: Me too!

A: I want to sleep more, but I'm too busy.

**C. Preview the reading.** Move your eyes quickly over the reading on pages 3–4. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

### Previewing Chart

- |  |   |
|--|---|
| 1. Title of the reading: _____                               |   |
| 2. Names of people and places in the reading. (List 2 more.) | 3. Key words. (What words appear several times? List 2 more.) |
| <u>Randy Gardner</u> _____                                   | <u>sleep</u> _____  |
| _____  | _____   |
| _____  | _____   |
| 4. I think this reading is probably about _____              |   |
| _____  |   |

## Are You Getting Enough Sleep?

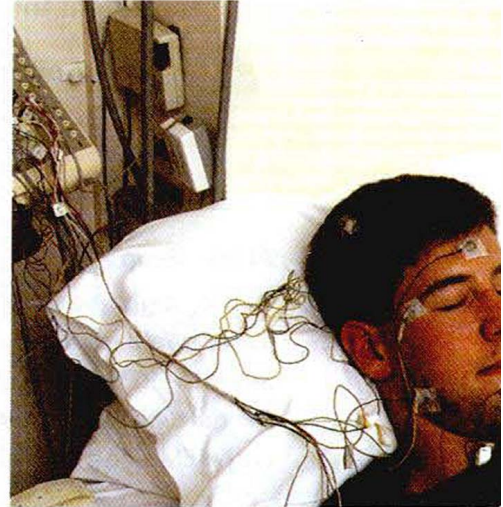
1 What happens if you don't get enough sleep? Randy Gardner, a **high school** student in the United States, wanted to find out. He designed an experiment<sup>1</sup> on the effects of sleeplessness<sup>2</sup> for a school science project. With Dr. William C. Dement from **Stanford University** and two friends  
5 watching him carefully, Gardner stayed awake for 264 hours and 12 minutes. That's eleven days and nights without sleep!

What effect did sleeplessness have on Gardner?

After 24 hours without sleep, Gardner started having trouble reading and watching television. The words  
10 and pictures were too blurry. By the third day, he was having trouble doing things with his hands. By the fourth day, Gardner was hallucinating. For example, when he saw a street sign, he thought it was a person. He also imagined he was a famous **football** player.  
15 Over the next few days, Gardner's speech<sup>3</sup> became so slurred that people couldn't understand him. He also had trouble remembering things. By the eleventh day, Gardner couldn't pass a counting test.<sup>4</sup> In the middle of the test he simply stopped counting. He couldn't  
20 remember what he was doing.

When Gardner finally went to bed, he slept for 14 hours and 45 minutes. The second night he slept for twelve hours, the third night he slept for ten and one-half hours, and by the fourth night, he had returned to his normal sleep schedule.

25 Even though Gardner recovered quickly, scientists believe that going without sleep can be dangerous. They say that people should not repeat Randy's experiment. Tests on white rats have shown how serious sleeplessness can be. After a few weeks without sleep, the rats started losing fur.<sup>5</sup> And even though the rats ate more food than usual, they lost  
30 weight. Eventually,<sup>6</sup> the rats died.



<sup>1</sup> **experiment** a scientific test

<sup>2</sup> **effects of sleeplessness** things that happen when you don't get enough sleep

<sup>3</sup> **speech** way of talking

<sup>4</sup> **a counting test** a test of saying numbers in order: 1, 2, 3, 4, etc.

<sup>5</sup> **fur** hair on an animal's body

<sup>6</sup> **eventually** after some time

Has anyone stayed awake longer than Randy Gardner? Yes! According to **The Guinness Book of World Records**, Maureen Weston from the United Kingdom holds the record for staying awake the longest. She went 449 hours without sleep in 1977. That's 18 days and 17 hours!

35 During your lifetime, you will likely spend 25 years or more sleeping. But why? What is the purpose of sleep? Surprisingly, scientists don't know for sure.<sup>7</sup> Scientists used to think we "turned our brains off" when we went to sleep. Sleep researchers now know, however, that our brains are very active when we sleep. Some scientists think we sleep in order to replenish<sup>8</sup> brain cells. Other scientists think that sleep helps the body to grow and relieve stress.<sup>9</sup> Whatever the reason, we know that it is important to get enough sleep.



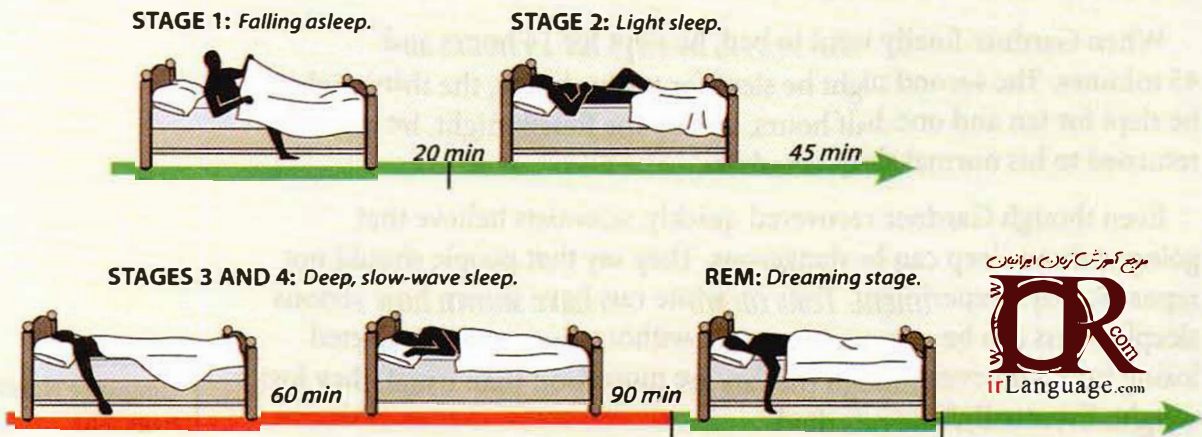
Word Count: 510

Reading Time: \_\_\_\_\_  
(Minutes)

Words per Minute: \_\_\_\_\_  
(Word Count/Reading Time)

### About Sleep

Each night, we pass through<sup>10</sup> five stages, or periods, of sleep. In Stage 1, we fall asleep. We sleep lightly in Stage 2. We have deep, or sound, sleep in Stages 3 and 4. Stage 5—REM (Rapid Eye Movement) sleep—is the most interesting stage. This is the time when we dream. These stages last about one and one-half hours. After each REM stage, we return to Stage 2 (light sleep) and begin the cycle again.



<sup>7</sup> for sure definitely

<sup>8</sup> replenish build new; renew

<sup>9</sup> relieve stress remove or get rid of tense feelings

<sup>10</sup> pass through experience



## Understanding the Text

### A. Comprehension: Scanning for Details

Read each statement below and check (✓) True or False.

	True	False
1. Randy Gardner was a university student when he did his experiment.	<input type="checkbox"/>	<input type="checkbox"/>
2. During the experiment, Gardner slept for several hours every night.	<input type="checkbox"/>	<input type="checkbox"/>
3. During the experiment, Gardner had trouble speaking clearly.	<input type="checkbox"/>	<input type="checkbox"/>
4. It took two weeks for Gardner to recover from the experiment.	<input type="checkbox"/>	<input type="checkbox"/>
5. Going without sleep is not dangerous for white rats.	<input type="checkbox"/>	<input type="checkbox"/>
6. Maureen Weston stayed awake a little over seven and one-half days longer than Gardner.	<input type="checkbox"/>	<input type="checkbox"/>
7. The author does not tell us how Gardner stayed awake for eleven days.	<input type="checkbox"/>	<input type="checkbox"/>
8. According to this article, scientists are not sure why we need to sleep.	<input type="checkbox"/>	<input type="checkbox"/>

### B. Vocabulary

Underline these words in the reading passage on pages 3–4. Then match each word with its definition to the right.

- |                      |   |
|----------------------|---|
| 1. ___ blurry        | a. seeing things that aren't really there |
| 2. ___ eventually    | b. not sounding clear                     |
| 3. ___ experiment    | c. test done to prove something           |
| 4. ___ hallucinating | d. talking                                |
| 5. ___ slurred       | e. not looking clear                      |
| 6. ___ speech        | f. after a long time                      |

### C. Consider the Issues

Work with a partner to answer the questions below.

1. What are the effects of sleeplessness? List three more ideas from the reading passage.

#### Possible Effects Of Sleeplessness

- You might have trouble seeing clearly.
- You might \_\_\_\_\_  
\_\_\_\_\_
- You might \_\_\_\_\_  
\_\_\_\_\_
- You might \_\_\_\_\_  
\_\_\_\_\_

2. Think of three more possible effects of sleeplessness. Complete the sentences below.

- a. You could \_\_\_\_\_
- b. You might \_\_\_\_\_
- c. \_\_\_\_\_

Compare ideas with a partner.

#### Example

A: You might have trouble driving a car.

B: That's right. And you could have trouble ...

3. What is your opinion of Gardner's experiment? Check (✓) one or more statements or write your own.

- I think it was a dangerous experiment.
- I think it was an interesting experiment.
- I don't think the experiment was very scientific.
- \_\_\_\_\_

Share your opinion with your partner.

#### Example

I think Randy Gardner's experiment was interesting because I learned a lot about the importance of sleep.

# Building Vocabulary

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## Using Collocations

A *collocation* is a set—or chunk—of two or more words that are often used together. For example, it's natural for native speakers to say *sleep schedule*, but not *sleep timetable* or *sleep program*. Remembering collocations as chunks of words (*sleep + schedule*) makes it easy for you to recall and use them correctly.

We form collocations by combining different parts of speech. Below are some examples of collocations that include sleep:

Expressions	Verb + Adverb	Noun + Noun
go without sleep	sleep soundly	sleep schedule
get enough sleep	sleep well	
go / get to sleep		
fall asleep		

A. Use the words in the box below to form collocations and complete the sentences.

enough    fall    schedule    soundly    to    without

1. What time do you usually go \_\_\_\_\_ sleep?
2. What time did you go \_\_\_\_\_ sleep last night?
3. How long does it take you to \_\_\_\_\_ asleep?
4. How long can you go \_\_\_\_\_ sleep?
5. Do you usually get \_\_\_\_\_ sleep on weeknights?
6. Do you sleep \_\_\_\_\_ every night?
7. Do you have a regular or irregular sleep \_\_\_\_\_?
8. Do you have the same sleep \_\_\_\_\_ every day?

B. **Pair work.** Ask a partner the questions in Activity A.

### Example

A: What time do you usually go to sleep?

B: I usually go to sleep at 10:30.

# Reading Skill

## Previewing

*Pre* means *before*. *View* means *to look at*. Before you read something, it's important to look it over, or preview it. This will help you understand the reading better. When you preview a reading, you:

- 1) Identify the topic. To do this:
  - read the title.
  - look quickly over the reading for the names of people and places.
  - look quickly for key words (words that appear several times).
  - look at any pictures or charts.
- 2) Think about what you already know about the topic.
- 3) Ask yourself questions about the topic.

## A. Analyze the Reading

Look at the title, the names of people, and the key words in the paragraph below. Then answer the questions.

### REM (Rapid Eye Movement) Sleep

People \_\_\_\_\_ sleep \_\_\_\_\_  
\_\_\_\_\_ REM (rapid eye movement) sleep \_\_\_\_\_  
\_\_\_\_\_ REM sleep \_\_\_\_\_ researchers.  
Researchers \_\_\_\_\_ REM sleep \_\_\_\_\_ brains \_\_\_\_\_ Adults  
\_\_\_\_\_ REM sleep. Babies, \_\_\_\_\_  
\_\_\_\_\_ sleep \_\_\_\_\_ REM. \_\_\_\_\_ researchers \_\_\_\_\_ REM sleep \_\_\_\_\_  
babies' brains \_\_\_\_\_.

1. What do you know about the topic of the paragraph? Add one more idea to the list.
  - It gives information about sleep.
  - It probably gives some scientific information.
  - It may compare sleep in adults and babies.
  - \_\_\_\_\_.
2. What would you like to learn about this topic? Add two questions to the list.
  - What is REM sleep?
  - Is REM sleep necessary?
  - \_\_\_\_\_?
  - \_\_\_\_\_?

## B. Apply the Reading Skill

Follow these instructions to preview the reading below.

1. Look only at the title of the reading. What do you think the topic of the reading might be? List one more possibility.

- sleep problems around the world
- why people don't sleep

• \_\_\_\_\_

2. Look quickly over the reading. What names of people and places do you see? List two more.

- adults
- Hong Kongers
- Portuguese
- Koreans

• \_\_\_\_\_

• \_\_\_\_\_

3. What words are repeated several times (key words)? List two more.

- world
- sleep

• \_\_\_\_\_

• \_\_\_\_\_

4. What do you think the topic of the reading is now? Complete the sentence.

I think this reading is probably about

\_\_\_\_\_.

5. What would you like to learn about this topic? Write two questions.

\_\_\_\_\_?

\_\_\_\_\_?

### Sleepless Around the World

According to a survey conducted by ACNielsen, 37% of adults around the world don't get to bed until after midnight. The biggest night-owls in the world are the Portuguese, with 75% not getting to bed until after midnight. The second-ranked night-owls are the Taiwanese, with 69% going to bed after midnight. Following closely behind are the Koreans (68%) and Hong Kongers (66%).

Of the top ten night-owl places in the world, seven are in Asia. The other three are European countries known for late nights and mid-day siestas.

Top 10 Night-Owl Places in the World

Location	Sleep between 12-1 a.m.	Sleep after 1 a.m.	Total after midnight
1. Portugal	47%	28%	75%
2. Taiwan	34%	35%	69%
3. Korea	43%	25%	68%
4. Hong Kong	35%	31%	66%
5. Spain	45%	20%	65%
6. Japan	34%	26%	60%
7. Singapore	27%	27%	54%
8. Malaysia	40%	14%	54%
9. Thailand	24%	19%	43%
10. Italy	29%	10%	39%

## Discussion & Writing

1. Complete the chart with your own answers.

Activities	Why do we do this?	What might happen if we do this too much / too little?
eat food		
drink water		
watch TV		
exercise		
use a computer		

2. Discuss your answers with a partner. Then choose one of the topics and write a paragraph explaining your opinion.

### Example

#### What are the effects of using a computer too much?

*Computers help us do many things, but they can be bad for you, too. If you use the computer for a long time without a break, your eyes may begin to hurt. You might also get a headache. Computers are good for chatting with friends or sending e-mail. However, if you only talk with your friends on the computer, you can't do fun things with them. Make sure you have enough time with your friends away from the computer, too.*

#### Words to Remember

##### NOUNS

brain  
effects (of)  
experiment  
purpose  
researcher  
sleep  
stress

##### VERBS

find out  
have (trouble)  
nap  
spend (time)  
stay (awake)

##### ADJECTIVES

blurry  
dangerous  
normal  
sleepy

Mini-Dictionary  
page 158

# Mika's Homestay in London

Chapter

# 2

## Chapter Focus

### CONTENT

Studying in an English-speaking country

### READING SKILL

Scanning for details

### BUILDING VOCABULARY

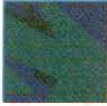
Learning compound words



مرجع زبان ایرانیان

“We travel to learn.”

—Maria Mitchell, American astronomer (1818–1889)



# Before You Read

**A. Connect with the topic.** Imagine you are going to study in another country. Check (✓) and write your answers to the questions below.

- 1. Have you ever studied in another country?  Yes, I have.  
 No, I haven't.
- 2. Would you like to study abroad?  Yes, I would.  
 No, I wouldn't.
- 3. What foreign country would you prefer to study in? Why? \_\_\_\_\_  
\_\_\_\_\_

**B. Pair work.** Take turns asking and answering the questions above.

**Example**

A: Have you ever studied in another country?  
 B: No, I haven't. What about you?  
 A: Yes, I have. I studied in Canada.

**C. Preview the reading.** Move your eyes quickly over the reading on pages 13–14. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart	<a href="http://www.irLanguage.com" style="color: white;">www.irLanguage.com</a>
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 2 more.)	3. Key words. (What words appear several times? List 2 more.)
<u>London</u> _____	<u>parents</u> _____
_____	_____
_____	_____
4. I think this reading is probably about	
_____	
_____	
_____	



Mika's Homestay<sup>1</sup> in London

by Mika Tanaka

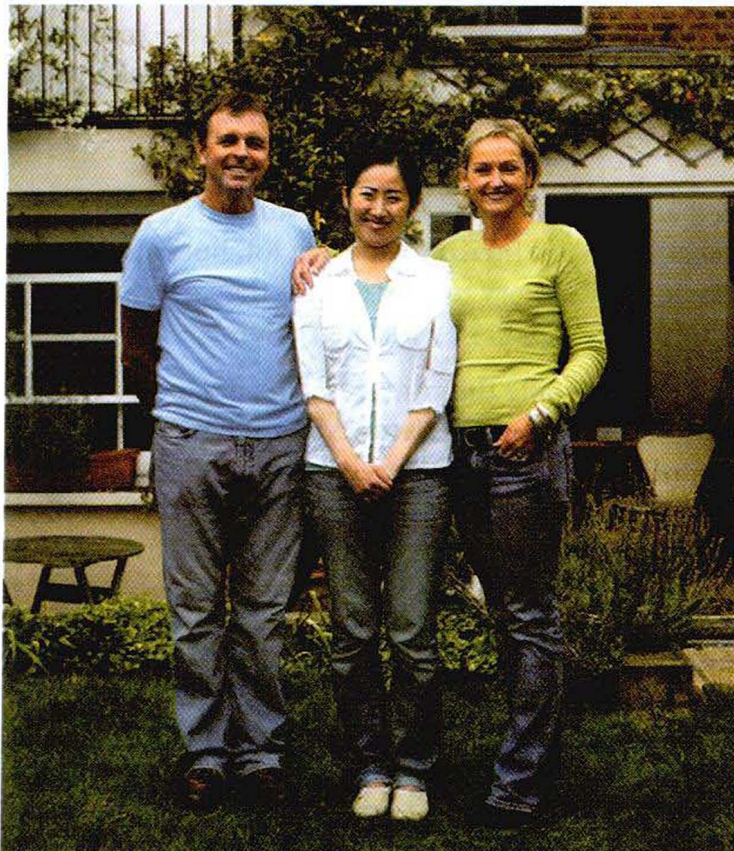
1 *Mika Tanaka, a college student from **Japan**, had a wonderful homestay in **London**. She lived with a British family and studied English for a month.*

“What do you want for your 19<sup>th</sup> birthday?” my parents asked me. “A ring,” I replied. However, instead of a ring, my parents gave me a one-  
5 month homestay in London.

On February 11, I left Japan. On the plane, I worried about being all alone<sup>2</sup> there—a stranger to London. But when I met the Flannery family (my host family), their warm welcome<sup>3</sup> made me feel at ease. Both my host father and mother were very kind and treated me like their own  
10 daughter.<sup>4</sup>

Maps  
pages 154, 155

Culture and  
Language Notes  
page 142



موسسه آموزش زبان ایران‌لینک  
OR  
GO  
irLanguage.com

<sup>1</sup> **homestay** period during which a visitor in a foreign country lives with a local family

<sup>2</sup> **all alone** by myself; without someone I know

<sup>3</sup> **warm welcome** friendly greeting

<sup>4</sup> **treated me like their own daughter** were kind and good to me, like I was their own daughter

## Getting Ready to Go

Before going to London, I did some research on English schools in London and chose Oxford House College, mainly because it had reasonable fees. Also, there weren't many Japanese students at Oxford  
15 House.

I took my parents' advice and requested that my homestay family have both a mother and a father, be native-born, non-smoking, middle-class British people, and live near a subway station. I later found that this was very good advice, since some of my friends at the English school were  
20 having problems with their host families.

## Living in London

**Potatoes!** It took me a little time to get used to the many kinds of potato dishes served: fried potatoes, steamed potatoes, sliced potatoes, and different-colored potatoes. My host mother was a good cook. She  
30 made delicious pasta and chicken dishes and even cooked rice for me.

Nadiege, a French girl, was another homestay student living with us, and we went around London together. On Saturdays, my host family would have a party at home with friends or family. When we returned from touring London, Nadiege and I would join the party. On Saturday  
35 evenings, Mr. and Mrs. Flannery would go to their favorite **pub**<sup>5</sup> to spend time together.

Although I selected a school with few Japanese students, there were still at least two in each class. In class, I tried to speak a lot, but many Japanese students didn't use their English very much (even if they had large  
40 vocabularies), and spoke only Japanese with their friends.

Sometimes, I asked other people their impressions of Japan. "Japanese people work too hard," said my French friend. My teacher thought that Japanese people were very rich. I did not agree with these points,<sup>6</sup> but I was interested in knowing what foreign people thought. One month  
45 in London made me realize that speaking English was very important because it is the language that people from many countries use the most. I would like to be more open-minded about people from different countries, like my host family is.



Word Count: 449

Reading Time: \_\_\_\_\_  
(Minutes)

Words per Minute: \_\_\_\_\_  
(Word Count/Reading Time)

<sup>5</sup> **pub** place where people drink and sometimes eat, especially in Britain

<sup>6</sup> **points** ideas



# After You Read

## Understanding the Text

### A. Comprehension: Scanning for Details

Read the statements and check (✓) True or False.

	True	False
1. For her 19th birthday, Mika asked for a homestay in London.	<input type="checkbox"/>	<input type="checkbox"/>
2. Mika went to England alone.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mika lived with a host family for two months.	<input type="checkbox"/>	<input type="checkbox"/>
4. Mika decided to study at Oxford House College because it wasn't expensive.	<input type="checkbox"/>	<input type="checkbox"/>
5. Mika did things in London with the Flannerys' youngest daughter.	<input type="checkbox"/>	<input type="checkbox"/>
6. Mika's teacher thought all Japanese people were rich.	<input type="checkbox"/>	<input type="checkbox"/>

### B. Vocabulary

What is the meaning of each highlighted word in the passage? Circle your answers below.

Before going to London, I did some research on English schools in London and chose Oxford House College, mainly because it had **reasonable** fees...

I took my parents' advice and **requested** that my homestay family have both a mother and a father, be **native-born**, non-smoking, **middle-class** British people, and live near a subway station. I later **found** that this was very good advice, since some of my friends at the English school were having problems with their host families.

1. The word "reasonable" in the passage is closest in meaning to (expensive / not expensive).
2. The word "requested" in the passage is closest in meaning to (asked for / refused).
3. The word "native-born" in the passage is closest in meaning to (born in Britain / born outside Britain).
4. The word "middle-class" in the passage is closest in meaning to (over 50 years old / not rich or poor).
5. The word "found" in the passage is closest in meaning to (heard / realized).

### C. Consider the Issues

Work with a partner to answer the questions below.

1. Do you think Mika Tanaka would agree or disagree with the opinions below? Check (✓) Agree or Disagree under “Mika.”

Opinions	Mika		Me	
	Agree	Disagree	Agree	Disagree
a. You should do some research before you travel abroad.				
b. It's good to live with a host family.				
c. Traveling abroad is a good way to learn English.				

Do you agree with Mika's opinions? Check (✓) Agree or Disagree under “Me.”

2. Mika made several important decisions before she went to London. For each decision, list an advantage and a disadvantage.

#### Example

Mika's decision: She decided to live with a family that had both a mother and father.

**Advantage:** She would experience living with at least two British people.

**Disadvantage:** She would not experience a family setting different from her own in Japan.

- a. Mika's decision: She decided to go to a school with few Japanese students.

**Advantage:** \_\_\_\_\_

**Disadvantage:** \_\_\_\_\_

- b. Mika's decision: She decided to go to London alone.

**Advantage:** \_\_\_\_\_

**Disadvantage:** \_\_\_\_\_

- c. Mika's decision: She decided to live with native-born British people.

**Advantage:** \_\_\_\_\_

**Disadvantage:** \_\_\_\_\_

## Building Vocabulary

### Learning Compound Words

Sometimes in English, two or three words are joined together to make a new word. These compound words are usually nouns or adjectives. Some are written as one word. Some are written with a hyphen (-) between them. Some are written as two separate words.

Compound words as one word	Compound words with a hyphen	Compound words as two words
birthday	open-minded	host family
homestay	native-born	high school

A. Complete the sentences with these compound words.

keyboard    airport    sister-in-law    19-year-old    post office

1. My host father took me to the \_\_\_\_\_ so I could buy some stamps and send postcards to my friends back home.
2. My brother and \_\_\_\_\_ are hosting two students from Thailand in their home this summer.
3. When I did my homestay in France, I had a hard time using the computer \_\_\_\_\_. Some of the letters are in different places than on my American one.
4. When I arrived in Osaka for my homestay, my host family was at the \_\_\_\_\_ to welcome me.
5. Paulo was happy because his host family had a \_\_\_\_\_ son, like him.

B. Write sentences about yourself using the compound words below.

1. (birthday)

\_\_\_\_\_

2. (open-minded)

\_\_\_\_\_

3. (high school)

\_\_\_\_\_

4. (choose your own)

\_\_\_\_\_

# Reading Skill

## Scanning for Details

When you need to find *specific information* in a text, like the name of a person or a place, or a keyword that is important to the story, you don't have to read every word. Instead, you can *move your eyes quickly over the text* to find the information. This is called *scanning*.

### A. Analyze the Reading

Look at the questions below. Then scan (don't read) the passage and find the answers.

1. What date did Mika leave for her homestay?  
\_\_\_\_\_
2. What was the name of Mika's homestay family?  
\_\_\_\_\_
3. What was the name of the other student who lived with Mika's host family?  
\_\_\_\_\_
4. Where did Mika study?  
\_\_\_\_\_
5. How many other Japanese students were in Mika's classes?  
\_\_\_\_\_

On February 11, I left Japan. On the plane, I worried about being all alone there—a stranger to London. But when I met the Flannery family (my host family), their warm welcome made me feel at ease...

Before going to London, I did some research on English schools in London and chose Oxford House College, mainly because it had reasonable fees. Also, there weren't many Japanese students at Oxford House...

Nadiege, a French girl, was another homestay student living with us, and we went around London together. On Saturdays, my host family would have a party at home with friends or family. When we returned from touring London, Nadiege and I would join the party. On Saturday evenings, Mr. and Mrs. Flannery would go to their favorite pub to spend time together.

Although I selected a school with few Japanese students, there were still at least two in each class. In class, I tried to speak a lot, but many Japanese students didn't use their English very much (even if they had large vocabularies), and spoke only Japanese with their friends.

## B. Apply the Reading Skill

Look at the topics below. Scan the passage and fill in information for each topic. If there is no information about a topic, write *no information*.



**My Homestay in France**  
by Amy Miller

Last summer, I went to France for a two-month homestay. I left Boston and arrived in Paris on June 15. I met my host family at the airport. My host parents were Marc and Gabrielle Lapierre. They also had a daughter, Sophie, who was 14 years old.

The Lapierres lived in an apartment in Paris. It was very close to a subway station, so it was easy for me to travel around the city. I visited all the famous sites in Paris. I study art history, so the museums were my favorite places. Every evening I practiced speaking French with my host family, and I also helped Sophie practice her English.

The food in Paris was amazing. I tried a lot of different dishes, but the crepes were my favorite. You can buy crepes almost anywhere in the city. My favorite ones had tomatoes and cheese inside, or chocolate. Gabrielle taught me how to make crepes, and now I make them at home.

I was sad when I left Paris on August 12, but I'll never forget my wonderful time there. Marc and Gabrielle told me that they want to send Sophie for a homestay with my family and me in a few years. I can't wait!

1. Dates \_\_\_\_\_
2. Cities \_\_\_\_\_
3. Countries \_\_\_\_\_
4. People \_\_\_\_\_
5. Schools \_\_\_\_\_
6. Languages \_\_\_\_\_
7. Food \_\_\_\_\_
8. Sports \_\_\_\_\_

## Discussion & Writing

1. If you went on a homestay, what would your ideal host parents be like? Check (✓) your answers below. Then add two more ideas.

### My ideal host parents would ...

- |   |  |
|---|--|
| <input type="checkbox"/> be native-born                   | <input type="checkbox"/> have children my age                |
| <input type="checkbox"/> be rich                          | <input type="checkbox"/> be non-smokers                      |
| <input type="checkbox"/> be good cooks                    | <input type="checkbox"/> like to have parties                |
| <input type="checkbox"/> be able to speak my language     | <input type="checkbox"/> treat me like their son or daughter |
| <input type="checkbox"/> not be able to speak my language | <input type="checkbox"/> _____                               |
| <input type="checkbox"/> live in a big home               | <input type="checkbox"/> _____                               |

2. Write 4–5 sentences about your ideal host parents. Then read your sentences to a classmate.

### Example

My ideal host parents would be friendly. They would also live near a subway station and have a daughter my age. They would ...

3. **Pair work.** What are some good reasons for studying abroad? Think of a way to complete each sentence below. Then compare your ideas with another pair's ideas.

### Example

It's a good idea to study abroad because you can learn to cook different kinds of food.

### It's a good idea to study abroad because...

you can learn to \_\_\_\_\_.

you can learn about \_\_\_\_\_.

you can meet \_\_\_\_\_.

you can try \_\_\_\_\_.

### Words to Remember

#### NOUNS

advice  
impression

#### VERBS

do (research)  
find  
(get) used (to)  
realize  
request  
select  
treat (someone like)  
worry (about)

#### ADJECTIVES

alone  
delicious  
native  
reasonable



# It's Not Always Black and White.

Chapter

# 3

## Chapter Focus

### CONTENT

English expressions with color words

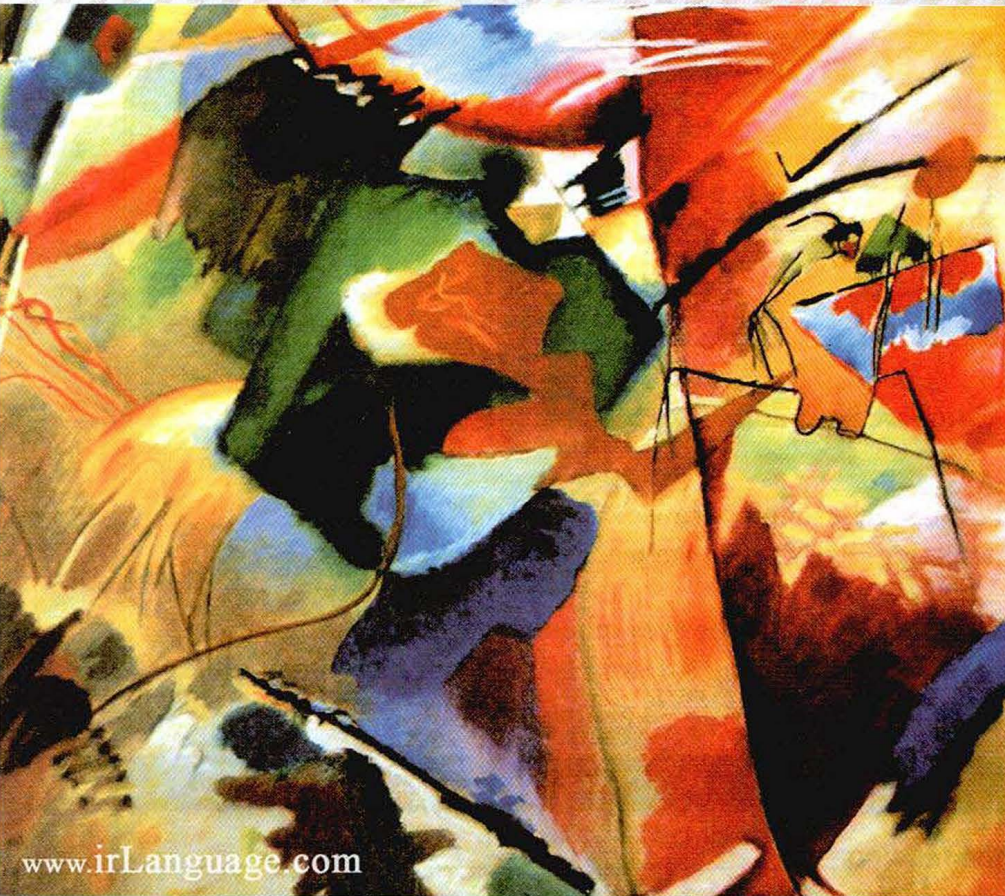
### READING SKILL

Skimming

### BUILDING VOCABULARY

Understanding idioms

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[www.irLanguage.com](http://www.irLanguage.com)

“The color of truth is gray.”

—André Gide, French author (1869–1951)

## Before You Read

- A. **Connect with the topic.** How do different colors make you feel? Write adjectives next to the colors. Use the adjectives in the box or your own ideas.

angry	excited	calm	happy	sad	nervous
-------	---------	------	-------	-----	---------

Colors	Adjectives
red	
blue	
green	
yellow	
black	

- B. **Pair work.** Compare your answers with a partner.

**Example**

A: Red makes me feel excited because...

B: That's interesting. Red makes me feel angry...

- C. **Preview the reading.** Move your eyes quickly over the reading on pages 23–24. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

### Previewing Chart

1. Title of the reading: \_\_\_\_\_

2. Key words. (What words appear several times? List 5 more.)

red \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. I think this article is probably about

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## It's Not Always Black and White.

- 1 You can find the names of colors in a lot of English expressions. Many of these expressions, however, talk about colors in very different ways. For example, the expression *black and white* can have different meanings. If something is black and white, it means it is clear, easy to understand.
- 5 However, some people *see everything in black and white*, which means that they judge everything they see as either good or bad. Some people *have to see something in black and white* to know that it is true; this black and white talks about seeing something printed, as in a newspaper. If something is printed in a newspaper, it must be true, right?
- 10 The color red is often used to talk about things that are hot or exciting. You can listen to *red-hot jazz music* or eat red-hot chili peppers. If you *roll out the red carpet* for someone, you are giving them a big welcome. On TV, you may see stars walking on the red carpet at the opening night<sup>1</sup> of a Hollywood movie or at the **Academy**
- 15 **Awards**. After a big night like this, the stars often *paint the town red*, which means that they celebrate and have fun, going to parties or nightclubs all over town. However, red isn't always fun.

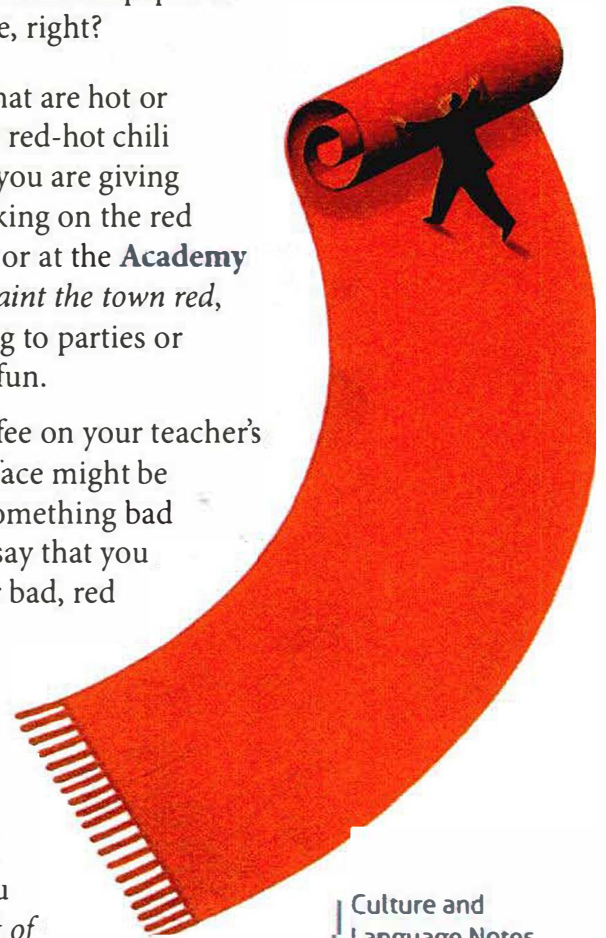
If you do something embarrassing, like *spill*<sup>2</sup> coffee on your teacher's desk, perhaps your face is *beet*<sup>3</sup>-red. Your teacher's face might be

20 *red with anger*,<sup>4</sup> too! Or if you see a person doing something bad on purpose,<sup>5</sup> like taking someone's wallet, you can say that you caught the person *red-handed*. Whether it's good or bad, red usually means something interesting is happening.

Blue is different. When people *are blue*, or

25 *have got the blues*, it means they feel sad. They might listen to **blues music**, which usually tells sad stories. Blue isn't always a sad color, though. If something good happens to you when you're not expecting it, like when you get a good idea, or if you

30 *run into*<sup>6</sup> an old friend, you can say it happened *out of the blue*.



Culture and  
Language Notes  
page 143

<sup>1</sup> **opening night** the first night a new movie is shown

<sup>2</sup> **spill** drop something, usually liquid, by accident

<sup>3</sup> **beet** a small, round root vegetable that is often red

<sup>4</sup> **with anger** angry, mad, or upset

<sup>5</sup> **on purpose** intentionally, not by accident

<sup>6</sup> **run into** suddenly meet

Green is another color that can have very different meanings. In the past, being green was almost always something negative. For example, if you ride on a boat and feel seasick,<sup>7</sup> your face may *look green*. If someone has something nice that you really want, like a new car or an expensive watch, you may also be *green with envy*.<sup>8</sup> Or if you are starting a new job, your boss may say you *are green*, which means that you don't have any experience.

Now, however, green is usually good. *Being green* more often means doing good things for the environment.<sup>9</sup> People who are good at growing plants have a *green thumb*. Many companies are *going green*, which means they are recycling<sup>10</sup> more or are trying to use less energy. In fact, some companies are moving to new, *green buildings*, which may use solar power<sup>11</sup> or grow plants on their roofs. So if someone asks you how green you are, it probably means they want to know if you do good things for the environment.

Learning new expressions with colors can be fun, but it's not always easy. As you can see, their meanings can sometimes be very different. Try looking for these expressions in the things you read. If you learn more about how these expressions are used, you may *add a little color* to your writing, or even pass your next English test *with flying colors*.<sup>12</sup>

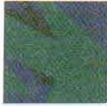


Word Count: 588

Reading Time: \_\_\_\_\_  
(Minutes)

Words per Minute: \_\_\_\_\_  
(Word Count/Reading Time)

- 
- <sup>7</sup> **seasick** feeling sick to your stomach while riding in a boat  
<sup>8</sup> **with envy** envious; wanting something that someone else has  
<sup>9</sup> **environment** everything around you; it usually means the air, water, and land; the earth  
<sup>10</sup> **recycling** using things again, like metal, glass, or paper  
<sup>11</sup> **solar power** energy from the sun  
<sup>12</sup> **pass...with flying colors** do very well, be successful



## After You Read

### Understanding the Text

#### A. Comprehension

For each item below, fill in the correct circle.

- 1. Finding the Main Idea** This reading is primarily about \_\_\_\_.  
 (A) learning the names of colors  
 (B) how people feel when they see colors  
 (C) English expressions with colors in them
- 2. Scanning for Details** According to the reading, if your face is red, it can mean you are \_\_\_\_.  
 (A) angry or embarrassed  
 (B) angry or happy  
 (C) happy or embarrassed
- 3. Scanning for Details** The following colors are mentioned in the reading: \_\_\_\_.  
 (A) black, white, red, purple, blue  
 (B) black, red, blue, green, yellow  
 (C) black, white, red, blue, green
- 4. Scanning for Details** Being green \_\_\_\_.  
 (A) is always good  
 (B) is always bad  
 (C) can be good or bad
- 5. Scanning for Details** In this article, the author shows that \_\_\_\_.  
 (A) the expression “black and white” always has a bad meaning  
 (B) being blue means feeling sad  
 (C) learning color expressions is necessary for taking tests

#### B. Vocabulary

Underline these words in the reading passage on pages 23–24. Then complete the sentences.

embarrassing      energy      expecting      experience      judge

1. It was so \_\_\_\_\_ when Haluk walked into the glass door.
2. Sheila is \_\_\_\_\_ an important phone call this afternoon from her boss.
3. That man in the jeans and T-shirt is the president of the company. You really can't \_\_\_\_\_ a person by what he's wearing.

4. Dennis has six years of \_\_\_\_\_ working as a nurse in this hospital.
5. We have to try to get the \_\_\_\_\_ we need from things other than oil.

### C. Consider the Issues

Work with a partner to answer the questions below.

1. Read the situations. Which color expression from the reading completes each sentence?
  - a. Peter didn't get the job. The manager told him that he was too \_\_\_\_\_ and they want someone with more experience.
  - b. I just got my first paycheck from my new job! Let's go out and \_\_\_\_\_.
  - c. Roberta seems really \_\_\_\_\_ ever since she and her boyfriend broke up. I wish I could make her feel better.
  - d. Is everything okay? I saw you in the office talking to Mark, and your face was \_\_\_\_\_. What did he do?
  - e. I really liked riding the rollercoaster, but when we were done, Mike looked \_\_\_\_\_. Poor guy.

Which words in the sentences helped you guess the right answers?

2. Take turns asking and answering these questions with a partner.
  - Do you ever paint the town red?
  - Do you like to eat red-hot chili peppers?
  - Has your face ever been beet-red after doing something embarrassing?
  - What kinds of things make your face red with anger?
  - Does riding on a boat make you look green?
  - Do you have a green thumb?
  - Do you know any companies that are going green?
3. Look at your answers for Activity A on page 22. Think about how each color makes you feel. Then choose three expressions using colors and write a sentence using each one.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

# Building Vocabulary

## Understanding Idioms

There are a lot of idiomatic expressions, or idioms, in English. Idioms are expressions whose meaning cannot be easily guessed just from the words in the idiom itself. The reading on pages 23–24 contains several idiomatic expressions using the names of colors.

## Examples

- see everything in black and white (judge people or situations too quickly)
- out of the blue (suddenly)
- going green (trying to do good things for the environment)

- A. What do you think the expressions below mean? Read each sentence and match the idiom with the correct meaning. Underline the words that helped you guess the meaning.
1. Carl's business was doing really well, but he lost some big customers and now he's **in the red**.
    - losing more money than he's making
    - making more money than he needs
  2. After the car accident, Sarah's nose was **black and blue** for days.
    - had too much makeup
    - was dark and bruised from being hit
  3. I thought Max was a nice guy, but yesterday he really **showed his true colors**. He yelled at Eric for making a really little mistake.
    - showed what he's really like
    - showed that he likes to get angry
  4. The manager gave us **the green light** for our new project. I can't wait to get started.
    - permission to move forward
    - a lot of money
- B. Do you know these idioms? Work with a partner to guess the meanings.
- blue-collar job / white-collar job
  - tell a white lie
  - once in a blue moon
  - raise a red flag

# Reading Skill

## Skimming

When you *skim* a reading selection, you *read it quickly* to learn about its content and organization. You don't read every word. Instead, your eyes move very quickly over the selection, trying to find general information.

For example, look at the reading on pages 23–24 again. Read very quickly. How many colors does the reading talk about? You don't have to read every word to see the words *black and white*, *red*, *blue*, and *green*.

### A. Analyze the Reading

Take just one minute to skim the Scope and Sequence on pages vi–vii. Then answer the questions.

1. Which chapter(s) might have a reading about technology?

\_\_\_\_\_

2. Which chapter(s) might be about a famous person?

\_\_\_\_\_

3. Which chapter(s) might be about student life?

\_\_\_\_\_

4. Which chapter(s) might be about business?

\_\_\_\_\_

5. Which chapter(s) might be about travel?

\_\_\_\_\_

6. Which chapter(s) might be about health?

\_\_\_\_\_

Compare your answers with a partner. Which words in the Scope and Sequence helped you find your answers? Write them below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



## B. Apply the Reading Skill

First, read the questions below. Then take one minute to skim the article for the answers. Discuss your answers with a partner.

### Showing Your True Colors

What does your favorite color say about the kind of person you are? Some people think that you can understand a lot about a person by his or her favorite color.

A person who likes red is usually strong and healthy. Red people like to see the good things in other people and don't like to feel sad. They like to try new things and don't like to stay home all day.

For a really fun time, talk to a person who likes orange. They like to be around friends all the time and love parties. Orange people are strong, and they like a lot of drama in their lives. Green people like to be around people, too, but sometimes they are too nice, which is not always good.

People who like blue are also very loving people. They are calm and strong, and they like other people to see this. They are very different from those who like purple. Purple people are funny, loud, and usually like art. They are happy to be different from others.

So, does your favorite color describe you? Try asking your friends and see if their color matches their personality. Have fun!

1. What is the topic of the reading selection?
  - (A) English expressions with colors
  - (B) favorite colors and personality
  - (C) feelings and emotions
2. Which words helped you find the answer to question 1?  

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3. Where would you probably see this kind of reading?
  - (A) in an advertisement, to sell you something
  - (B) in a textbook, for scientific information
  - (C) in a magazine, for fun
4. Which words helped you find the answer to question 3?  

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## Discussion & Writing

1. In the reading, you learned several expressions using color. Which expressions have a positive meaning? Which are negative? Check (✓) your answers.

Expressions	Positive	Negative
1. Do you judge each situation individually, or do you see everything in black and white?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you roll out the red carpet when people visit your home?	<input type="checkbox"/>	<input type="checkbox"/>
3. What do you do when you feel blue?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you ever felt green with envy?	<input type="checkbox"/>	<input type="checkbox"/>
5. Thinking about the environment, how green are you?	<input type="checkbox"/>	<input type="checkbox"/>

Tell a partner why you chose positive or negative for each item above.

2. **Pair work.** Take turns asking and answering the questions in the chart above. Give examples or reasons for each answer. Write your partner's answers.

### My Partner's Answers

Question 1:

---

Question 2:

---

Question 3:

---

Question 4:

---

Question 5:

---

Share what you learned about your partner with other classmates.

### Words to Remember

#### NOUNS

energy  
experience  
expression  
meaning  
wallet

#### VERBS

expect  
judge  
pass (a test)  
recycle  
run into  
spill

#### ADJECTIVES

embarrassing  
negative